

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
 June 25, 2026 at 5:30pm/25 de junio 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/Padre (25-28)		
2.	Alex Dickson	Parent/Madre (24-27) Secretary/Secretaria		
3.	Garduño-Medina, Elena	Parent/Madre (23-26) President/Presidente		
4.	Miguel Pérez	Teacher/Maestra (25-28)		
5.	Ana Novoa	Teacher/Maestro (24-27)		
6.	Adriana Yáñez-Gutiérrez	Staff/Personal (23-26)		
7.	Pablo Bermudez	Community Member/Miembro Comunitario (25-28)		
8.	Antonio González	Community Member/Miembro Comunitario (24-27) Vice-President/Vicepresidente		
9.	Yesenia Ramírez-Huamani	Community Member/Miembro Comunitario (23-26) Treasurer/Tesorera		
10.	Student Representative	Student Council/Concilio estudiantil		
11.	Parent Representative	Parent Council/Concilio de familias		
12.	Teejay Bersola	Director of Academic Accountability/Directora de Responsabilidad Académica		
13.	Judy Morales	Director of Business and Operations /Directora de negocios y operaciones		
14.	Eduardo de León	Executive Director/Director Ejecutivo		

C. APPROVAL OF AGENDA/Aprobación de la Agenda

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

Motion: ____ Second: ____ Vote: ____

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

a. June 8, 2026/21 de mayo 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. Local Control and Accountability Plan (LCAP) Annual Update & Approval/ *Plan de control local y rendición de cuentas (LCAP): Noticias actuales y aprobación* – Bersola (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: _____

B. LAS Fiscal Year 2026 Budget/Presupuesto de LAS para el año fiscal 2026 – Ramírez-Huamani, Morales, EdTec (15 min.)

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

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

Motion: _____ Second: _____ Vote: _____

C. LAS Family and Community Engagement (FACE) Policy/Póliza de participación familiar y comunitaria de LAS (FACE) – Parent Council, Bersola (10 min.)

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

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

Motion: _____ Second: _____ Vote: _____

D. California State Teachers Retirement System (CalSTRS): Required Updates to the Articles of Incorporation and Bylaws/Sistema de Jubilación de Docentes del Estado de California: Actualizaciones requeridas: Artículos de incorporación y Estatutos – School Leadership/Liderazgo (10 min)

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

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

Motion: _____ Second: _____ Vote: _____

E. Consolidated Application: Title I, II and IV/Aplicación de consolidación: Título I, II y IV – School Leadership/Liderazgo (10 min)

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

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

Motion: _____ Second: _____ Vote: _____

F. Educational Protection Plan (EPA)/Resolución de EPA – School Leadership/Liderazgo (10 min)

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

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

Motion: _____ Second: _____ Vote: _____

G. Proposition 28 Annual Certification/Certificación anual de la Proposición 28 – School Leadership/Liderazgo (10 min.)

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

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

Motion: _____ Second: _____ Vote: _____

H. Expanded Learning Opportunities Program Plan/ Plan del programa de oportunidades de aprendizaje ampliado – School Leadership/Liderazgo (10 min.)

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

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

Motion: _____ Second: _____ Vote: _____

I. Arts, Music & Instructional Materials Block Grant Closure Expenditure Plan/ Plan de gastos para el cierre de la subvención para artes, música y materiales didácticos – School Leadership/Liderazgo (10 min.)

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

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

Motion: _____ Second: _____ Vote: _____

J. April and May Check Registers/Registros de la cuenta bancaria de abril y mayo – School Leadership/Liderazgo (5 min)

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

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

Motion: _____ Second: _____ Vote: _____

K. Core Building Construction Update/Actualización de Proyecto de construcción del edificio principal – School Leadership/Liderazgo (10 min)

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

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

Motion: _____ Second: _____ Vote: _____

L. Policy: Extreme Weather Policy/Póliza: Póliza de clima extremo – School Leadership/Liderazgo (10 min)

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

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

Motion: _____ Second: _____ Vote: _____

M. Board Development: Annual survey, Nominations and Elections/Desarrollo de la mesa directiva: Encuesta anual, actualización de nominaciones y elecciones – (10 min.)

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

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

Motion: _____ Second: _____ Vote: _____

IV. FUTURE MEETINGS/Próxima Junta

A.) Next Meeting: Thursday, August 28, 2026 at 5:30pm – jueves, 28 de agosto 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
June 8, 2026/8 de junio de 2026
5:30 pm in Library

I. PRELIMINARY/PRELIMINARIO

I.A	Meeting was called to order by Adriana Yáñez-Gutiérrez at 5:34 PM. Roll call was taken./ La junta fue convocada por Adriana Yáñez-Gutiérrez a las 5:34 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	
	Agenda/Agenda	Action/Acción		
I.C	Approval of Agenda <i>Aprobación de la Agenda</i>	A motion was made to approve the June 8, 2026 agenda. <i>Se hizo una moción para aprobar la agenda del 8 de junio de 2026.</i> 1 st Motion/1 ^a Moción: Yáñez-Gutiérrez 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 May 21, 2026 meeting minutes. <i>Se hizo una moción para aprobar las minutas de la junta del 21 de mayo de 2026.</i> 1 st Motion/1 ^a Moción: Bermudez 2 nd Motion/2 ^a Moción: Pérez Absences/Ausencias: Dickson, Garduño Medina Abstentions/Abstenciones: González The motion passed with six votes. / <i>La moción pasó con seis votos.</i>		
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>	None/Ninguno
III. ITEMS SCHEDULED FOR DISCUSSION AND/OR ACTION ARTICULOS PROGRAMADOS PARA DISCUSIÓN Y/O ACCIÓN		
III.A	LAS Charter Renewal Petition Approval/Renovación del chárter: Aprobación de la petición – School Leadership	<p>Teejay Bersola presented the draft of the LAS Charter Petition which is slated to be submitted to the SCUSD in mid-June. <i>Teejay Bersola presentó el borrador de la Petición del chárter de LAS, la cual se entregará a SCUSD para mediados de junio.</i></p> <p>A motion was made to approve the LAS Charter Renewal Petition and delegate school leadership to finalize the formatting of the final document. <i>Se hizo una moción para aprobar la Petición para renovar el chárter de LAS y delegar al liderazgo escolar para finalizar el formato del documento.</i></p> <p>1st Motion/<i>1ª Moción</i>: Garduño-Medina 2nd Motion/<i>2ª Moción</i>: Novoa Absences/<i>Ausencias</i>: Dickson Abstentions/<i>Abstenciones</i>: None/<i>ninguna</i> The motion passed with eight votes. / <i>La moción pasó con ocho votos.</i></p> <p>A motion was made to approve the LAS Charter Renewal Submission Timeline. <i>Se hizo una moción para aprobar la línea cronológica de la entrega del chárter de LAS.</i></p> <p>1st Motion/<i>1ª Moción</i>: Yáñez-Gutiérrez 2nd Motion/<i>2ª Moción</i>: Pérez Absences/<i>Ausencias</i>: Dickson 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/Ninguno
III.B	LAS Charter Renewal Fiscal Year 2027 Budget Update/Renovación del chárter: Actualización del presupuesto de LAS para el año fiscal 2027 – School Leadership	<p>Judy Morales y Nick Mawad (EdTec) presented the preliminary Budget 2026-2027. In addition, Judy Morales presented the board with options for moving forward with an Infertility Rider. <i>Judy Morales y Nick Mawad (EdTec) presentaron el presupuesto preliminar para 2026-2027. Además, la Judy Morales presentó a la junta opciones para avanzar con una cláusula adicional de infertilidad.</i></p> <p>A motion was made to approve the Kaiser Infertility Rider (INF). <i>Se presentó una moción para aprobar la cláusula adicional de Kaiser sobre infertilidad.</i></p> <p>Given the conflict of interest for staff members on the board, they recused themselves from the discussion and vote. <i>Dado los conflictos de interés de los miembros del personal que forman parte de la mesa directiva, se abstuvieron de participar en la discusión y la votación.</i></p> <p>1st Motion/<i>1ª Moción</i>: González 2nd Motion/<i>2ª Moción</i>: Garduño-Medina Absences/<i>Ausencias</i>: Dickson Abstentions/<i>Abstenciones</i>: None/<i>ninguna</i> Recusals/<i>Recusaciones</i>: Novoa, Pérez, Yáñez-Gutiérrez The motion passed with five votes. / <i>La moción pasó con cinco votos.</i></p>

	Public Comments <i>Comentarios Públicos</i>	None/ <i>Ninguno</i>
III.C	LAS Charter Renewal Policy Committee Recommendations/Renovación del charter: Recomendaciones del comité de pólizas – School Leadership	<p>Eduardo de León and Judy Morales presented work completed by the Bylaws & Policy Committee to the board. <i>Eduardo de León y Judy Morales presentaron trabajo del comité de estatutos y pólizas.</i></p> <p>A motion was made to approve updates to the following policies/ <i>Se hizo una moción para aprobar actualizaciones a las siguientes pólizas:</i></p> <ul style="list-style-type: none"> • Administration of Medications, Anti-Seizure Medication, Emergencies, Opioid Antagonist Administration, Head Lice, Medical Marijuana and Emergency Stock Albuterol Inhalers, Anti-Seizure Medication, Emergencies, Opioid Antagonist Administration, Head Lice, and Emergency Stock Albuterol Inhalers Policy • School Visitors and Guest Policy • Immigration Enforcement Policy • Foster Youth Policy • Homeless Education Policy • Uniform Complaint Policy • Health Examinations, Immunizations and Oral Health Policy • Independent Study Policy • Notice of Non-Discrimination • Identification and Education Under Section 504 Policy • Field Trips and Excursions Policy • Suicide Prevention Policy • Student Behavioral Health Referral Protocol • Fiscal Policies • Budget Reserves Policy <p>1st Motion/<i>1ª Moción</i>: Yáñez-Gutiérrez 2nd Motion/<i>2ª Moción</i>: Garduño-Medina Absences/<i>Ausencias</i>: Dickson Abstentions/<i>Abstenciones</i>: None/<i>ninguna</i> The motion passed with eight votes. / <i>La moción pasó con ocho votos.</i></p> <p>Given the conflict of interest for staff members on the board related to Personnel Policies, they recused themselves from the discussion and vote. <i>Dado los conflictos de interés de los miembros del personal que forman parte de la mesa directiva relacionado con las pólizas de personal, se abstuvieron de participar en la discusión y la votación.</i></p> <p>A motion was made to approve updates to the personnel policies/ <i>Se hizo una moción para aprobar actualizaciones a pólizas de personal</i></p> <p>1st Motion/<i>1ª Moción</i>: Garduño-Medina 2nd Motion/<i>2ª Moción</i>: Bermudez Absences/<i>Ausencias</i>: Dickson Abstentions/<i>Abstenciones</i>: None/<i>ninguna</i> Recusals/<i>Recusaciones</i>: Novoa, Pérez, Yáñez-Gutiérrez The motion passed with five votes. / <i>La moción pasó con cinco votos.</i></p>
	Public Comments <i>Comentarios Públicos</i>	None/ <i>Ninguno</i>
III.D	LAS Family and Community Engagement (FACE) Policy (first read)/Póliza de participación familiar y comunitaria de LAS (FACE) (primera lectura) – Parent Council, Bersola	<p>Teejay Bersola presented a first read of the FACE policy. <i>Teejay Bersola presentó la primera lectura de la póliza de FACE.</i></p>

	Public Comments <i>Comentarios Públicos</i>	None/ <i>Ninguno</i>
III.E	Local Control and Accountability Plan (LCAP) Draft & Public Hearing/Borrador del plan de control local y rendición de cuentas (LCAP) y audiencia pública – Bersola	A public hearing was held and Teejay Bersola presented a first read of the LCAP. <i>Se llevó a cabo una audiencia pública y Teejay Bersola presentó una primera lectura del LCAP.</i>
	Public Comments <i>Comentarios Públicos</i>	None/ <i>Ninguno</i>
III.F	Facilities Resolution for Completion of Construction Work/Resolución de Instalaciones para la finalización de las obras de construcción – Morales	Judy Morales presented an update to the board. <i>Judy Morales presentó una actualización a la mesa directiva.</i> A motion was made to approve the Resolution for completion of construction work for core facilities modernization originally awarded to Integra Construction Services, Inc. <i>Se hizo una moción para aprobar la resolución relativa a la finalización de las obras de construcción para la modernización de las instalaciones principales, adjudicadas originalmente a Integra Construction Services, Inc.</i> 1 st Motion/ <i>1ª Moción</i> : Garduño-Medina 2 nd Motion/ <i>2ª Moción</i> : González Absences/ <i>Ausencias</i> : Dickson, Novoa, Pérez, Yáñez-Gutiérrez Abstentions/ <i>Abstenciones</i> : None/ <i>ninguna</i> The motion passed with five votes. / <i>La moción pasó con cinco votos.</i>
	Public Comments <i>Comentarios Públicos</i>	None/ <i>Ninguno</i>
IV. FUTURE MEETINGS/PRÓXIMA JUNTA		
a. Regular Board Meeting: Thursday, June 25, 2026 at 5:30pm – <i>jueves, 25 de junio de 2026 a las 5:30pm</i>		
V. FUTURE AGENDA ITEMS/TEMAS PARA AGENDAS FUTURAS		
VI. ADJOURNMENT/CLAUSURA		
The board meeting was adjourned at 9:00 PM. / <i>La reunión de la Mesa se terminó a las 9:00 PM.</i>		



A California Public School

Agenda Item# III.A

Board Meeting Date: June 25, 2026

Subject: LCAP Annual Update

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

Committee: School Leadership

Information:

Part 1: LCFF and LCAP

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

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

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

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

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



A California Public School

Attachments:

- 1) LAS LCAP Budget Overview
- 2) LAS LCAP Part1: Draft v062126
- 3) LAS LCAP Part2: Action Tables
- 4) LAS LCAP Part3: Local Indicators

Recommendations:

It is recommended that the LAS Board review and approve the LAS LCAP Parts 1, 2 and 3 before the required submission date of July 1, 2026.

Estimated Time of Presentation: 30 min
Submitted By: Bersola
Date: 062026

Pertinent Pages in
 Charter, pages _____
 MOU, pages _____



Fecha de la Reunión: 25 de junio de 2026

Tema: Actualizaciones anuales de LCAP

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

Comité: Liderazgo Escolar

Información:

Parte I: LCFF y LCAP

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

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

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

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

El 21 de marzo de 2019, la Petición de Renovación de Chárter de LAS fue aprobada por unanimidad por el SCUSD. El reciente trabajo de renovación del chárter de LAS, que comenzó en la primavera de 2017, implicó la reflexión de la comunidad escolar y la participación en el desarrollo de la Misión del chárter, las Prioridades del Estado y ha sido fundamental en el establecimiento de las bases para el LCAP. A lo largo del año escolar actual, los grupos



A California Public School *Los a través de la Asociación de Padres, el Concilio de Padres, el Concilio Asesor de Aprendices de Inglés, las reuniones del personal, el desarrollo profesional, las reuniones del Concilio Escolar, las reuniones del Comité de la Mesa y las reuniones de la Mesa Directiva, continúan aprendiendo, compartiendo comentarios y mejorando el LCAP de LAS.*

Adjunto:

- 1) Resumen del presupuesto del LCAP de LAS
- 2) LAS LCAP Parte1: Borrador v060826
- 3) LAS LCAP Parte2: Tablas de acciones
- 4) LAS LCAP Parte3: Indicadores Locales

Recomendaciones:

Se recomienda que la Mesa de LAS revise y apruebe las Partes 1 y 2 del LCAP de LAS antes de la fecha de presentación requerida del 1 de julio de 2026.

Estimated Time of Presentation: 40 min
Submitted By: Bersola
Date: 062126

Pertinent Pages in
 Charter, pages _____
 MOU, pages _____

Language Academy
LCAP Data
Apr MR Forecast 2026

Budget Overview for Parents		2026-27
Revenue		
Total LCFF Funds		8,595,106
<i>LCFF Supplemental & Concentration Grants</i>		<i>1,620,427</i>
All Other State Funds		2,610,458
All Local Funds		83,300
All Federal Funds		573,093
Total Projected Revenue		11,861,957
Expenses		
Total General Fund Expenses		11,629,790

Increased or Improved Services for Foster Youth, English Learners, and Low Income Students		
2025-26	Unduplicated Pupil % (Optional - LCAP General Information)	77%
2026-27	Projected LCFF Supplemental and/or Concentration Grants	1,620,427
2026-27	Projected Additional LCFF Concentration Grant (15 percent)	132,936

LCAP Action Tables		
2025-26	Estimated Actual LCFF Supplemental and/or Concentration Grants (Contributing Actions AU Table)	1,600,307
2025-26	Estimated Actual LCFF Base Grant (LCFF Carryover Table, includes TK Add On)	6,887,962
2026-27	Projected LCFF Base Grant (Data Entry Table, includes TK Add On)	6,974,679
2026-27	Projected LCFF Supplemental and/or Concentration Grants (Data Entry Table)	1,620,427

Local Control and Accountability Plan **FY27**

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
The Language Academy of Sacramento (LAS)	Teejay Bersola, Director of Academic Accountability	tbersola@lasac.info 916-277-7137

Plan Summary FY2025-26

Note: The terms low-income (LI) students and socioeconomically disadvantaged (SED) students refer to the same group of students. Low-income students are referred to as Socioeconomically Disadvantaged students within the Dashboard.

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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. Additionally, there is 1 (0.2%) Foster youth and a total of 6 (1%) Homeless students.

LAS Mission

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

LAS Academics

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

DUAL 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%
Sixth – Eighth*	30-40%	60-70%

*Middle School language of instruction varies per subject

CA Dashboard Excerpt:

School Details

Optional Narrative Summary

Completed By The Language Academy of Sacramento

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

Reflections: Annual Performance

***Reminder: Please note the school's unique educational program and the importance of academic performance comparative analysis at the End of Stage 3: Full Biliteracy by Gr8.**

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

External Accountability CA Dashboard

Summary of the FY25 LAS Dashboard Report with Subgroup Academic Performance by Achievement Rank (Assisted by Chat GPT)

Part 1: California Dashboard Comparison: 2024 to 2025

Overall Performance

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The Language Academy of Sacramento demonstrated academic growth between 2024 and 2025. ELA improved from Orange to Yellow, Mathematics maintained a Yellow performance level while improving, and English Learner Progress improved from Yellow to Green. New Growth Indicators introduced in 2025 showed Accelerated growth in both ELA and Mathematics. However, Chronic Absenteeism and Suspension Rates increased, indicating a need for continued attention to student engagement and school climate.

English Language Arts (ELA)

ELA improved schoolwide from **-24.5 points below standard in 2024 to -19.3 points below standard in 2025.**

Subgroup performance improved across most reported groups:

Student Group	2024	2025
English Learners	-57.0	-45.5
Long-Term English Learners	-62.8	-55.3
Socioeconomically Disadvantaged	-43.3	-32.4
Hispanic	-29.1	-23.2
Students with Disabilities	-128.0	-116.1

Students with Disabilities remain the lowest-performing subgroup despite improvement. English Learners, Long-Term English Learners, Hispanic students, and Socioeconomically Disadvantaged students all demonstrated meaningful gains.

Mathematics

Mathematics improved schoolwide from **-34.3 points below standard in 2024 to -31.0 points below standard in 2025.**

Student Group	2024	2025
English Learners	-67.3	-53.4
Long-Term English Learners	-87.9	-99.3
Socioeconomically Disadvantaged	-48.8	-46.3
Hispanic	-37.6	-34.4
Students with Disabilities	-132.5	-131.0

Most student groups improved in Mathematics. Long-Term English Learners were the only reported subgroup showing a decline.

English Learner Progress Indicator (ELPI)

English Learner Progress improved from Yellow to Green.

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Student Group	2024	2025
English Learners	46.8%	51.4%
Long-Term English Learners	51.2%	57.1%

Both English Learners and Long-Term English Learners exceeded state performance levels in 2025.

Chronic Absenteeism

Chronic Absenteeism increased from **9.7% in 2024 to 11.0% in 2025**.

Student Group	2024	2025
English Learners	12.4%	15.1%
Hispanic	9.9%	11.4%
Long-Term English Learners	13.0%	19.1%
Socioeconomically Disadvantaged	11.5%	12.4%
Students with Disabilities	11.7%	19.5%

The largest increases occurred among Students with Disabilities (+7.8 percentage points) and Long-Term English Learners (+6.1 percentage points).

Suspension Rate

Suspension rate increased from **0.5% in 2024 to 0.8% in 2025**.

Student Group	2024	2025
English Learners	0.3%	1.1%
Hispanic	0.5%	0.8%
Long-Term English Learners	1.9%	4.3%
Socioeconomically Disadvantaged	0.4%	1.1%
Students with Disabilities	1.5%	1.3%

Suspension increased from **0.5% in 2024 to 0.8% in 2025**, causing the Dashboard color to decline from Blue to Yellow. Despite this increase, suspension rates remain below state averages.

2025 Growth Indicators

The 2025 Dashboard introduced Growth Indicators, which showed strong progress across most student groups.

ELA Growth

Student Group	Status	% Improved
English Learners	Accelerated	84.0%
Long-Term English Learners	Accelerated	78.3%
Hispanic	Accelerated	84.3%
Socioeconomically Disadvantaged	Accelerated	84.4%
Students with Disabilities	Moderate	77.5%

Mathematics Growth

Student Group	Status	% Improved
English Learners	Accelerated	75.9%
Long-Term English Learners	Accelerated	69.6%
Hispanic	Accelerated	77.7%
Socioeconomically Disadvantaged	Accelerated	76.4%
Students with Disabilities	Accelerated	72.5%

These results indicate that students are making academic growth even when achievement levels remain below state standards.

Part 2: FY25 CA Dashboard

Academic Performance Overview

Subject	Overall Status	Performance Change
English Language Arts (ELA)	Yellow (19.3 points below standard)	Increased (+5.2 points)
Mathematics	Yellow (31 points below standard)	Increased (+3.3 points)
English Learner Progress	Green (51.4% making progress)	Increased (4.7%)

**Subgroup Academic Performance by Achievement Rank
English Language Arts (ELA)**

Subgroup	Performance Level	Distance from Standard	Change
All Students	Yellow	-19.3 points	+5.2 points
Students with Disabilities	Orange	-116.1 points	Improved (+11.9 points)
Hispanic	Yellow	-23.2 points	Improved (+5.9 points)
Long-Term English Learners	Yellow	-55.3 points	Improved (+7.4 points)
Socioeconomically Disadvantaged	Yellow	-32.4 points	Improved (+10.9 points)
English Learners	Yellow	-45.5 points	Improved (+11.5 points)

Mathematics

Subgroup	Performance Level	Distance from Standard	Change
All Students	Yellow	-31 points	Increased (+3.3 points)
Students with Disabilities	Red	-131 points	Maintained (+1.6 points)
Long-Term English Learners	Orange	-99.3 points	Declined (-11.4 points)
English Learners	Yellow	-53.4 points	Increased (+14 points)
Hispanic	Yellow	-34.4 points	Increased (+3.2 points)
Socioeconomically Disadvantaged	Yellow	-46.3 points	Maintained (+2.5 points)

Academic Engagement

Indicator	FY25	Performance	Change
Chronic Absenteeism	Orange	(11% chronically absent)	Increased (1.3%)
Suspension Rate	Yellow	(0.8% suspended at least one day)	Increased (0.3%)

Subgroup Chronic Absenteeism

Subgroup	Performance Level	Absenteeism Rate	Change
Students with Disabilities	Orange	19.5%	Increased (7.5%)
English Learners	Orange	15.1%	Increased (2.8%)
Long-Term English Learners	Orange	19.1%	Increased (6.2%)
Socioeconomically Disadvantaged	Orange	12.4%	Increased (1%)

Subgroup	Performance Level	Absenteeism Rate	Change
Hispanic	Orange	11.4%	Increased (1.5%)

Subgroup Suspension Rate

Subgroup	Performance Level	Suspension Rate	Change
Students with Disabilities	Yellow	1.3%	Maintained (-0.2%)
Long-Term English Learners	Orange	4.3%	Increased (2.4%)
English Learners	Orange	1.1% ¹	Increased (0.7%)
Hispanic	Yellow	0.8%	Increased (0.3%)
Socioeconomically Disadvantaged	Orange	1.1%	Increased (0.7%)

Local Indicators: Standards & School Climate

Indicator	FY24	FY25	Change
Teachers, Materials, & Facilities	Standard Met	Standard Met	No Change
Implementation of Standards	Standard Met	Standard Met	No Change
Parent & Family Engagement	Standard Met	Standard Met	No Change
Local Climate Survey	Standard Met	Standard Met	No Change

Student & Parent Feedback

Survey Topic	FY24	FY25	Change
Students who like their school	92%	92%	No Change
Students who feel safe at school	88%	87%	-1%
Parents recommending the school	97%	98%	+1%

Key Takeaways

Strengths

- ELA improved across all reported student groups.

- English Learner Progress increased from 46.8% to 51.4%.
- Long-Term English Learner Progress increased from 51.2% to 57.1%.
- Most student groups demonstrated Accelerated growth in ELA and Mathematics.
- English Learners, Hispanic students, and Socioeconomically Disadvantaged students continue to perform above state averages on several academic measures.

Areas for Continued Focus

- Chronic Absenteeism increased across all major student groups.
- Students with Disabilities continue to experience the largest academic gaps.
- Long-Term English Learners declined in Mathematics achievement.
- Suspension rates increased and should continue to be monitored.

Overall, Dashboard results show positive academic growth while identifying attendance, school climate, Students with Disabilities, and Long-Term English Learner mathematics performance as priority areas for continued improvement.

Internal Accountability: MAP Growth

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) Spring to Spring 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 document provides Conditional Growth Index (CGI) data for FY25 LAS MAP Growth during the Spring Window for the Grade 8 cohort. It highlights performance in reading (in English and Math (in Spanish for Grades 1-4 and in English for Grades 5-8) across different student groups:

Key Context

- The **Conditional Growth Index (CGI)** measures student growth relative to expected growth.
- A CGI between **-0.2 and +0.2** is approximately equivalent to one year of expected growth.

- **Positive values** indicate growth above expectations; **negative values** indicate growth below expectations.

Reading (English)

Student Group	CGI
All Grade 8 Students	0.60
Latino	0.68
Socioeconomically Disadvantaged (SED)	0.40
RFEP	1.80
English Learners (EL)	-1.07
Long-Term English Learners (LTEL)	-1.07
Special Education (SPED)	-2.07

Reading Highlights

- Overall Grade 8 reading growth (**0.60**) exceeded expected growth.
- **RFEP students (1.80)** showed exceptionally strong growth.
- **Latino (0.68)** and **SED (0.40)** students also outperformed expected growth.
- **EL and LTEL students (-1.07)** showed substantially lower-than-expected growth.
- **SPED students (-2.07)** experienced the largest reading growth deficit.

Math

Student Group	CGI
All Grade 8 Students	2.73
Latino	2.78
Socioeconomically Disadvantaged (SED)	2.69
RFEP	2.17
English Learners (EL)	3.83
Long-Term English Learners (LTEL)	3.83
Special Education (SPED)	3.12

Math Highlights

- Math performance was exceptionally strong across all student groups.
- The overall Grade 8 cohort achieved a **CGI of 2.73**, far exceeding expected growth.

- **EL and LTEL students (3.83)** demonstrated the strongest growth of any subgroup.
- **SPED students (3.12)** also showed substantial gains.
- Every reported subgroup significantly exceeded expected growth in math.

Major Takeaways

1. **Math is a clear strength** for the Grade 8 cohort, with all groups substantially outperforming growth expectations.
2. **Reading outcomes are mixed:**
 - Strong results for RFEP, Latino, SED, and the overall cohort.
 - Significant concerns for EL, LTEL, and especially SPED students.
3. The largest achievement gap appears in **Reading**, where EL/LTEL and SPED students are not keeping pace with expected growth despite strong performance in Math.

This suggests that targeted literacy interventions for EL/LTEL and SPED students may be a priority area while maintaining the highly effective math practices currently in place.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance. (DA for FY24; not applicable for FY25 and FY26)

During FY24, LAS began receiving Differentiated Assistance from SCOE to address performance gaps in ELA, Math, and Chronic Absenteeism for Students with Disabilities (SWD). Throughout FY24, the LAS Leadership Team engaged in ongoing Improvement Science training with SCOE and collaborated with its SELPA to refine strategies for improvement. Key focus areas include understanding SWD performance in the 90-10 dual language immersion model, emphasizing data disaggregation for the Gr8 Cohort, and educating stakeholders on interpreting SWD progress.

Mid-year FY24, LAS launched a targeted initiative to address chronic absenteeism, training staff on effective family discussions during spring conferences. Data analysis efforts include tracking SBAC and MAP Growth results, as well as monitoring grading patterns for at-risk SWD. Additionally, LAS introduced a year-end SWD celebration and a student survey on SPED services to enhance engagement. These actions aim to improve academic performance, attendance, and overall student involvement.

Comprehensive Support and Improvement (Not applicable)

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Not Applicable

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not Applicable

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not Applicable

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement (PLEASE SEE DETAILED INFORMATION BELOW)
[Identify applicable partner(s) or group(s) here]	[Describe the process for engaging the identified educational partner(s) here]

Insert or delete rows, as necessary.

SUMMARY: LAS has a governance structure strategically designed to keep its educational partners informed about the ever-changing landscape of health and safety mandates, legislations, flexible infrastructure demands and of course, funding. As practiced throughout the school year, school leadership meets weekly/monthly with educational partners via board, board committees, staff meeting, professional development Friday meetings, charter/compliance meetings, parent council and association meetings. In these settings, one-time federal funds

are presented, student achievement data are analyzed, strategic plans are shared and more importantly, educational partners share their Know and Want to Know understandings of the topic discussed via online survey. School leadership reviews all survey feedback providing statement validation, correction, and/or answers to inquiries. The Know and Want to Know survey results and documents are posted on the school’s website and also included in board meeting packets.

EDUCATION PARTNERS AND PROCESS FOR ENGAGEMENT

WHAT – WHEN - WHERE:

ITEM 1: LAS Community Survey Distribution

April 21 – May 6, 2026

LAS

ITEM 2: LCAP available on LAS Website for Feedback

By June 10, 2026

Online at: www.lasac.info

LCAP Educational Partner Outreach and Consultation Dates 2025 -26 :
Educational Partner Group and Meeting Dates

Governing Board Meetings and Retreat

2025 : 9/25, 12/11,
2026 : 01/29, 02/27, 03/21, 04/30, 05/28, 06/25

Parent Council/ELAC/SSC Meetings

2025 : 09/03, 10/01, 11/05, 12/03
2026 : 01/07, 02/04, 03/04, 04/08, 05/06, 06/08, 06/25

Staff Meeting and PD Meetings

2025 : 9/11, 9/18, 9/25, 10/9, 10/30, 11/13, 11/20, 12/11,
2026 : 1/8, 1/15, 1/22, 1/29, 2/12, 2/19, 2/26, 3/19, 3/26, 4/16, 4/23, 4/30, 5/14, 5/21, 5/28, 6/4, 6/17

CDT Committee Meetings

2025 : 9/4, 10/2, 11/6, 12/11
2026 : 2/5, 3/5, 4/9, 5/7

Student Council Meetings

2025 : 10/2, 11/6. 12/11

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2026 : 2/5, 3/5, 4/9, 5/7

SELPA Meetings

2025 : 10/21

2026 : 1/14, 2/11, 4/16

ITEM 3: LAS Public Hearing

Public comments are welcome at all monthly

Governing Board Meetings

Friday, June 8, 2026 and June 25, 2026 @ 5:30PM

LAS - 2850 49th Street, Sacramento, CA 95817

For more information call: 916.277.7137 or

provide feedback online via the LAS Educational Partners Survey: Know/Want to Know

https://www.surveymonkey.com/r/LCP_Surveys

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

LAS has a structured governance model to keep educational partners informed about health and safety mandates, legislation, infrastructure, and funding. Regular meetings with stakeholders ensure transparency, feedback collection, and strategic planning.

Key LCAP milestones (Historical -Present):

- Increased awareness of LCFF funding and its role in budgeting.
- Ongoing small group discussions capturing “What I Know” and “What I Want to Know” statements.
- Collection of 2,112 total feedback comments, shared publicly in English and Spanish (FY16-FY26).
- Emerging themes: Academic Performance **(AP)** and Academic Engagement **(AE)**, especially attendance and chronic absenteeism.

CA Dashboard Category	FY26 KNOW (Current Understanding)	FY26 WANT TO KNOW (Information/Needs)
1. Academic Performance	• Academic Achievement & Growth • English Learner & Biliteracy Support (reclassification, Seal of Biliteracy, multilingual learner outcomes) • Student Support Services	• Academic Achievement & Student Outcomes • English Learner & Biliteracy Supports • Curriculum & Instruction (when focused on improving achievement) • Data Transparency &

CA Dashboard Category	FY26 KNOW (Current Understanding)	FY26 WANT TO KNOW (Information/Needs)
	related to academic intervention and achievement • LCAP, Data & Funding Awareness when focused on academic outcomes and subgroup performance	Accountability related to achievement, subgroup performance, and progress toward goals
2. Academic Engagement	• School Climate & Student Engagement elements related to attendance and participation • Family Engagement & Communication • Community Pride & Shared Responsibility • LCAP, Data & Funding Awareness when focused on attendance and engagement metrics	• Family Engagement & Communication • Discussion about attendance and student engagement • Interest in workshops, webinars, and family learning opportunities • Questions about MTSS and intervention effectiveness as they relate to student participation and support
3. Conditions & Climate	• School Climate & Student Engagement elements related to school culture, satisfaction, suspensions, bullying, SEL, and behavioral supports • Student Support Services (counseling, self-regulation supports, calming spaces) • Charter Renewal & Accountability (school governance and organizational health) • Curriculum, Instruction & Collaboration (staff systems and collaboration)	• Student Support & School Climate (bullying, SEL, mental health supports, recognition systems) • Charter School Identity & Renewal (governance, accountability, transparency) • Staff Collaboration & Professional Development • Data Transparency & Accountability related to school effectiveness and accountability measures

Quick Rule of Thumb

- **Academic Performance** = Achievement results (ELA, Math, English Learner progress, subgroup outcomes).
- **Academic Engagement** = Attendance, participation, family engagement, connection to learning.
- **Conditions & Climate** = School culture, safety, behavior, SEL, mental health, staff systems, governance, and organizational effectiveness.

Key Themes from LAS Stakeholder Feedback

FY26 KNOW

Charter Identity & Mission

- Stakeholders strongly value LAS as a bilingual dual-immersion charter school focused on biliteracy, critical thinking, and student success.
- Many participants explained that LAS became a charter school to protect and expand bilingual education opportunities.

- Families and staff emphasized that the school’s mission is closely connected to serving multilingual learners and the Sacramento community.

Charter Renewal & Accountability

- Many comments focused on the 2026 charter renewal process and the importance of meeting renewal requirements.
- Participants understood that renewal depends on academic performance, engagement, school climate, governance, and financial accountability.
- Stakeholders expressed concern that failure to renew the charter could lead to school closure.

Academic Achievement & Growth

- Staff and families highlighted positive trends in English Language Arts (ELA) and math achievement.
- Many comments described an “upward trajectory” in student growth across grade levels and cohorts.
- Stakeholders noted strong performance compared to district and state averages, especially in math.
- Some concerns remained about achievement dips in grades 4–5 and the long-term effects of COVID-19 learning disruptions.

English Learner & Biliteracy Support

- Stakeholders emphasized the importance of bilingualism, biliteracy, and English learner success.
- Many comments referenced research showing that dual-language learners may take 5–7 years to achieve full academic proficiency in both languages.
- Families and staff discussed reclassification goals, Seal of Biliteracy pathways, and the importance of supporting multilingual learners throughout all grade levels.

School Climate & Student Engagement

- Stakeholders reported positive school culture and high satisfaction among students and families.
- Participants celebrated low suspension rates, improved attendance, and strong survey results.
- Some concerns included chronic absenteeism, bullying, and the need for additional social-emotional and behavioral supports.

Curriculum, Instruction & Collaboration

- Teachers discussed major efforts to improve literacy instruction, writing rubrics, and curriculum alignment across grade levels.
- Staff highlighted collaboration, calibration of grading practices, and integration of reading, writing, science, and social studies.
- Many comments praised programs such as Joyful Literacy, Bridges Math, intervention supports, and culturally relevant curriculum materials.

Student Support Services

- Staff described efforts to improve support for students with disabilities, struggling learners, and students needing intervention services.
- Counseling teams discussed calming spaces, self-regulation supports, and possible new SEL curriculum options.
- Stakeholders valued data-driven intervention systems and collaboration between teachers, specialists, and support staff.

Family Engagement & Communication

- Families and staff stressed the importance of parent involvement, surveys, ELAC participation, and communication with stakeholders.
- Several comments requested more workshops, webinars, translated resources, and clearer explanations of school systems and expectations.
- English-only families expressed a need for additional support helping students with bilingual learning at home.

LCAP, Data & Funding Awareness

- Many participants demonstrated growing understanding of the LCAP and LCFF funding process.
- Stakeholders recognized that the LCAP connects school goals, student outcomes, accountability metrics, and funding decisions.
- Common themes included improving academic performance, reducing absenteeism and suspensions, and monitoring subgroup outcomes through data analysis.

Community Pride & Shared Responsibility

- Many comments reflected pride in LAS, appreciation for staff leadership, and commitment to the school's mission.
- Stakeholders repeatedly emphasized that improving LAS is a shared responsibility among staff, families, students, administrators, and community members.

FY26 Want to Know

Charter School Identity & Renewal

- Questions about why LAS operates as a charter school
- Interest in understanding the charter renewal process
- Concerns about what happens if the charter is not renewed
- Requests for clearer explanations of governance, accountability, and oversight
- Desire for more transparency about school goals and commitments

Academic Achievement & Student Outcomes

- Concerns about CAASPP performance in Math and ELA
- Questions about subgroup achievement and achievement gaps
- Interest in improving outcomes for:
 - English learners
 - Long-term English learners
 - Students with disabilities
 - Students performing below grade level
- Requests for stronger intervention systems and academic supports
- Questions about cohort growth and long-term student progress

Curriculum & Instruction

- Discussion about literacy and math curriculum alignment
- Interest in improving writing instruction and common rubrics
- Requests for additional instructional resources and intervention materials
- Questions about how curriculum changes impact student achievement
- Need for stronger vertical alignment across grade levels

Student Support & School Climate

- Concerns about bullying and student behavior
- Interest in strengthening social-emotional learning (SEL)
- Requests for calm spaces and mental health supports
- Discussion about attendance and student engagement
- Questions about MTSS systems and intervention effectiveness
- Interest in recognizing student success more consistently

English Learner & Biliteracy Supports

- Questions about English learner progress and reclassification
- Interest in strengthening bilingual education opportunities
- Requests for more opportunities for students to practice Spanish
- Discussion about Seal of Biliteracy goals
- Need for supports for families who primarily speak English

Family Engagement & Communication

- Requests for simpler, easier-to-understand LCAP summaries
- Desire for improved communication with families
- Interest in workshops, webinars, and informational sessions
- Questions about funding and how resources are allocated
- Requests for better public understanding of LAS programs and services

Staff Collaboration & Professional Development

- Need for more teacher collaboration time
- Requests for professional development in literacy and math instruction
- Interest in sharing best practices across grade levels
- Discussion about improving instructional consistency
- Need for clearer systems and structures to support staff

Data Transparency & Accountability

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- Requests for clearer presentation of school data
- Questions about how success is measured
- Desire for more transparency regarding subgroup performance
- Interest in tracking progress toward school goals
- Need for clearer explanations of metrics and outcomes

Goals and Actions

Goal 1: Academic Performance (AP)

Goal #	Description	Type of Goal
<p>Goal 1: AP Metrics: 1.0-6.0 Actions: 1-25</p>	<p><i>This section reflects the LAS goals as stated in the LAS Charter Petition (2019-2024, Ext. 2027) approved on March 21, 2019.</i></p> <p>Goal 1: ACADEMIC PERFORMANCE (AP) AP 1.1, 1.2, 1.3, 4.1, 4.2, 4.3 High Achievement in Language Arts: English (ELA) and Spanish (SLA) AP 2.1, 2.2, 2.3, 5.1, 5.2, 5.3 High Achievement in Mathematics AP 3.1 Upward Trajectory of EL Progress Towards Reclassification (RFEP) Status (Note: The two subgroups (EL and RFEP) must be analyzed in tandem for accurate depiction of progress)</p>	<p>Maintenance Goal</p>

State Priorities addressed by this goal.

1. Basic Services (Priority 1)
 - Qualified and appropriately assigned teachers
 - Access to standards-aligned instructional materials
 - Safe and well-maintained school facilities
2. Implementation of State Standards (Priority 2)
 - Effective implementation of Common Core State Standards (CCSS)
 - Support for English Language Learners (ELLs)
4. Student Achievement (Priority 4)
 - Performance on state assessments (CAASPP, ELPAC)
 - * English Learner reclassification rates

- 7. Access to a Broad Course of Study (Priority 7)
 - Availability of courses beyond core subjects (arts, CTE, world languages, etc.)
- 8. Outcomes in Broad Course of Study (Priority 8)
 - Student performance in a well-rounded curriculum, including science, social studies, and the arts

An explanation of why the LEA has developed this goal.

This goal is at the core of our work at LAS. As a community, we continue to study the ramifications of the school closure due to the pandemic as well as the learning recovery needs of our students in relation to their academic performance and always, within the context of dual language immersion educational program research. Annually and accordingly, we then align our resources: personnel and non-personnel, and ensure expert implementation of strategic actions and programs to address identified needs.

Measuring and Reporting Results

<p>Goal 1 Metric # 1.0-6.0</p>	<p>Metric</p>	<p>Baseline FY23 *Gr8 Cohort baseline change from Gr5 to Gr6 due to Covid 19</p>	<p>Year 1 Outcome FY24 Gr8 Cohort baseline change from Gr5</p>	<p>Year 2 Outcome FY25 Gr8 Cohort baseline change from Gr5</p>	<p>Annual Target for Outcome: 3Year LCAP CYCLE Year 1: FY24 Year 2: FY25 Year 3: FY26</p>	<p><i>NOTE: LAS is a charter school completing LCAP targets annually</i></p> <p>Current Difference from Baseline FY23 vs Year 2 FY25</p>
<p>Goal 1 Metric 1.0 AP 1.1 (ELA- External)</p>	<p>SBAC: Gr8 Cohort Percent of Students at Met/Exceeded Gr8 Cohort Trajectory All: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from *Gr5 SBAC baseline</p>	<p>Gr8 Cohort Trajectory All: All: 33% to 56% Data Year: FY23 Data Source: Data Quest; Gr8 Cohort Data vs *Gr6 Baseline</p>	<p>Gr8 Cohort Trajectory All: All: 28% to 62% Data Year: FY24 Data Source: Data Quest; Gr8 Cohort Data vs Gr5 Baseline</p>	<p>Gr8 Cohort Trajectory All: All: 29% to 52% Data Year: FY25 Data Source: Data Quest; Gr8 Cohort Data vs Gr5 Baseline</p>	<p>Target: Upward Trajectory Data Year: FY25 Data Source: Data Quest; Gr8 Cohort Data vs Gr5 Baseline</p>	<p>Met Goal</p>

<p>Goal 1 Metric 1.0 AP 1.2 (ELA-External)</p>	<p>SBAC: Gr8 Cohort Percent of Students at Met/Exceeded 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 Subgroups: Latinx: 32% to 56% EL: 4% to 14% RFEP: 55% to 63% LTEL: *less than 11 students SPED: *less than 11 students LI: 23% to 45% Data Year: FY23 Data Source: Data Quest; Gr8 Cohort Data vs *Gr6 Baseline</p>	<p>Gr8 Cohort Trajectory Subgroups: Latinx: 25% to 60% EL: 0% to 29% RFEP: 25% to 70% LTEL: *less than 11 students SPED: *less than 11 students LI: 16% to 54% Data Year: FY24 Data Source: Data Quest; Gr8 Cohort Data vs Gr5 Baseline</p>	<p>Gr8 Cohort Trajectory Subgroups: Latinx: 25% to 49% EL: 11% to 7% RFEP: 42% to 68% LTEL: SPED: LI: 18% to 50% Data Year: FY25 Data Source: Data Quest; Gr8 Cohort Data vs Gr5 Baseline</p>	<p>Target: Upward Trajectory Data Year: FY25 Data Source: Data Quest; Gr8 Cohort Data vs Gr5 Baseline</p>	<p>Met Goal</p>
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<p>Goal 1 Metric 1.0 AP 1.3 (ELA-External)</p>	<p>SBAC: Gr8 Cohort Percent of Students at Met/Exceeded</p> <p>Gr8 Cohort Comparative</p> <p><u>All and Subgroups:</u> 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>Gr8 Cohort Comparative</p> <p><u>LAS vs District and State:</u></p> <p>All: 56% vs 46% and 39%</p> <p>Subgroups:</p> <p>Latinx: 56% vs 35% and 29%</p> <p>EL: 14% vs 5% and 3%</p> <p>RFEP: 63% vs 51% and 60%</p> <p>LTEL: *less than 11 students</p> <p>SPED: *less than 11 students</p> <p>LI: 45% vs 35% and 29%</p> <p>Data Year: FY23</p> <p>Data Source: Data Quest</p>	<p>Gr8 Cohort Comparative</p> <p><u>LAS vs District and State:</u></p> <p>All: 62% vs 46% and 38%</p> <p>Subgroups:</p> <p>Latinx: 60% vs 36% and 28%</p> <p>EL: 29% vs 7% and 3%</p> <p>RFEP: 70% vs 51% and 53%</p> <p>LTEL: *less than 11 students</p> <p>SPED: *less than 11 students</p> <p>LI: 54% vs 35% and 27%</p> <p>Data Year: FY24</p> <p>Data Source: Data Quest</p>	<p>Gr8 Cohort Comparative</p> <p><u>LAS vs District and State:</u></p> <p>All: 52% vs 48% and 38%</p> <p>Subgroups:</p> <p>Latinx: 49% vs 38% and 32%</p> <p>EL: 7% vs 5% and 4%</p> <p>RFEP: 68% vs 53% and 56%</p> <p>LTEL:</p> <p>SPED: 8% vs 13% and 12%</p> <p>LI: 50% vs 37% and 29%</p> <p>Data Year: FY25</p> <p>Data Source: Data Quest</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>Met Goal except for SPED</p>
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<p>Goal 1 Metric 2.0 AP 2.1 (Math-External)</p>	<p>SBAC: Gr8 Cohort Percent of Students at Met/Exceeded Gr8 Cohort Trajectory <u>All:</u> By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from *Gr5 SBAC baseline</p>	<p>Gr8 Cohort Trajectory <u>All:</u> All: 27% to 44% Data Year: FY23 Data Source: Data Quest; Gr8 Cohort Data vs *Gr5 Baseline</p>	<p>Gr8 Cohort Trajectory <u>All:</u> All: 14% to 55% Data Year: FY24 Data Source: Data Quest; Gr8 Cohort Data vs Gr5 Baseline</p>	<p>Gr8 Cohort Trajectory <u>All:</u> All: 12% to 42% Data Year: FY25 Data Source: Data Quest; Gr8 Cohort Data vs Gr5 Baseline</p>	<p>Target: Upward Trajectory Data Year: FY25 Data Source: Data Quest</p>	<p>Met Goal</p>
<p>Goal 1 Metric 2.0 AP 2.2 (Math-External)</p>	<p>SBAC: Gr8 Cohort Percent of Students at Met/Exceeded Gr8 Cohort Trajectory <u>Subgroups:</u> By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC baseline</p>	<p>Gr8 Cohort Trajectory <u>Subgroups:</u> Latinx: 25% to 44% EL: 4% to 7% RFEP: 45% to 54% LTEL: *less than 11 students SPED: *less than 11 students LI: 16% to 32% Data Year: FY23 Data Source: Data Quest; Gr8 Cohort Data vs *Gr6 Baseline</p>	<p>Gr8 Cohort Trajectory <u>Subgroups:</u> Latinx: 11% to 54% EL: 0% to 7% RFEP: 10% to 67% LTEL: *less than 11 students SPED: *less than 11 students LI: 7% to 50% Data Year: FY24 Data Source: Data Quest; Gr8 Cohort Data vs Gr5 Baseline</p>	<p>Gr8 Cohort Trajectory <u>Subgroups:</u> Latinx: 12% to 41% EL: 0% to 0% RFEP: 26% to 53% LTEL: NA to less than 11 students SPED: less than 11 students to 17% LI: 2% to 35% Data Year: FY25 Data Source: Data Quest; Gr8 Cohort Data vs Gr5 Baseline</p>	<p>Target: Upward Trajectory Data Year: FY25 Data Source: Data Quest</p>	<p>Met Goal</p>

<p>Goal 1 Metric 2.0 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>Gr8 Cohort Comparative:</p> <p>LAS vs District and State:</p> <p>All: 44% vs 30% and 24%</p> <p>Subgroups:</p> <p>Latinx: 44% vs 18% and 15%</p> <p>EL: 7% vs 3% and 4%</p> <p>RFEP: 54% vs 31% and 36%</p> <p>LTEL: *less than 11 students</p> <p>SPED: *less than 11 students</p> <p>LI: 32% vs 19% and 16%</p> <p>Data Year: FY23</p> <p>Data Source: Data Quest</p>	<p>Gr8 Cohort Comparative:</p> <p>LAS vs District and State:</p> <p>All: 55% vs 32% and 24%</p> <p>Subgroups:</p> <p>Latinx: 54% vs 20% and 16%</p> <p>EL: 7% vs 4% and 3%</p> <p>RFEP: 67% vs 32% and 35%</p> <p>LTEL: *less than 11 students</p> <p>SPED: *less than 11 students</p> <p>LI: 50% vs 21% and 15%</p> <p>Data Year: FY24</p> <p>Data Source: Data Quest</p>	<p>Gr8 Cohort Comparative:</p> <p>LAS vs District and State:</p> <p>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>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>Target: LAS is comparable/higher than the state and district</p> <p>Data Year: FY25</p> <p>Data Source: Data Quest</p>	<p>Met Goal except for EL</p>
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<p>Goal 1 Metric 3.0 AP 3.1 (ELL-External)</p>	<p>Gr8 Cohort ELL Reclassification Gr8 Cohort reclassification rate is at 65% or higher by the End of Stage 3 (Gr8)</p>	<p>Gr8 Cohort ELL Reclassification Rate: 59% / 44% Data Year: FY23 Data Source: Data Quest, Infinite Campus</p>	<p>Gr8 Cohort ELL Reclassification Rate: 80% / 69% Data Year: FY24 Data Source: Data Quest, Infinite Campus</p>	<p>Gr8 Cohort ELL Reclassification Rate: 75% / 55% Data Year: FY25 Data Source: Data Quest, Infinite Campus</p>	<p>Target: 65% or higher Data Year: FY25 Data Source: Data Quest, Infinite Campus</p>	<p>Met Goal</p>
<p>Goal 1 Metric 4.0 AP 4.1 (ELA-Internal)</p>	<p>MAP Growth: Gr8 Cohort CGI of zero or above Gr8 Cohort 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: 0.35 Data Year: FY23 Data Source: MAP Growth - Sp2022 to Sp2023</p>	<p>CGI: 0.15 Data Year: FY24 Data Source: MAP Growth - Sp2023 to Sp2024</p>	<p>CGI: 0.60 Data Year: FY25 Data Source: MAP Growth - Sp2024 to Sp2025</p>	<p>Target: CGI: Zero or higher Data Year: FY25 Data Source: MAP Growth - Sp2024 to Sp2025</p>	<p>Met Goal</p>
				<p>FY26 Gr 8 CGI: 0.26 Sp2025 to Sp2026</p>		

<p>Goal 1 Metric 4.0 AP 4.2 (ELA- Internal)</p>	<p>MAP Growth: Gr8 Cohort CGI of zero or above Gr8 Cohort Trajectory <u>All</u>: 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>MAP Growth: Gr8 Cohort CGI of zero or above CGI: 0.93 and 0.35 Data Year: FY23 Data Source: MAP Growth - Sp2022 to Sp2023 and Sp2020- Sp2021</p>	<p>MAP Growth: Gr8 Cohort CGI of zero or above CGI: 1.92 and 0.15 Data Year: FY24 Data Source: MAP Growth - Sp2023 to Sp2024 and Sp2021 to Sp2022</p>	<p>MAP Growth: Gr8 Cohort CGI of zero or above CGI: 3.64 and 0.60 Data Year: FY25 Data Source: MAP Growth - Sp2024 to Sp2025 and Sp2022 to Sp2023</p>	<p>Target: CGI: Zero or higher Data Year: FY25 Data Source: MAP Growth - Sp2024 to Sp2025 and Sp2022 to Sp2023 2</p>	<p>Met Goal</p>
<p>Goal 1 Metric 4.0 AP 4.3 (ELA- Internal)</p>	<p>Gr8 Cohort Growth <u>Subgroups:</u> 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 <u>Subgroups:</u> Latinx: 0.14 Not available for below: EL: RFEP: LTEL: SPED: LI: Data Year: FY23 Data Source: MAP Growth - Sp2022 to Sp2023</p>	<p>Gr8 Cohort Growth <u>Subgroups:</u> Latinx: 0.24 EL: 1.21 RFEP: -0.31 LTEL: NA SPED: 3.45 LI: 0.13 Data Year: FY24 Data Source: MAP Growth - Sp2023 to Sp2024</p>	<p>Gr8 Cohort Growth <u>Subgroups:</u> Latinx: 0.68 EL: -1.07 RFEP: 1.80 LTEL: -1.07 SPED: -2.07 LI: 0.40 Data Year: FY25 Data Source: MAP Growth - Sp2024 to Sp2025</p>	<p>Target: CGI: Zero or higher Gr8 Cohort Growth <u>Subgroups:</u> Data Year: FY25 Data Source: MAP Growth - Sp2024 to Sp2025</p>	<p>Met Goal (except with EL, LTEL, and SPED subgroup)</p>

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<p>Goal 1 Metric 5.0 AP 5.1 (Math-Internal)</p>	<p>All: Gr8 Cohort 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: 1.01 Data Year: FY23 Data Source: MAP Growth - Sp2022 to Sp2023</p>	<p>CGI: 1.77 Data Year: FY24 Data Source: MAP Growth - Sp2023 to Sp2024</p>	<p>CGI: 2.73 Data Year: FY25 Data Source: MAP Growth - Sp2024 to Sp2025</p>	<p>Target: CGI: Zero or higher Data Year: FY25 Data Source: MAP Growth - Sp2024 to Sp2025</p>	<p>Met Goal</p>
				<p>FY26 CGI=0.52</p>		
<p>Goal 1 Metric 5.0 AP 5.2 (Math-Internal)</p>	<p>All: Gr8 Cohort 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: 0.57 and 1.01 Data Year: FY23 Data Source: MAP Growth - Sp2022 to Sp2023 and Sp2020-Sp2021</p>	<p>CGI: 4.69 and 1.77 Data Year: FY24 Data Source: MAP Growth - Sp2023 to Sp2024 and Sp2021 to Sp2022</p>	<p>CGI: 2.91 and 2.73 Data Year: FY25 Data Source: MAP Growth - Sp2024 to Sp2025 and Sp2022 to Sp2023</p>	<p>Target: CGI: Zero or higher Data Year: FY25 Data Source: MAP Growth - Sp2024 to Sp2025 and Sp2022 to Sp2023</p>	<p>Met Goal</p>

<p>Goal 1 Metric 5.0 AP 5.3 (Math-Internal)</p>	<p>Gr8 Cohort Growth Subgroups: 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 Subgroups: Latinx: 1.10 Not available for below: EL: RFEP: LTEL: SPED: LI: Data Year: FY23 Data Source: MAP Growth - Sp2022 to Sp2023</p>	<p>Gr8 Cohort Growth Subgroups: Latinx: 1.74 EL: 1.14 RFEP: 1.56 LTEL: N/A SPED: 0.87 LI: 1.67 Data Year: FY24 Data Source: MAP Growth - Sp2023 to Sp2024</p>	<p>Gr8 Cohort Growth Subgroups: Latinx: 2.78 EL: 3.83 RFEP: 2.17 LTEL: 3.83 SPED: 3.12 LI: 2.69 Data Year: FY25 Data Source: MAP Growth - Sp2024 to Sp2025</p>	<p>Target: CGI: Zero or higher Gr8 Cohort Growth Subgroups: Data Year: FY25 Data Source: MAP Growth - Sp2024 to Sp2025</p>	<p>Met Goal</p>
<p>Goal 1 Metric 6.0 AP 6.1 (SLA)</p>	<p>Version 1: MAP Growth Spanish Reading: CGI is not available from the publisher <i>LAS</i> will remove this goal for FY25 LCAP Version 2: MAP Fluency Spanish Reading; By the end of Gr5, 90% of students will be proficient in Spanish reading fluency.</p>	<p>MAP Fluency Spanish Reading; By the end of Gr5: 97% Data Year: FY23 Data Source: MAP Fluency Sp2023</p>	<p>MAP Fluency Spanish Reading; By the end of Gr5: 95% Data Year: FY24 Data Source: MAP Fluency Sp2024</p>	<p>MAP Fluency Spanish Reading; By the end of Gr5: 92% Data Year: FY25 Data Source: MAP Fluency Sp2025</p>	<p>Target: By EOY Gr5, 90% of above will be proficient</p>	<p>Met Goal</p>

Insert or delete rows, as necessary.

Goal 1: Goal Analysis for LCAP FY25-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

In the recent years at LAS, there has been a collective effort to increase support in personnel in all aspects of teaching and learning – i.e. professional development, instructional support staff and additional tutoring as well as in curriculum and instructional materials investments. Action 17.W Teacher Leader Program, Action 18 Continued TK Implementation, including adding a second TK classroom in FY26 and Action 23.W FT Support Service are examples of LAS’ effort to build local leadership capacity where “teachers research, lead and teach other teachers” in various professional learning groups: Literacy, ELD, Math, and Interventions. Initially with staff departures in FY25, Action 20.W Increase Service PT Teacher in Special Assignment was removed; however, it was reinstated soon after to address student support services on demand- i.e. assessments, short-term interventions and with teacher substitute need being priority. Actions 3 and 8: Continue Immersion Research, needs to be addressed more deeply in the upcoming year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

During FY25, major differences between budgeted expenditures and estimated actual expenditures are evident in Object Codes: 1000 and 2000 as the LAS Board approved an additional retroactive salary increase for certificated staff (9%) and classified staff (TBD). In FY26, LAS has established an annual additional stipend for teachers with Masters Degree. Moreover, funding allowances for Object codes for Goal 1: Action 15, Action 17.W, and Action 25.W, relating to professional development and teacher leadership initiatives, were shifted accordingly to address the actual need and payments of the implemented actions- i.e. stipends versus outside third party.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Based on LAS Gr8 Cohort (End of Stage 3: Full Biliteracy) comparative data with the local district (Sacramento City Unified) and state (CA), LAS Gr8 Cohort overall outperformed in the percentage of students who met/exceeded standards. Internally, MAP Growth implementation has been insightful and efficacious in assessing growth in ELA, SLA, and Math. Results in both external and internal academic accountability measures confirm that actions for this goal, despite inevitable changes in staffing, are working effectively in tandem.

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

A milestone realization for LAS is that our assessments need to have flexibility for remote administration in the case of school closures. Hence, LAS has expanded MAP Growth to include English and Spanish Reading in addition to Mathematics. Moreover, LAS added MAP Fluency assessment these recent years to monitor schoolwide progress towards mastery of foundational literacy. This decision also aligns with the charter school’s required provision under AB1505 to have an additional verifiable, state approved data such as MAP Growth for charter renewal purposes. That said, after careful consideration and numerous dialogue with the publisher (NWEA) this year, Goal 1 Metric 6.0 (AP 6.2 SLA) MAP Growth Spanish will not be included for the FY26, since the publisher declared that due to the lack of norming size

needed to create a CGI rating (growth measurement in Spanish), it does not see it being available in the future. Starting FY26, the metric for this goal will be replaced by MAP Fluency data, particular to the End of the Year Grade 5, with the goal of 90% or higher Spanish Reading Fluency for the cohort.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Goal 1 Action # 1-25 L= Limited W= Schoolwide	Title	Description <i>**For FY24, LAS received technical assistance in the form of Differentiated Assistance from the Sacramento County Office of Education (SCOE) in the following performance areas for the Students with Disabilities (SWD) subgroup: ELA, Math, and Chronic Absenteeism.</i>	FUNDING SOURCE(S); Total funds	Contributing
Goal 1 Action 1	ELA	Continue to monitor student progression towards biliteracy, including development of academic English proficiency of English learners using SBAC and ELPAC indicators	LCFF (Base, S&C, EPA, In-Lieu), Other State (AMIM Art & Music, ELOP, State Lottery, Mandated Cost Reimbursement), Federal (Title 1& 2) \$4,422,312	N
Goal 1 Action 2		Analyze ELA achievement data by schoolwide, grade level and subgroups <i>**LAS has disaggregated both external accountability data for Gr8 Cohort SWD SBAC results and internal accountability data Gr8 Cohort MAP Growth results, as well as started a longitudinal research on the grading patterns for the Gr8 Cohort SWD: 1) # of students with D or F in ELA and Math, and 2) # of students with a cumulative G.P.A. of 1.9 or lower.</i>	See Goal 1 Action1	
Goal 1 Action 3		Continued study on most recent bilingual immersion research and its efficacy for students, particularly the identified subgroups**	See Goal 1 Action1	

Goal 1 Action 4		<i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments: **FY24 LAS qualified for Differentiated Assistance for SPED Academics based on FY23 SPED DFS. FY26***Added Speech Therapist FT Staff on Oct. 2025.</i>	LCFF (Base, In-Lieu), Other State (SPED Entitlement, SPED Reimbursement, Federal (SPED IDEA) \$944,882	
Goal 1 Action 5	SLA	Continue administration of Spanish language assessment in reading (K-8) and in math (K-4)	See Goal 1 Action1	N
Goal 1 Action 6		Analyze SLA achievement data by schoolwide, grade level and subgroups	See Goal 1 Action1	
Goal 1 Action 7	MATHEMATICS	Analyze Math achievement data by schoolwide, grade level and subgroups** <i>LAS has disaggregated both external accountability data for Gr8 Cohort SWD SBAC results and internal accountability data Gr8 Cohort MAP Growth results, as well as started a longitudinal research on the grading patterns for the Gr8 Cohort SWD: 1) # of students with D or F in ELA and Math, and 2) # of students with a cumulative G.P.A. of 1.9 or lower.</i>	See Goal1 Action1	N
Goal 1 Action 8		Continued study on most recent bilingual immersion research and its efficacy for students, particularly the identified subgroups	See Goal 1 Action1	
Goal 1 Action 9		Analysis of schoolwide and subgroup data from MAP Math Benchmark**	See Goal 1 Action1	
Goal 1 Action 10		<i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments: **FY24 LAS qualified for Differentiated Assistance for SPED Academics based on FY23 SPED DFS</i>	See Goal 1 Action1	

Goal 1 Action 11.L (1of3)	English Language Learners	ELL: Continue to monitor student progression towards biliteracy, including development of academic English proficiency of English learners using SBAC and ELPAC indicators <i>**FY24 Change RFEP Gr8 Cohort Goal from 70% to 65% (Average: of FY22 and FY23 RFEP data)</i>	LCFF (S&C: 1of3), See Goal 1, Action 1, Action 17.W	Y (EL)
Goal 1 Action 12.W (2of5)	Schoolwide	Keep updated teacher credential status to ensure all teaching personnel are highly qualified and properly credentialed	LCFF (Base) \$1,379	Y (LI, EL, FY)
Goal 1 Action 13		All core subjects instruction is based on Common Core State Standards		N
Goal 1 Action 14.L (2of3)		Subgroups: Provide identified additional support for subgroups as identified by achievement data- i.e. technology assistance, other support materials	LCFF (S&C: 2of3)	Y (LI)
Goal 1 Action 15.L (3of3)		School Leadership and the Curriculum Design Team will continue Professional Development trainings that deepen staff understanding of state standards and its efficacy in addressing the progress of English learners.	LCFF (Base, S&C: 3of3), Federal (Title 1) \$22,219	Y (EL)
Goal 1 Action 16.W (2of2) LREBG	FY26: Moved to Goal 3, Action 8	Continue expanded learning opportunities or interventions will be available to identified subgroup needs: Before, after school, winter, or summer session	<i>FY26: Moved to Goal 3, Action 8</i>	Y (LI, EL, FY)
Goal 1 Action 17.W (2of5)		<i>New amended verbiage:</i> Implement teacher leader program for teaching and learning opportunities and schoolwide programmatic finetuning using funding for learning recovery. <i>New-Continuation of ELD Task Force work, Math Leads for Math Pilot Program Support.</i>	Other State (EEF)	Y (LI, EL, FY)
Goal 1 Action 18		Continue implementation of TK program and adherence to changing age enrollment mandates	LCFF (In-Lieu) \$309,780	N

Goal 1 Action 19.W (1of5)		Increased services: Literacy Coach and intervention	LCFF (S&C) \$36,780	Y (LI, EL, FY)
Goal 1 Action 20.W		(Initially removed and then back for FY26) Increased services: (One Year Only) Part-time teacher on special assignment	See Goal 1 Action 1	Y (LI, EL, FY)
Goal 1 Action 21.W (3of5)		Increased services: (One Year Only) 8 PT Instructional Aides	LCFF(S&C, In-Lieu) \$150,626	Y (LI, EL, FY)
Goal 1 Action 22.W (1of2) LREBG		Increased services: Intervention Tutors (School year)	Other State (LREBG) \$86,940	Y (LI, EL, FY)
Goal 1 Action 23.W (4of5)		New Increased services: FT Support Services (Student assessments and intervention)	LCFF (S&C, In-Lieu) \$80,673	Y (LI, EL, FY)
Goal 1 Action 24.W (2of2) LREBG	FY26: Moved to Goal 3, Action 9	Increased services: Extensive Student Support Personnel (FY24: <i>Intervention Core Day and Intervention Summer, FY25: Intervention Core Day</i>) Expansive Student Support Personnel and Materials (FY26: <i>Intervention Core Day, Library Staff, Library Resources, Textbooks</i>)	FY26: <i>Moved to Goal 3, Action 9</i>	Y (LI, EL, FY)
Goal 1 Action 25.W (2of5)		Improved services: Professional development (i.e. ELD, ERWC, Foundational Literacy, Amplify Science, ELD Amplify, Bridges Math, MAP Growth and MAP Fluency, Responsive Classrooms, SEL)	LCFF (Base), Federal (Title 1, Title 2) \$59,064	Y (LI, EL, FY)

Insert or delete rows, as necessary.

Goal 2.0: Academic Engagement (AE)

Goal #	Description	Type of Goal
Goal 2: AE Metrics: 7.0-8.0 Actions: 1-11	<i>This section reflects the LAS goals as stated in the LAS Charter Petition (2019-2024, Ext. 2027) approved on March 21, 2019.</i> Goal 2: ACADEMIC ENGAGEMENT (AE) AE 7.1, 7.2 High Attendance Rate AE 8.1, 8.2 Low Chronic Absenteeism	Focus Goal

State Priorities addressed by this goal.

- 5. Student Engagement (Priority 5)
 - Attendance rates and chronic absenteeism

An explanation of why the LEA has developed this goal.

Although LAS has exemplary historical data with an average of 97% attendance rate and chronic absenteeism at about 3%, the school had a slight drop in attendance in FY19. These recent years, attendance in general has been tumultuous with distance learning redefining attendance protocols in FY21, FY22 adherence to independent study for quarantine protocols, and in FY23, adjustment to full time in-person learning without strict Covid-19 protocols such as masking and personal distance requirements. The FY24 and the FY25 EOY attendance rate is 95%; up from FY23's 94% - an increase of about 1%; hence, meeting LAS' ADA goal of 95%. LAS is looking forward to continuing to analyze how attendance has been affected due to the many iterations of pandemic schooling interruption.

Measuring and Reporting Results

<p>Goal 2 Metric # 7.0-8.0</p>	<p>Metric</p>	<p>Baseline FY23</p>	<p>Year 1 Outcome FY24</p>	<p>Year 2 Outcome FY25</p>	<p>Annual Target for Outcome: 3Year LCAP CYCLE Year 1: FY24 Year 2: FY25 Year 3: FY26</p>	<p><i>NOTE: LAS is a charter school completing LCAP targets annually</i> Current Difference from Baseline FY23 vs Year 2 FY25</p>
<p>Goal 2 Metric 7.0 AE 7.1</p>	<p>Attendance Rate: All</p>	<p>All: 94% Data Year: FY23 Data Source: Infinite Campus, Data Quest</p>	<p>All: 95% Data Year: FY24 Data Source: Infinite Campus, Data Quest</p>	<p>All: 95% Data Year: FY25 Data Source: Infinite Campus, Data Quest</p>	<p>Target: 95% or higher Data Year: FY23 Data Source: Infinite Campus, Data Quest</p>	<p>Met Goal</p>
<p>Goal 2 Metric 7.0 AE 7.2</p>	<p>Attendance Rate: Subgroups</p>	<p>Subgroups: Latinx: 93% EL: 92% RFEP: 94% LTEL: NA SPED: 91% LI: 93% Data Year: FY23 Data Source: Infinite Campus, Data Quest</p>	<p>Subgroups: Latinx: 95% EL: 94% RFEP: 96% LTEL: NA SPED: 94% LI: 95% Data Year: FY24 Data Source: Infinite Campus, Data Quest</p>	<p>Subgroups: Latinx: 95% EL: 94% RFEP: 96% LTEL: 94% SPED: 94% LI: 95% Data Year: FY25 Data Source: Infinite Campus, Data Quest</p>	<p>Target: Within 2% margin from the school goal Data Year: FY23 Data Source: Infinite Campus, Data Quest</p>	<p>Met Goal</p>

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<p>Goal 2 Metric 8.0 AE 8.1</p>	<p>Chronic Absenteeism Rate: All</p>	<p>All: 16% Data Year: FY23 Data Source: Infinite Campus, Data Quest</p>	<p>All: 9.7% Data Year: FY24 Data Source: Infinite Campus, Data Quest</p>	<p>All: 11% Data Year: FY25 Data Source: Infinite Campus, Data Quest</p>	<p>Target: Less than 3% <i>or decreasing trajectory each year (New FY26)</i> Data Year: FY23 Data Source: Infinite Campus, Data Quest <i>FY26: Amend goal to reflect new charter goal for the next LCAP cycle</i></p>	<p>Did not meet goal</p>
<p>Goal 2 Metric 8.0 AE 8.2</p>	<p>Chronic Absenteeism Rate: Subgroups</p>	<p>Subgroups: Latinx: 16.4% EL: 18.5% RFEP: NA LTEL: NA SPED: 22.9% LI: 18.5% Data Year: FY23 Data Source: Infinite Campus, Data Quest</p>	<p>Subgroups: Latinx: 9.9% EL: 12.4% RFEP: NA LTEL: 13% SPED: 11.9% LI: 11.5% Data Year: FY24 Data Source: Infinite Campus, Data Quest</p>	<p>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</p>	<p>Target: Within 2% margin from the school goal Data Year: FY23 Data Source: Infinite Campus, Data Quest <i>FY26: Amend goal to reflect new charter goal for the next LCAP cycle</i></p>	<p>Partially met goal; did not meet goal for EL, and LTEL</p>

Insert or delete rows, as necessary.

Goal 2 Goal Analysis for LCAP FY25-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall, the actions for Goal 2 remain consistent in both declaration and implementation. Historically, LAS has learned that schooling interruptions and distance learning due to the global pandemic have dramatically changed the definition of attendance and engagement. Since FY23 and into the present, expanded counseling services with an additional part-time staff (Action 11.W) and greatly increased ASES and Enrichment programs (Action 8 and 9) aka Jaguar Academy, both in quality offerings and staff quantity. Lastly, Action 6: Implementation of Artist-In-Residence Teacher, has increased the overall moral and engagement of both students and staff as quality art work displays cover the classrooms and shared spaces.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In FY25, there were no major differences in expenditures in Goal 2 aside from revenue sources from ESSER to LREBG, for example for core day intervention tutoring. In FY26, the 5000 object codes related to vendor services funds were moved to 2000 object codes for classified salary adjustments for ELOP staff.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Based on preliminary attendance data and stakeholder survey satisfaction data, the LAS community has done an effective and exemplary job responding efficiently and efficaciously to the incredible challenges presented to all schools this year. Although learning loss as well as decrease in student engagement are inevitable consequences of interrupted schooling due to a pandemic, LAS has created an infrastructure that can be used to build learning recovery. Lastly, LAS has been able to modestly end the last two years with 95.28% FY24 and 95.40% FY25 ADA, meeting the budget assumptions for both fiscal years. For FY26, LAS is expected to have 1% higher budgeted ADA assumption generating about 100K increase in overall revenue for the year. Collectively, all actions in Goal 2 continue to advance student engagement at LAS.

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

Since FY23, LAS returned to setting attendance goals per pre-Covid-19 times – changing the historical 97% ADA goal to more realistic 95%. For FY26, LAS has added the goal of having an annual “decreasing trajectory” for school-wide chronic absenteeism as well as for its’ pertinent subgroups. LAS has consciously expanded its ASES and Enrichment programs aka Jaguar Academy, with hope that student engagement will continue to improve for the upcoming years. Aside from items mentioned above, there are no additional changes for this goal.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Goal 2 Action # 1-11 L= Limited W= Schoolwide	Title	Description	FUNDING SOURCE(S); Total Funds	Contributing
Goal 2 Action 1.W (2of5)	Attendance and Reengagement Support	Continue to closely monitor student attendance trends: schoolwide and for identified subgroups (via Illuminate (Infinite Campus) SIS) <i>**FY24: LAS with expediency, implemented a school-wide call for action mid-year to identify SWD who are at-risk of being Chronically Absent as well as those who already have the status and conducted a staff training on how to discuss the importance of attendance for these families during the spring Parent Teacher Conferences. In terms of student engagement, for the first time this spring, SWD will have an end of the year breakfast sponsored by the SPED Team to celebrate the closing of the school year as well as student participation on survey of SPED specific services.</i>	LCFF (Base, In-Lieu), Other State (ELOP, SPED Entitlement, State Lottery) \$941,607	Y (LI, EL, FY)
Goal 2 Action 2		Continue coordinated effort with Parent Council, Parent Association, Student Council groups for collective emphasis on strong attendance rate	LCFF (Base) \$3,700	N
Goal 2 Action 3.W (2of5)		Continue close monitoring of subgroups and areas of need via MTSS process; <i>**FY24 LAS qualified for Differentiated Assistance for SPED Chronic Absenteeism based on FY23 SPED CA Dashboard Data</i>		Y (LI, EL, FY)
Goal 2 Action 4.W (5of5)		Wrap around health and mental health supports provided to subgroups with identified need		Y (LI, EL, FY)

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Goal 2 Action 5.W (5of5)		Continued support and training for Bully Prevention and Conflict Resolution and nuances of underlying effect of privilege, oppression, and micro-aggression		Y (LI, EL, FY)
Goal 2 Action 6		New: Implementation of art class during core-day with FT artist-in-residence teacher.	LCFF (Base, In-Lieu), Other State (Prop 28 Arts) \$127,369	N
Goal 2 Action 7		Continue review of annual student survey data for improvement areas		N
Goal 2 Action 8	ASES Program	Continuation of ASES program	LCFF (In-Lieu), Other State (ELOP, ASES) \$677,913	N
Goal 2 Action 9	Enrichment Program	Continuation of Enrichment program	LCFF (Base), Other State (ELOP, Prop 28 Arts) \$540,702	N
Goal 2 Action 10	SEL Support	FT Counselor	LCFF (Base), Other State (SPED Reimbursement), Federal (SPED IDEA) \$130,951	N
Goal 2 Action 11.W (5of5)	SEL Support	Increase services: Additional PT Counselor	LCFF (S&C) \$40,889	Y (LI, EL, FY)

Insert or delete rows, as necessary.

Goal 3.0: Conditions and Climate (CC)

Goal #	Description	Type of Goal
<p>Goal 3: CC Metrics: 9.0-14.0 Actions: 1-10</p>	<p><i>This section will reflect the LAS goals as stated in the LAS Charter Petition (2019-2024, Ext. 2027) approved on March 21, 2019.</i> Goal 3: CONDITIONS AND CLIMATE CC 9.1, 9.2 Low Suspension Rate CC 10.1 Educational Partners Participation Survey CC 10.2 High Rating/Satisfaction Data for Climate Survey Questions CC 11.1 Volunteer and Voter Participation for Board Elections CC 12.1 Teacher Quality CC 13.1 Instructional and Curriculum Materials CC 14.1 Facility Quality</p>	<p>Broad Goal</p>

State Priorities addressed by this goal.

- 1. Basic Services (Priority 1)
 - Qualified and appropriately assigned teachers
 - Access to standards-aligned instructional materials
 - Safe and well-maintained school facilities
- 3. Parental Involvement (Priority 3)
 - Engagement of parents/guardians in decision-making
 - Opportunities for parental input and participation
- 6. School Climate (Priority 6)
 - Suspension and expulsion rates
 - Surveys on student, parent, and staff perceptions of safety and connectedness

An explanation of why the LEA has developed this goal.

The combination of the schooling interruptions due to COVID-19 and the recent enrollment growth has created a need for a more structured systems of support to ensure an optimal learning environment where students feel safe, connected, and ready to learn, no matter what context they are in: in-person, hybrid or distance learning. This goal focuses on the collaborative effort of all LAS's educational partners: students, families, and staff, to ensure students are engaged in productive and kind behaviors conducive to learning and that all-surround aspects of the community, including resources and facilities support this overall goal.

Measuring and Reporting Results

Goal 3 Metric # 9.0-14.0	Metric	Baseline FY23	Year 1 Outcome FY24	Year 2 Outcome FY25	Annual Target for Outcome: 3Year LCAP CYCLE Year 1: FY24 Year 2: FY25 Year 3: FY26	<i>NOTE: LAS is a charter school completing LCAP targets annually</i> Current Difference from Baseline FY23 vs Year 2 FY25
Goal 3 Metric 9.0 CC 9.1	Low Suspension Rate: All	<u>All:</u> 2.2% Data Year: FY23 Data Source: Infinite Campus, Data Quest	<u>All:</u> 0.5% Data Year: FY24 Data Source: Infinite Campus, Data Quest	<u>All:</u> 1.1% Data Year: FY25 Data Source: Infinite Campus, Data Quest	Target: Lower than 2% Data Year: FY23 Data Source: Infinite Campus, Data Quest	Met Goal
Goal 3 Metric 9.0 CC 9.2	Low Suspension Rate: Subgroups	<u>Subgroups:</u> Latinx: 1.9% EL: 1.7% RFEP: NA LTEL: NA SPED: 5.6% LI: 2.1% Data Year: FY23 Data Source: Infinite Campus, Data Quest	<u>Subgroups:</u> Latinx: 0.5% EL: 0.3% RFEP: NA LTEL: NA SPED: 1.5% LI: 0.4% Data Year: FY24 Data Source: Infinite Campus, Data Quest	<u>Subgroups:</u> 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	Met Goal

<p>Goal 3 Metric 10.0 CC 10.1</p>	<p>Educational Partners Participation Survey</p>	<p><u>Participation:</u> Families 95% Data Year: FY23 Data Source: Survey Monkey Results</p>	<p><u>Participation:</u> Families 93% Data Year: FY24 Data Source: Survey Monkey Results</p>	<p><u>Participation:</u> 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>Met Goal</p>
<p>Goal 3 Metric 10.0 CC 10.2</p>	<p>High rating/Satisfaction Data for Climate Survey Questions</p>	<p><u>CC 3.4.A</u> 93% Students: <i>"I like my school."</i> <u>CC 3.4.B</u> 98% Families: <i>"I would recommend the school to others."</i> <u>CC 3.4.C</u> 96% Staff: <i>"I would recommend the school to others."</i> Data Year: FY23 Data Source: Survey Monkey Results</p>	<p><u>CC 3.4.A</u> 92% Students: <i>"I like my school."</i> <u>CC 3.4.B</u> 97% Families: <i>"I would recommend the school to others."</i> <u>CC 3.4.C</u> 97% Staff: <i>"I would recommend the school to others."</i> Data Year: FY24 Data Source: Survey Monkey Results</p>	<p><u>CC 3.4.A</u> 92% Students: <i>"I like my school."</i> <u>CC 3.4.B</u> 98% Families: <i>"I would recommend the school to others."</i> <u>CC 3.4.C</u> 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>Met Goal</p>

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Goal 3 Metric 11.0 CC 11.1	Volunteer and Voter Participation for Board Elections	<u>Voter Participation:</u> 82% Parent - Board Election 11/2022 Data Year: FY23 Data Source: Local Data	<u>Voter Participation:</u> 79% Parent - Board Election 10/2023 Data Year: FY24 Data Source: Local Data	<u>Voter Participation:</u> No Parent - Board Election: Appointed Member Data Year: FY25 Data Source: Local Data	Target: 85% Data Year: FY23 Data Source: Local Data	NA
Goal 3 Metric 12.0 CC 12.1	Teacher Quality: Credentialed Teachers Authorize on a Permit/Waiver	Zero Data Year: *FY22 Data Source: SARC	NA Data Year: FY23 Data Source: SARC	X TBD Data Year: FY24 Data Source: SARC	Target: Zero Data Year: *FY22 Data Source: SARC	TBD
Goal 3 Metric 13.0 CC 13.1	Instructional and Curriculum Materials Quality	100% Data Year: FY23 Data Source: Local Indicator Report	100% Data Year: FY24 Data Source: Local Indicator Report	100% Data Year: FY25 Data Source: Local Indicator Report	Target: 100% Access to Quality Data Year: FY23 Data Source: Local Indicator Report	Met Goal
Goal 3 Metric 14.0 CC 14.1	Facility Quality	<u>Rating: Good</u> Data Year: FY23 Data Source: Local Indicator Report, SARC	<u>Rating: Good</u> Data Year: FY24 Data Source: Local Indicator Report, SARC	<u>Rating: Good</u> Data Year: FY25 Data Source: Local Indicator Report, SARC	Target: Good-Overall Rating Data Year: FY23 Data Source: Local Indicator Report, SARC	Met Goal

Insert or delete rows, as necessary.

Goal 3 Goal Analysis for LCAP FY25-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Schooling interruption and distance learning due to the global pandemic have dramatically changed the definition of suspension, parent engagement, learning conditions and basic infrastructure of facilities in distance learning and hybrid settings and in FY23, return to full in-person learning without strict Covid-19 mandates. Although suspension rate continues to show an overall improvement, LAS remains vigilant in creating community interdependency and responsibility to lower the rate even more. The last few years, LAS had a limited parent volunteer opportunities but this has changed for the current year. This is particularly true as more chaperones sign up for fieldtrips (Action 4) Lastly, although there is no change in material difference per se, LAS changed its main stakeholder communication venue from Remind to Parent Square this school year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

During FY25, the anticipated difference between Budgeted Expenditures and Estimated Actual Expenditures will reflect the retroactive salary increase consideration for both certificated and classified staff, including those who have a direct operational responsibility in the success of the conditions and climate of the school. In FY26, the most noteworthy differences pertinent to Goal 3 are: 1) Services and other operations (projected to be \$12.8K higher- fundraising and printing costs), 2) Books and supplies (projected to be \$21.6k higher), and 3) Anticipated curriculum purchase (projected \$100k higher). Note: Due to the recent CDT Committee decision to only pursue math curriculum adoption of Bridges for Grades 4 and 5 and continue to only pilot, not yet purchase, materials for the primary grades, the amount initially allocated for this is anticipated to be much lower at the close of the FY26.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Based on educational partners survey satisfaction data, the LAS continues to do an exemplary job responding efficiently and efficaciously to the incredible challenges presented this year. Although learning loss as well as decrease in student engagement are inevitable consequences of interrupted schooling due to a pandemic, LAS has created an infrastructure that can be used to build learning recovery and expanding community connections and relationships. Thus, all actions in Goal 3 will be maintained as effective means to meet the school goals.

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

LAS at this point, is positioned for a more expansive communication process and meeting settings to ensure continued high family engagement. LAS will continue its established high standards on facility maintenance and care. The work continues to evolve in terms of emerging needs, but LAS remains steadfast in addressing them as they arise.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Goal 3 Action # 1-10 L= Limited W= Schoolwide	Title	Description	FUNDING SOURCE(S); Total Funds	Contributing
Goal 3 Action 1.W (2of5)	AE: Low Suspension	Continue high level of student engagement academically and socio-emotionally	See Goal2 Action1	Y (LI, EL, FY)
Goal 3 Action 2.W (2of5)		Continue to closely monitor student suspension trends: schoolwide and for identified subgroups		Y (LI, EL, FY)
Goal 3 Action 3.W (2of5)		Continue close monitoring of subgroups and areas of need via MTSS process <i>**FY24: Focus: ATSI SWD Subgroup: Begin EOY FY24 administration of yearly SWD student satisfaction survey</i>		Y (LI, EL, FY)
Goal 3 Action 4		New: Continue high student engagement via fieldtrips	LCFF (Base), Local Funds (Fundraising and Grants, Local Funds) \$126,615	N
Goal 3 Action 5	AE: Survey Participation	Continue administering stakeholder survey data annually and monitor for areas of improvement		N
Goal 3 Action 6	LAS: Volunteerism/Participation	Improved services: Childcare for Parent Meetings: ELAC, SSC, Board, Parent Council, Parent Association, Parent Orientations	Federal (Title 1) \$1,449	N

<p>Goal 3 Action 7</p>		<p>Improved services: Parent Trainings</p>	<p>LCFF (Base), Other State (Mandated Cost Reimbursement), Federal (Title 1) \$17,774</p>	<p>N</p>
<p>Goal 3 Action 8 <i>(FY26: Moved from Goal 1 Action 16.W (2of2) LREBG)</i></p>	<p>Instructional/Curriculum Materials</p>	<p>Improved services: Expanded books, reference materials, library resources, educational software, computer replacements, technology support services</p>	<p>LCFF (Base), Other State (LREBG, State Lottery), Federal (Title 1) \$347,357</p>	<p>N</p>
<p>Goal 3 Action 9 <i>(FY26: Moved from Goal 1 Action 24.W (2of2) LREBG)</i></p>	<p>Library</p>	<p>Continue PT librarian service</p>	<p>LCFF (In-Lieu), Other State (LREBG), Federal (Title 1) \$48,493</p>	<p>N</p>
<p>Goal 3 Action 10</p>	<p>Facility Quality per new health and safety COVID-19 mitigation standards</p>	<p>Improved services: Maintain state expectation on Facility Quality per new health and safety COVID-19 mitigation standards and custodial support. New: Rehabilitation of TK, Primary (further align with TK requirements, larger room, new playground, ADA, Toilet, drinking fountains), bathroom updates per code: students and adults.</p>	<p>LCFF (Base, In- Lieu), Other State (State Lottery, ELOP, State Child Nutrition), Federal (Child Nutrition) \$2,504,169</p>	<p>N</p>

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for FY26-27

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,620,427	\$132,936

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
23%	0%	0	23%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>Goal 1 AP Action 19.W</p>	<p>Action: LCFF S&C Literacy Coaching</p> <p>Need: Increase the percentage of students making progress in SLA, ELA and Math.</p> <p>Feedback Alignment: LAS Board, Parent Council, Parent Association, ELAC, Student Council, CDT Committee</p> <p>Scope: LEA-wide</p>	<p>Expanded literacy coaching is <i>principally directed to English Learners and low-income students</i> to close foundational literacy gaps identified in MAP Fluency assessments. These services benefit the entire school as part of a Tier 1 intervention strategy.</p>	<p>SBAC: ELA, Math MAP Growth MAP Fluency</p>

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<p>Goal 1 AP Action 12.W Action 15.L Action 25.W</p>	<p>Action: LCFF S&C Certificated Staff Need:</p>	<p>Provide weekly structured common planning time (CPT) and professional development (PD) Fridays for vertical, horizontal, and whole staff continued peer collaboration on approaches to improving student achievement. Collaboration meeting focus includes: 1) student data analysis, 2) writing assessment calibration, 3) ELD unit/lesson design for Designated and Integrated ELD, 4) instructional planning for differentiation: teaching and assessment. All the above is <i>principally directed to English Learners and low-income students</i> to close foundational literacy gaps identified in MAP Fluency assessments.</p>	<p>SBAC: ELA, Math MAP Growth MAP Fluency</p>
<p>Goal 2 AE Action 1.W Action 3.W</p>	<p>Increase the percentage of students making progress in SLA, ELA and Math to meet the End of Stage 3 Gr8 Cohort achievement trajectory</p>		
<p>Goal 3 CC Action 1.W Action 2.W Action 3.W</p>	<p>Feedback Alignment: LAS Board, Parent Council, Parent Association, ELAC, Student Council, CDT Committee Scope: LEA-wide</p>		

<p>Goal 1 AP Action 21.W</p>	<p>Action: LCFF S&C Part Time Instructional Aides (3x)</p> <p>Need: Increase the percent of students making progress in SLA, ELA and Math.</p> <p>Feedback Alignment: LAS Board, Parent Council, CDT Committee</p> <p>Scope: LEA-wide</p>	<p>Part time instructional aides are focused in primary grades and although benefitting the school's overall, they are principally directed to English Learners and low-income students to close foundational literacy gaps identified in MAP Fluency assessments.</p>	<p>MAP Growth MAP Fluency</p>
<p>Goal 1 AP Action 23,W</p>	<p>Action: LCFF S&C Full Time Support Services Staff (1x)</p> <p>Need: Increase the capacity for effective schoolwide assessments (ELPAC, foundational literacy) and ensure multi-grade intervention</p> <p>Feedback Alignment: ELAC, CDT Committee</p> <p>Scope: LEA-wide</p>	<p>Increase the capacity for effective schoolwide assessments (ELPAC, foundational literacy) and ensure multi-grade intervention. This has a schoolwide application; however, it is principally directed to English Learners and low-income students to close foundational literacy gaps identified in MAP Fluency assessments. These services benefit the entire school as part of a Tier 1 intervention strategy.</p>	<p>SBAC: ELA, Math MAP Growth MAP Fluency</p>

<p>Goal 2 AE Action 4 Action 5 Action 11.W</p>	<p>Action: LCFF S&C Part Time Counselor (1x)</p> <p>Need: Increase staff to support students' sense of connectedness to the school community.</p> <p>Feedback Alignment: Parent Council, Parent Association, ELAC, Student Council</p> <p>Scope: LEA-wide</p>	<p>Increase capacity for wrap around health and mental health supports provided to subgroups with identified need. Although these services benefit the entire school they are principally directed to English Learners and low-income students.</p>	<p>LAS End of the Year: Educational Partner Surveys</p>
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<p>Goal 1 AP Action 22.W</p>	<p>Action: This is a LREBG action (LCAP FY25, FY26 and FY27)</p> <p>Intervention Program: Core Day</p> <p>Need: Increase the percent of students making progress in SLA, ELA and Math</p> <p>Feedback Alignment: LAS Board, Parent Council, Parent Association, ELAC, Student Council, CDT Committee</p> <p>Scope: LEA-wide</p>	<p>To meet the unique academic needs of unduplicated pupils, LAS will implement increased targeted intervention program focusing on English Learners, low-income students, and foster youth. The program is principally directed at these students because assessment data indicates that they experience higher rates of learning loss in foundational literacy and math skills.</p> <p>This action is the most effective because research supports structured small-group interventions as a best practice for accelerating learning recovery for ELs and low-income students (CDE, 2023). Effectiveness will be monitored through MAP Growth assessments and reclassification rates.</p>	<p>Intervention Pre/Post MAP Growth MAP Fluency Gr8 Cohort RFEP Data</p>
<p>FY25 Only Goal 1 AP Action 16.W Action 24.W</p>	<p><i>Action: This is a LREBG action (LCAP FY25 Only)</i> <i>Extensive Summer School Personnel</i></p> <p><i>Need: Increase the percentage of students making progress in SLA, ELA, and Math</i></p> <p><i>Feedback Alignment: LAS Board, Parent Council, Parent Association, ELAC, Student Council, CDT Committee</i></p> <p><i>Scope: LEA-wide</i></p>	<p><i>To meet the unique academic needs of unduplicated pupils, LAS will implement an extensive summer school program focusing on English Learners, low-income students, and foster youth. The program is principally directed at these students because assessment data indicates that they experience higher rates of learning loss in foundational literacy and math skills.</i></p> <p><i>This action is the most effective because research supports structured small-group interventions as a best practice for accelerating learning recovery for ELs and low-income students (CDE, 2023). Effectiveness will be monitored through MAP Growth assessments and reclassification rates.</i></p>	<p><i>Summer School Intervention Pre/Post MAP Growth MAP Fluency Gr 8 Cohort RFEP Data</i></p>

<p>FY26 & FY27 Only Goal 3 CC Action 8</p>	<p>Action: This is a LREBG action (LCAP FY26 and FY27) Need: Increase in expenditures for purchase of core instructional materials newly adopted by the State Board Education.</p> <p>Feedback Alignment: LAS Board, Parent Council, Parent Association, ELAC, Student Council, CDT Committee</p> <p>Scope: LEA-wide</p>	<p>To meet the unique academic needs of unduplicated pupils, LAS will ensure to use newly state board adopted core curricula that are aligned with the charter goal mission and fully implement these to increase achievement for all, particularly the subgroups: English Learners, low-income students, and foster youth. The program is principally directed at these students because assessment data indicates that they experience higher rates of learning loss in foundational literacy and math skills.</p> <p>This action is the most effective because research supports that utilization of vetted, state approved curricula is a best practice for accelerating learning recovery for ELs and low-income students (CDE, 2023). Effectiveness will be monitored through MAP Growth assessments and reclassification rates.</p>	<p>Professional Development Calendar and Trainings for Core Instructional Materials</p>
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<p>Goal 3 FY26 & FY27 Only CC Action 9</p>	<p>Action: This is a LREBG action (LCAP FY26 and FY27) Part Time Librarian Need: Full Functioning Library: Librarian and Library Materials Feedback Alignment: LAS Board, Parent Council, Parent Association, ELAC, Student Council, CDT Committee Scope: LEA-wide</p>	<p>To meet the unique academic needs of unduplicated pupils, LAS will have a fully functioning library; staff and materials with intention to create an environment welcoming of subgroups: English Learners, low-income students, and foster youth. The program is principally directed at these students because assessment data indicates that they experience higher rates of learning loss in foundational literacy and math skills. This action is the most effective because research supports rich print environments such as a library is a component of a best practice for accelerating learning recovery for ELs and low-income students (CDE, 2023). Effectiveness will be monitored through MAP Growth assessments and reclassification rates.</p>	<p>Intervention Pre/Post MAP Growth MAP Fluency Gr8 Cohort RFEP Data</p>
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Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1 AP Action 11L	Action: LCFF S&C English Language Learners progress monitoring toward biliteracy and academic English proficiency Need: Increase the percentage of EL students making progress in SLA, ELA and Math Feedback Alignment: Parent Council, ELAC, CDT Committee Scope: Limited to Unduplicated Student Group(s): English Language Learners	ELL: Continue to monitor student progression towards biliteracy, including development of academic English proficiency of English learners using SBAC and ELPAC indicators <i>**FY24 Change RFEP Gr8 Cohort Goal from 70% to 65% (Average: of FY22 and FY23 RFEP data)</i>	SBAC: ELA, Math ELPAC EL Gr8 Cohort Reclassification Rate

Insert or delete rows, as necessary.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

FY26 LAS expects 23% projected percentage to increase or improve services for ELs, SED students and foster youth for the FY26. Based on SBE formula calculator, LAS's LCFF Supplemental and Concentration Grant is projected to be \$1,620,427.

Increased/Improved Services Focus: The increased percentage is met by actions and services included in the LCAP annual update. The following actions illustrate: 1A) Academic Performance (AP): Provide increase in the number (quantity) of services (literacy coaching, staff collaboration time, instructional aides, and assessment support services, to support the learning recovery needs primarily of ELs and SED students; 1B) (AP): Increase in quantity of services primarily for EL and SED students by providing a team of classified and certificated educators to increase achievement in reading and writing; and, 2A) Academic Engagement (AE): Provide clear, focused communication to these families in multiple formats, translation and designated support person for attendance and discipline issues these students may

experience as well as adding a part time counselor to expand wrap around mental health support primarily for unduplicated students; lastly, 2B) Provide training for all staff focused on creating empathy and understanding for students in the school’s unduplicated groups.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used **to increase the number of staff** providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The additional concentration grant add-on funding of \$132,936 will be directed to ensuring small group interventions are provided to students identified as academically at-risk based on state and MAP Growth data, prioritizing those who are socio-economically disadvantaged/low-income and ELs. Direct services to focus students will include: additional certificated staff supporting literacy and math, instructional aides in primary grades.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA’s community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA’s LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA’s annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and

- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE’s LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures

- Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
 - (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
 - An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC Section 42238.024(b)(1) (California Legislative Information)* requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its

practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and

any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA’s percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of

\$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

- This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

1B) FY27 Total Planned Expenditures Table v062226 10AM

LCAP Year (input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Comins School Year (2 divided by 1)	LCFF Carryover-Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
FY27	\$6,974,679	\$1,620,427	23%	0%	23%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds:	Total Funds	Total Personnel	Total Non-Personnel
Totals/Totales	\$8,595,106	\$2,610,458	\$83,300	\$573,093	\$11,861,957	\$8,156,670	\$3,467,118

Goal FY27 EOY v61926 9AM	Action # and W= Schoolwide and L= Limited	Action Title	Contributing: Y or N (Student Groups)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds (Based on Oct., 2025 Actual YTD)
Objetivo	Acción #	Título de la acción	Contributivos: Y or N (Grupo de estudiantes)	Fondos LCFF	Otros fondos estatales	Fondos locales	Fondos federales	Total de fondos
GOAL 1		GOAL 1: ACADEMIC PERFORMANCE (AP)						
ELA	Action 1	Monitor Biliteracy Progression	N	\$4,122,685	\$92,598	\$0	\$207,029	\$4,422,312
	Action 2	Analyze Achievement Data (ELA)						
	Action 3	Continue Immersion Research						
	Action 4	Monitor IEP Goal Progress (ELA) (FY26 Added Speech and Language Pathologist to SPED Team)		\$364,960	\$579,922	\$0	\$0	\$944,882
SLA	Action 5	Continue Assessment Administration	N					
	Action 6	Analyze Achievement Data (SLA)						
MATHEMATICS	Action 7	Analyze Achievement Data (Math)	N					
	Action 8	Continue Immersion Research						
	Action 9	Analyze MAP Math Data						
	Action 10	Monitor IEP Goal Progress (Math)						
ENGLISH LANGUAGE LEARNERS	Goal 1 Action 11.WL	Monitor English Proficiency Progress	Y (EL)					
SCHOOLWIDE	Action 12.WL	Maintain Highly Qualified Teachers	Y (LI, EL, FY)	\$1,379				\$1,379
	Action 13	Maintain Standards Based Instruction	N					
	Action 14.L	Additional Subgroup Focus Support	Y (LI)					
	Action 15.L	Continue Professional Development to support ELD	Y (EL)	\$19,690	\$0	\$0	\$2,529	\$22,219
	Action 16.W LREBG	Continue Expanded Learning Opportunities (FY26 moved to Goal 3 Action 8) Improved Services: Maintain quality instructional materials	Y (LI, EL, FY)					
	Action 17.W	Implement Teacher Leader Program	Y (LI, EL, FY)		\$0			\$0
	Action 18	Continue TK Implementation	N	\$309,926	\$0	\$0	\$0	\$309,926
	Action 19.WL	Increased Service: Literacy Coach and Intervention	Y (LI, EL, FY)	\$36,780	\$0	\$0	\$0	\$36,780
	Action 20.W	Increase Service PT Teacher in Special Assignment	Y (LI, EL, FY)					
	Action 21.WL	Increased Service: TK-Gr1 PT Instructional Aides (8)	Y (LI, EL, FY)	\$150,626	\$0	\$0	\$0	\$150,626
	Action 22.W LREBG	Increased Service: Intervention Tutors (Core-Day)	Y (LI, EL, FY)	\$0	\$86,940	\$0	\$0	\$86,940
	Action 23.WL	Increased Service: FT Support Service	Y (LI, EL, FY)	\$80,673	\$0	\$0	\$0	\$80,673
	Action 24.W LREBG	Increased Service: Extensive Summer School (moved to Goal 3, Action 9) Continue PT Librarian	Y (LI, EL, FY)					
	Action 25.W	Increased Service: Subject Focused Professional Development (All)	Y (LI, EL, FY)	\$49,064	\$0	\$0	\$10,000	\$59,064
GOAL 2		GOAL 2: ACADEMIC ENGAGEMENT (AE)						
ATTENDANCE AND REENGAGEMENT SUPPORT	Action 1.W	Monitor Attendance Trends	Y (LI, EL, FY)	\$914,572	\$27,035	\$0	\$0	\$941,607
	Action 2	Continue Coordinated Attendance Efforts	N	\$3,700				\$3,700
	Action 3.W	Monitor Attendance via MTSS	Y (LI, EL, FY)					
	Action 4.W	Continue Wrap Around Health Supports	Y (LI, EL, FY)					
	Action 5.W	Continue Bully Prevention Training	Y (LI, EL, FY)					
	Action 6	(New) Implementation Artist-in-Residence Teacher	N	\$28,030	\$99,339			\$127,369
	Action 7	Analyze Annual Student Survey Data	N					
ASES PROGRAM	Action 8	Continue ASES Program	N		\$677,913			\$677,913
ENRICHMENT PROGRAM	Action 9	Continue Enrichment Program	N	\$28,408	\$512,294			\$540,702
SEL SUPPORT	Action 10	Continue FT Counselor	N	\$24,497	\$14,089	\$0	\$92,365	\$130,951
	Action 11.WL	Increase Service: Additional PT Counselor	Y (LI, EL, FY)	\$40,889				\$40,889
GOAL 3		GOAL 3: CLIMATE AND CONDITIONS (CC)						
LOW SUSPENSION	Action 1.W	Continue high level student engagement	Y (LI, EL, FY)					
	Action 2.W	Monitor suspension trends schoolwide	Y (LI, EL, FY)					

	Action 3.W	Monitor suspension trends via MTSS	Y (LI, EL, FY)					
	Action 4	Continue engagement via fieldtrips	N	\$43,315	\$0	\$83,300	\$0	\$126,615
STAKEHOLDER SURVEYS	Action 5	Continue educational partners (stakeholders) annual survey	N					
VOLUNTEERISM AND PARTICIPATION	Action 6	Improved Services: Childcare for families during school meetings	N				\$1,449	\$1,449
	Action 7	Improved Services: Parent/Family Trainings	N	\$13,000	\$3,183	\$0	\$1,591	\$17,774
INSTRUCTIONAL AND CURRICULUM MATERIALS	Action 8.W LREBG	Improved Services: Maintain quality instructional materials (LREBG FY26 Newly moved from Goal 1 Action 16)	N	\$169,857	\$175,350	\$0	\$2,150	\$347,357
LIBRARY	Action 9.W LREBG	Continue PT Librarian (LREBG FY26 Newly moved from Goal 1 Action 24)	N		\$48,493		\$0	\$48,493
FACILITY QUALITY	Action 10	Improved Services: Maintain quality and safe facility	N	\$1,954,887	\$293,302	\$0	\$255,980	\$2,504,169
LEA-WIDE AND SCHOOLWIDE ACTIONS								
Goal 1 AP	Action 19.W	Action: LCFF S&C- Literacy Coaching	Y (LI, EL, FY)					
Goal 1 AP	Action 12.W	Action: LCFF S&C:Certificated Staff	Y (LI, EL, FY)					
	Action 25.W							
Goal 2 AE	Action 1.W	See above						
	Action 3.W							
Goal 3 CC	Action 1.W	See above						
	Action 2.W							
	Action 3.W							
Goal 1 AP	Action 21.W	Action: LCFF S&C: Part Time Instructional Aides (3x)	Y (LI, EL, FY)					
Goal 1 AP	Action 23.W	Action: LCFF S&C: Full Time Support Services Staff (1x)	Y (LI, EL, FY)					
Goal 2 AE	Action 11.W	Action: LCFF S&C: Part Time Counselor (1x)						
	Action 4.W							
	Action 5.W							
Goal 1 AP	Action 22.W LREBG	This is a LREBG action (LCAP FY25, FY26 and FY27): Intervention Program: Core Day	Y (LI, EL, FY)					
FY24&25 Goal 1 AP and FY26 Goal 3 CC	Goal1 Action 16.W/ Goal 3 Action 8.W LREBG	This is a LREBG action: (LCAP FY24, FY25) Goal 1 Action 16.W Continue Expanded Learning Opportunities and (LCAP FY26) Goal 3 Action 8.W Improved Services: Maintain quality instructional materials	Y (LI, EL, FY)					
FY24&25 Goal 1 AP and FY26 Goal 3 CC	Goal 1Action 24.W/ Goal 3 Action 9.W LREBG	This is a LREBG action (LCAP FY25, FY26 and FY27): Extensive Summer School Personnel and (LCAP FY26) Goal 3 Action 9.W Continue PT Librarian	Y (LI, EL, FY)					
LIMITED ACTIONS								
Goal 1 AP	Action 11.L	Action: LCFF S&C: English Language Learners progress monitoring toward biliteracy and academic English proficiency	Y (EL)					
TOTAL				\$8,356,938	\$2,610,458	\$83,300	\$573,093	\$11,623,789

2B) FY27 Contributing Actions Table v062226

1) Projected LCFF Base	2) Projected LCFF Supplemental and/or Concentration Grants	3) Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover-Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (Column 3 + Carryover %)	4) Total Planned Contributing Expenditures (LCFF Funds)	5) Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (Column 4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$6,974,679	\$1,620,427	23%	0%	23%	\$1,620,427	0%	23%	Total:	\$8,595,106

LEA-wide Total/Total de la LEA:	\$8,595,106
Limited Total/Total limitado:	\$1,620,427
Schoolwide Total/Total de la escuela (base plus \$188,530 for TK):	\$6,974,679

Goal	Action # and Scope W= Schoolwide and L= Limited	Action Title	Contributing: Y or N (Unduplicated Student Groups)	Action # and Scope W= Schoolwide and L= Limited	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
LEA-WIDE AND SCHOOLWIDE ACTIONS						
Goal 1 AP	Action 19.WL	Action: LCFF S&C- Literacy Coaching	Y (LI, EL, FY)	Action 19.WL	\$36,780	
Goal 1 AP	Action 1.W	Action: LCFF S&C: Certificated Staff	Y (LI, EL, FY)	Action 1.W	\$1,243,873	
	Action 25.W			Action 25.W		
Goal 2 AE	Action 1.W	See above		Action 1.W		
	Action 3.W			Action 3.W		
Goal 3 CC	Action 1.W	See above		Action 1.W		
	Action 2.W			Action 2.W		
	Action 3.W			Action 3.W		
Goal 1 AP	Action 21.WL	Action: LCFF S&C: Part Time Instructional Aides (3x)	Y (LI, EL, FY)	Action 21.WL	\$150,626	
Goal 1 AP	Action 23.WL	Action: LCFF S&C: Full Time Support Services Staff (1x)	Y (LI, EL, FY)	Action 23.WL	\$80,673	
Goal 2 AE	Action 11.WL	Action: LCFF S&C: Part Time Counselor (1x)		Action 11.WL	\$40,889	
	Action 4.WL			Action 4.WL		
	Action 5.WL			Action 5.WL		
Goal 2 AE	Action 11. W	Action: LCFF S&C: Speech Pathologist		Action 11. W	\$70,588	
Goal 1 AP	Action 22.W LREBG	This is a LREBG action (LCAP FY25, FY26 and FY27): Intervention Program: Core Day	Y (LI, EL, FY)	Action 22.W LREBG		
Goal 1 AP	Action 16.W LREBG	This is a LREBG action: Continue Expanded Learning Opportunities	Y (LI, EL, FY)	Action 16.W LREBG		
	Action 24.W LREBG	This is a LREBG action (LCAP FY25, FY26 and FY27): Extensive Summer School Personnel	Y (LI, EL, FY)	Action 24.W LREBG		
LIMITED ACTIONS						
Goal 1 AP	Action 11.L	Action: LCFF S&C: English Language Learners progress monitoring toward biliteracy and academic English proficiency	Y (EL)	Action 11.L	See Goal1 Action 19 and Action 23	40% EL Students

3B) FY26 Annual Update Table v062226

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$10,991,081	\$11,025,365

Goal FY27 EOY v61926 9AM	Action # and W= Schoolwide and L= Limited	Action Title	Contributing: Y or N (Student Groups)	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (2nd Interim)
GOAL 1		GOAL 1: ACADEMIC PERFORMANCE (AP)			
ELA	Action 1	Monitor Biliteracy Progression	N	\$6,415,116	\$3,590,486
	Action 2	Analyze Achievement Data (ELA)			
	Action 3	Continue Immersion Research			
SLA	Action 4	Monitor IEP Goal Progress (ELA) (FY26 Added Speech and Language Pathologist to SPED Team)		\$401,674	\$912,449
	Action 5	Continue Assessment Administration	N		
	Action 6	Analyze Achievement Data (SLA)			
MATHEMATICS	Action 7	Analyze Achievement Data (Math)	N		
	Action 8	Continue Immersion Research			
	Action 9	Analyze MAP Math Data			
	Action 10	Monitor IEP Goal Progress (Math)			
ENGLISH LANGUAGE LEARNERS SCHOOLWIDE	Goal 1 Action 11.W	Monitor English Proficiency Progress	Y (EL)		
	Action 12.WL	Maintain Highly Qualified Teachers	Y (LI, EL, FY)	\$1,379	\$1,379
	Action 13	Maintain Standards Based Instruction	N		
	Action 14	Additional Subgroup Focus Support	Y (LI)		
	Action 15	Continue Professional Development to support ELD	Y (EL)	\$45,576	\$11,175
	Action 16.W LREBG	Continue Expanded Learning Opportunities (FY26 moved to Goal 3 Action 8) Improved Services: Maintain quality instructional materials	Y (LI, EL, FY)	\$79,812	
	Action 17.W	Implement Teacher Leader Program	Y (LI, EL, FY)	\$10,000	\$19,350
	Action 18	Continue TK Implementation	N	\$287,650	\$258,053
	Action 19.WL	Increased Service: Literacy Coach and Intervention	Y (LI, EL, FY)	\$153,000	\$136,308
	Action 20.W	(Removed, then back in FY26) Increase Service PT Teacher in Special Assignment	Y (LI, EL, FY)		
	Action 21.WL	Increased Service: TK-Gr1 PT Instructional Aides (8)	Y (LI, EL, FY)	\$152,247	\$150,655
	Action 22.W LREBG	Increased Service: Intervention Tutors (Core-Day)	Y (LI, EL, FY)	\$181,692	\$188,490
	Action 23.WL	Increased Service: FT Support Service	Y (LI, EL, FY)	\$83,517	\$69,458
	Action 24.W LREBG	Increased Service: Extensive Summer School (moved to Goal 3, Action 9) Continue PT Librarian	Y (LI, EL, FY)	\$7,450	
	Action 25.W	Increased Service: Subject Focused Professional Development (All)	Y (LI, EL, FY)	\$114,435	\$98,064
GOAL 2		GOAL 2: ACADEMIC ENGAGEMENT (AE)			
ATTENDANCE AND REENGAGEMENT SUPPORT	Action 1.W	Monitor Attendance Trends	Y (LI, EL, FY)	\$576,332	\$855,833
	Action 2	Continue Coordinated Attendance Efforts	N	\$25,620	\$6,000
	Action 3.W	Monitor Attendance via MTSS	Y (LI, EL, FY)		
	Action 4.W	Continue Wrap Around Health Supports	Y (LI, EL, FY)	\$36,886	
	Action 5.W	Continue Bully Prevention Training	Y (LI, EL, FY)		
	Action 6	(New) Implementation Artist-in-Residence Teacher	N	\$146,894	\$55,152
	Action 7	Analyze Annual Student Survey Data	N		
ASES PROGRAM	Action 8	Continue ASES Program	N	\$587,057	\$630,294
ENRICHMENT PROGRAM	Action 9	Continue Enrichment Program	N	\$994,340	\$523,265
SEL SUPPORT	Action 10	Continue FT Counselor	N	\$126,502	\$113,264
	Action 11.WL	Increase Service: Additional PT Counselor	Y (LI, EL, FY)	\$39,998	\$39,998
GOAL 3		GOAL 3: CLIMATE AND CONDITIONS (CC)			
LOW SUSPENSION	Action 1.W	Continue high level student engagement	Y (LI, EL, FY)		
	Action 2.W	Monitor suspension trends schoolwide	Y (LI, EL, FY)		
	Action 3.W	Monitor suspension trends via MTSS	Y (LI, EL, FY)		

	Action 4	Continue engagement via fieldtrips	N	\$57,680	\$104,853
STAKEHOLDER SURVEYS	Action 5	Continue educational partners (stakeholders) annual survey	N		
VOLUNTEERISM AND PARTICIPATION	Action 6	Improved Services: Childcare for families during school meetings	N	\$1,442	\$0
	Action 7	Improved Services: Parent/Family Trainings	N	\$1,591	\$17,774
INSTRUCTIONAL AND CURRICULUM MATERIALS	Action 8.W LREBG	Improved Services: Maintain quality instructional materials (LREBG FY26 Newly moved from Goal 1 Action 16)	N	\$83,359	\$383,690
LIBRARY FACILITY QUALITY	Action 9.W LREBG	Continue PT Librarian (LREBG FY26 Newly moved from Goal 1 Action 24)	N	\$39,435	\$51,967
	Action 10	Improved Services: Maintain quality and safe facility	N	\$1,070,331	\$1,957,608
LEA-WIDE AND SCHOOLWIDE ACTIONS					
Goal 1 AP	Action 19.W	Action: LCFF S&C- Literacy Coaching	Y (LI, EL, FY)		
Goal 1 AP	Action 12.W	Action: LCFF S&C:Certificated Staff	Y (LI, EL, FY)		
	Action 25.W				
Goal 2 AE	Action 1.W	See above			
	Action 3.W				
Goal 3 CC	Action 1.W	See above			
	Action 2.W				
	Action 3.W				
Goal 1 AP	Action 21.W	Action: LCFF S&C: Part Time Instructional Aides (3x)	Y (LI, EL, FY)		
Goal 1 AP	Action 23.W	Action: LCFF S&C: Full Time Support Services Staff (1x)	Y (LI, EL, FY)		
Goal 2 AE	Action 11.W	Action: LCFF S&C: Part Time Counselor (1x)			
	Action 4.W				
	Action 5.W				
Goal 1 AP	Action 22.W LREBG	This is a LREBG action (LCAP FY25, FY26 and FY27): Intervention Program: Core Day	Y (LI, EL, FY)		\$156,577
FY24&25	Goal1 Action 16.W/ Goal 3 Action 8.W LREBG	This is a LREBG action: (LCAP FY24, FY25) Goal 1 Action 16.W Continue Expanded Learning Opportunities and (LCAP FY26) Goal 3 Action 8.W Improved Services: Maintain quality instructional materials	Y (LI, EL, FY)		\$100,000
FY24&25	Goal 1 AP and FY26				
Goal 3 CC	Goal 1 Action 24.W/ Goal 3 Action 9.W LREBG	This is a LREBG action (LCAP FY25, FY26 and FY27): Extensive Summer School Personnel and (LCAP FY26) Goal 3 Action 9.W Continue PT Librarian	Y (LI, EL, FY)		\$49,207
LIMITED ACTIONS					
Goal 1 AP	Action 11.L	Action: LCFF S&C: English Language Learners progress monitoring toward biliteracy and academic English proficiency	Y (EL)		

4B) FY26 Contributing Actions Annual Update Table v062226

6) Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4) Total Planned Contributing Expenditures (LCFF Funds)	7) Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract column 7 from 4)	5) Total Planned Percentage of Improved Services (%)	8) Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract column 5 from 8)
\$1,600,307	\$1,600,307	\$1,600,307	\$0	23%	23%	0%

Last Year's Goal #	Last Year's Action # and W= Schoolwide and L= Limited	Prior Action Title	Contributing: Y or N (Student Groups)	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
GOAL 1		GOAL 1: ACADEMIC PERFORMANCE (AP)					
ELA	Action 1	Monitor Biliteracy Progression	N	\$1,600,307	\$1,600,307	0%	0%
	Action 2	Analyze Achievement Data (ELA)				0%	0%
	Action 3	Continue Immersion Research				0%	0%
	Action 4	Monitor IEP Goal Progress (ELA) (FY26 Added Speech and Language Pathologist to SPED Team)		See above	See above	0%	0%
SLA	Action 5	Continue Assessment Administration	N			0%	0%
	Action 6	Analyze Achievement Data (SLA)				0%	0%
MATHEMATICS	Action 7	Analyze Achievement Data (Math)	N			0%	0%
	Action 8	Continue Immersion Research				0%	0%
	Action 9	Analyze MAP Math Data				0%	0%
	Action 10	Monitor IEP Goal Progress (Math)				0%	0%
ENGLISH LANGUAGE LEARNERS	Goal 1 Action 11.W	Monitor English Proficiency Progress	Y (EL)			0%	0%
SCHOOLWIDE	Action 12.WL	Maintain Highly Qualified Teachers	Y (LI, EL, FY)	See above	See above	0%	0%
	Action 13	Maintain Standards Based Instruction	N			0%	0%
	Action 14	Additional Subgroup Focus Support	Y (LI)			0%	0%
	Action 15	Continue Professional Development to support ELD	Y (EL)	See above	See above	0%	0%
	Action 16.W LREBG	Continue Expanded Learning Opportunities (FY26 moved to Goal 3 Action 8) Improved Services: Maintain quality instructional materials	Y (LI, EL, FY)			0%	0%
	Action 17.W	Implement Teacher Leader Program	Y (LI, EL, FY)	See above	See above	0%	0%
	Action 18	Continue TK Implementation	N	See above	See above	0%	0%
	Action 19.WL	Increased Service: Literacy Coach and Intervention	Y (LI, EL, FY)	See above	See above	0%	0%
	Action 20.W	(Removed FY26) Increase Service PT Teacher in Special Assignment	Y (LI, EL, FY)			0%	0%
	Action 21.WL	Increased Service: TK-Gr1 PT Instructional Aides (8)	Y (LI, EL, FY)	See above	See above	0%	0%
	Action 22.W LREBG	Increased Service: Intervention Tutors (Core-Day)	Y (LI, EL, FY)	See above	See above	0%	0%
	Action 23.WL	Increased Service: FT Support Service	Y (LI, EL, FY)	See above	See above	0%	0%
	Action 24.W LREBG	Increased Service: Extensive Summer School (moved to Goal 3, Action 9) Continue PT Librarian	Y (LI, EL, FY)			0%	0%
	Action 25.W	Increased Service: Subject Focused Professional Development (All)	Y (LI, EL, FY)	See above	See above	0%	0%

5) FY26 LCFF Carryover Table v062226

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 6,887,962	\$ 1,600,307	0%	23%	\$ 1,600,307	0%	23%	\$0.00 - No Carryover	0.00% - No Carryover

The Language Academy of Sacramento (LAS)

LCAP Part 3: CA Dashboard Local Indicators Data and Summary

Draft v052826

OVERVIEW: Local Performance Indicator Quick Guide

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

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

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

Performance Standards

The performance standards for the local performance indicators are:

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

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

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

The Language Academy of Sacramento (LAS)

LCAP Part 3: CA Dashboard Local Indicators Data and Summary

Draft v052826

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

LAS Priority 1 Data:

Indicator	Response
• Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions (Per SARC for FY24 Total: Misassignments)	3.6
• Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home	0
• Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)	0

Additional Comment:

To date, the access to technology for students' school wide is 1:1 ratio. All students have access to their own copies of instructional materials as well as to exemplary instruction with qualified classroom teachers. As of 2015, LAS completed a state of the art gymnasium and two story structure for middle school. In FY26, 92% of LAS teachers have two years or more classroom teaching experience and 72% have five or more years of teaching experience.

Implementation of State Academic Standards (LCFF Priority 2)

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

LAS Priority 2 Data and Summary:

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

- Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science		2			

- Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science		2			

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

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science		2			

Other Adopted Academic Standards

4. **Rate the LEA’s progress implementing each of the following academic standards adopted by the state board for all students.**
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education	1				
Health Education Content Standards			3		
Physical Education Model Content Standards					5
Visual and Performing Arts			3		
World Language					5

Support for Teachers and Administrators

5. **Rate the LEA’s success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

Parent and Family Engagement (LCFF Priority 3)

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

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

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

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

For each statement in the table below:

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of data, identify the number which best indicates the LEA’s current stage of implementation for each practice using the following rating scale (lowest to highest):

- 1 – Exploration and Research Phase
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

LAS Priority 3 Data and Summary:

Building Relationships

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.				4	
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				4	
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				4	

Dashboard Narrative Box (Limited to 3,000 characters)

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

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

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

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

Building Partnerships for Student Outcomes

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA’s progress in providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families.				4	
6. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.				4	
7. Rate the LEA’s progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				4	
8. Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	

Dashboard Narrative Box (Limited to 3,000 characters)

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

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

LAS ensured that it had a fully functioning Parent Council who reviewed the Family and Community Engagement (FACE), formerly known as Parent Involvement Policy during the year and who was fully aware of the rapid changes in teaching and learning. Moreover, LAS utilized LLMF monies in the fall FY21 and additional ARPA funds in FY22 to develop concurrent teacher and parent professional development workshops via the Parents as Partners Program on the expectations of learning priority standards via various digital platforms: ZOOM, SeeSaw,

Google Classroom, etc. as well as the importance of socio-emotional learning and parenting in the midst of a pandemic. Participation of families, particularly those at risk of disengagement, were prioritized.

Seeking Input for Decision Making

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.					5
10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
11. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	
12. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.					5

Dashboard Narrative Box (Limited to 3,000 characters)

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

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

*PARENT INVOLVEMENT AND ITS ROLE IN SUPPORTING THE FULFILLMENT OF LAS MISSION Survey Data 1 (May, 2026): 94% of families completed the annual school survey. Survey Data 2: 98% of families stated that they would recommend the school to others. PARENT VOLUNTEER HOURS (Pre-COVID closures, June, 2018): 4930.50 hrs/yr with 62% of families participating. GOVERNING BOARD ELECTIONS VOTER PARTICIPATION: FY19: 5/2019= 76%FY21: 10/2020 = *29% (Lowest Record due to COVID-19 Closure), FY22: 11/2021 = 80%, FY23: 11/2022: 82% (*Highest record), FY24: 10/2023=79% and FY26: 11/2025 = 72% and 1/2026 = 79%..*

School Climate (LCFF Priority 6)

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

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

LAS Priority 6 Data Summary:

Excerpt from LAS LCAP Annual Update (Board, May, 2026) STUDENT ENGAGEMENT AND BUILDING CONFIDENCE AND LIFE SKILLS: DATA 1 - Attendance Rate Goal 95% DATA 2 - 94% of TK-Gr8 students participated in the student survey completion DATA 3 - Q1: 96% stated, "I like my school." Q2: 98% stated in agreement that yes, "It's important for me to read and write in Spanish. Q3: 97% stated yes to the statement, "It's important for me to read and write in English." Q4: 92% stated yes to, "I feel safe at school."

PARENT INVOLVEMENT AND ITS ROLE IN SUPPORTING THE FULFILLMENT OF LAS MISSION Survey Data 1 (May, 2026): 94% of families completed the annual school survey. Survey Data 2: 98% of families stated that they would recommend the school to others.

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

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

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

LAS Priority 7 Summary:

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

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

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

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



A California Public School

Agenda Item #IIB

Board Meeting Date: June 25, 2026

Subject: Finance Committee: 2026-2027 Budget

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

Committee: Ramírez-Huamaní, González, Garduño, Pantoja, Rodríguez, I., Rodríguez, K., Morales (non-voting), de León (non-voting)

Recommendation:

School Leadership and EdTec presented the final version of the 2026-2027 Budget for Governing Board approval and adoption.

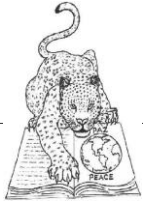
Documents Attached:

1. Proposed Budget 2026-2027

2026-2027 Budget				
Members	Aye	Nay	Abstain	Absent
Garduño-Medina, Elena				
Dickson, Alex				
Rojas, Denise				
Yáñez-Gutiérrez, Adriana				
Novoa, Ana				
Perez, Miguel				
Ramírez,-Huamaní, Yesenia				
Gonzalez, Antonio				
Bermudez, Pablo				
Totals:				

Estimated Time of Presentation: 10 min
Submitted By: School Leadership
Date: 06.21.2026

Pertinent Pages in
 () Charter, pages _____
 () MOU, pages _____



A California Public School

Fecha de la Reunión: 25 de junio del 2026

Tema: Comité de Finanzas: Presupuesto 2026-2027

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

Comité: Ramírez-Huamaní, González, Garduño, Pantoja, Rodríguez, I., Rodríguez, K., Morales (non-voting), de León (non-voting)

Recomendación:

El liderazgo escolar y EdTec presentaron la versión final del presupuesto 2026-2027 para la aprobación y adopción de la mesa directiva.

Documento adjunto:

1. Presupuesto 2026-2027

**CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: The Language Academy of Sacramento
 (name continued) _____
 CDS #: 34674390106898
 Charter Approving Entity: Sacramento City Unified School District
 County: Sacramento
 Charter #: 0640
 Budgeting Period: 2026-27

This charter school uses the following basis of accounting:

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

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
A. REVENUES					
1. LCFF Sources					
State Aid - Current Year	8011	4,840,308.72	4,947,690.42		4,947,690.42
Education Protection Account State Aid - Current Year	8012	1,577,503.61	1,602,645.49		1,602,645.49
State Aid - Prior Years	8019	0.00	-		0.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	2,070,456.43	2,044,769.89		2,044,769.89
Other Revenue Limit Transfers	8091, 8097				0.00
Total, LCFF/Revenue Limit Sources		8,488,268.75	8,595,105.81	0.00	8,595,105.81
2. Federal Revenues					
No Child Left Behind/Every Student Succeeds Act	8290	224,748.00		224,748.00	224,748.00
Special Education - Federal	8181, 8182	99,008.85		92,365.00	92,365.00
Child Nutrition - Federal	8220	0.00		255,979.80	255,979.80
Donated Food Commodities	8221				0.00
Other Federal Revenues	8110, 8260-8299	0.00		-	0.00
Total, Federal Revenues		323,756.85	0.00	573,092.80	573,092.80
3. Other State Revenues					
Special Education - State	StateRevSE	613,383.68		614,010.38	614,010.38
All Other State Revenues	StateRevAO	2,097,176.50	184,564.16	1,811,883.71	1,996,447.87
Total, Other State Revenues		2,710,560.18	184,564.16	2,425,894.09	2,610,458.25
4. Other Local Revenues					
All Other Local Revenues	LocalRevAO	100,160.82	83,300.00	-	83,300.00
Total, Local Revenues		100,160.82	83,300.00	0.00	83,300.00
5. TOTAL REVENUES					
		11,622,746.60	8,862,969.97	2,998,986.89	11,861,956.86
B. EXPENDITURES					
1. Certificated Salaries					
Certificated Teachers' Salaries	1100	2,874,466.74	3,016,142.00	-	3,016,142.00
Certificated Pupil Support Salaries	1200	0.00	-	-	0.00
Certificated Supervisors' and Administrators' Salaries	1300	687,444.50	170,037.00	548,759.98	718,796.98
Other Certificated Salaries	1900	285,369.75	59,000.00	225,705.44	284,705.44
Total, Certificated Salaries		3,847,280.99	3,245,179.00	774,465.42	4,019,644.42
2. Non-certificated Salaries					
Non-certificated Instructional Aides' Salaries	2100	334,981.72	128,746.62	257,192.80	385,939.42
Non-certificated Support Salaries	2200	183,000.00	42,000.00	42,000.00	84,000.00
Non-certificated Supervisors' and Administrators' Sal.	2300	119,503.00	123,088.00	-	123,088.00
Clerical and Office Salaries	2400	292,824.40	266,874.30	-	266,874.30
Other Non-certificated Salaries	2900	979,290.89	450,161.24	682,260.11	1,132,421.35
Total, Non-certificated Salaries		1,909,600.01	1,010,870.16	981,452.91	1,992,323.07

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
3. Employee Benefits					
STRS	3101-3102	709,335.42	586,117.69	147,922.89	734,040.58
PERS	3201-3202	0.00	-	-	0.00
OASDI / Medicare / Alternative	3301-3302	188,706.32	159,485.93	40,569.25	200,055.18
Health and Welfare Benefits	3401-3402	920,967.06	867,113.90	167,413.08	1,034,526.98
Unemployment Insurance	3501-3502	14,414.40	11,635.40	3,325.00	14,960.40
Workers' Compensation Insurance	3601-3602	69,082.57	54,243.22	12,940.52	67,183.74
OPEB, Allocated	3701-3702	0.00	-	-	0.00

OPEB, Active Employees	3751-3752	0.00	-	-	0.00
Other Employee Benefits	3901-3902	78,994.59	68,349.83	25,586.29	93,936.12
Total, Employee Benefits		1,981,500.36	1,746,945.97	397,757.04	2,144,703.00
4. Books and Supplies					
Approved Textbooks and Core Curricula Materials	4100	130,000.00	55,000.00	70,000.00	125,000.00
Books and Other Reference Materials	4200	75,032.12	69,950.00	-	69,950.00
Materials and Supplies	4300	190,688.77	160,381.00	10,712.00	171,093.00
Noncapitalized Equipment	4400	100,000.00	110,000.00	32,000.00	142,000.00
Food	4700	0.00	-	426,633.00	426,633.00
Total, Books and Supplies		495,720.89	395,331.00	539,345.00	934,676.00
5. Services and Other Operating Expenditures					
Subagreements for Services	5100	0.00	-	-	0.00
Travel and Conferences	5200	51,150.00	32,150.00	-	32,150.00
Dues and Memberships	5300	15,914.00	15,914.00	-	15,914.00
Insurance	5400	186,813.62	206,154.00	-	206,154.00
Operations and Housekeeping Services	5500	233,012.00	166,000.00	-	166,000.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	233,613.00	194,455.00	-	194,455.00
Transfers of Direct Costs	5700-5799				0.00
Professional/Consulting Services and Operating Expend.	5800	1,153,003.52	590,384.33	430,273.00	1,020,657.33
Communications	5900	15,000.00	14,000.00	-	14,000.00
Total, Services and Other Operating Expenditures		1,888,506.14	1,219,057.33	430,273.00	1,649,330.33
6. Capital Outlay (Objects 6100-6170, 6200-6500 - modified accrual basis)					
Land and Improvements of Land	6100-6170	0.00	-	-	0.00
Buildings and Improvements of Buildings	6200	0.00	-	-	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	-	-	0.00
Equipment	6400	0.00	-	-	0.00
Equipment Replacement	6500	0.00	-	-	0.00
Depreciation Expense (for accrual basis only)	6900	822,128.25	822,128.25	-	822,128.25
Total, Capital Outlay		822,128.25	822,128.25	0.00	822,128.25
7. Other Outgo					
Tuition to Other Schools	7110-7143				0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213				0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE				0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO				0.00
All Other Transfers	7281-7299	0.00	-	-	0.00
Transfers of Indirect Costs	7300-7399	0.00	-	-	0.00
Debt Service:					
Interest	7438	80,628.00	60,984.00	-	60,984.00
Principal	7439	0.00	-	-	0.00
Total, Other Outgo		80,628.00	60,984.00	0.00	60,984.00
8. TOTAL EXPENDITURES		11,025,364.63	8,500,495.71	3,123,293.36	11,623,789.07
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		597,381.96	362,474.26	(124,306.47)	238,167.79

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
D. OTHER FINANCING SOURCES / USES					
1. Other Sources	8930-8979				0.00
2. Less: Other Uses	7630-7699				0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999		(124,306.47)	124,306.47	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	(124,306.47)	124,306.47	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		597,381.96	238,167.79	0.00	238,167.79
F. FUND BALANCE, RESERVES					
1. Beginning Fund Balance					
a. As of July 1	9791	14,617,822.20	15,207,035.83	0.00	15,207,035.83
b. Adjustments to Beginning Balance	9793, 9795	(8,168.33)	0.00	0.00	0.00
c. Adjusted Beginning Balance		14,609,653.87	15,207,035.83	0.00	15,207,035.83
2. Ending Fund Balance, June 30 (E + F.1.c.)		15,207,035.83	15,445,203.62	0.00	15,445,203.62
Components of Ending Fund Balance (Modified Accrual Basis)					

a. Nonspendable					
Revolving Cash	9711				0.00
Stores	9712				0.00
Prepaid Expenditures	9713				0.00
All Others	9719				0.00
b. Restricted	9740				0.00
c. Committed					0.00
Stabilization Arrangements	9750				0.00
Other Commitments	9760				0.00
d. Assigned					0.00
Other Assignments	9780				0.00
e. Unassigned/Unappropriated					0.00
Reserve for Economic Uncertainties	9789	551,268.23	581,189.45		581,189.45
Unassigned / Unappropriated Amount	9790M				0.00
Components of Ending Net Position (Accrual Basis)					
1. Net Investment in Capital Assets	9796				-
2. Restricted Net Position	9797				-
3. Unrestricted Net Position	9790A	14,655,768	14,864,014	0	14,864,014

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

Charter School Name: The Language Academy of Sacra.
 (continued) _____
 CDS #: 34674390106898
 Charter Approving Entity: Sacramento City Unified School
 County: Sacramento
 Charter #: 0640
 Fiscal Year: 2026-27

This charter school uses the following basis of accounting:

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

Description	Object Code	FY 2026-27			Totals for 2027-28	Totals for 2028-29
		Unrestricted	Restricted	Total		
A. REVENUES						
1. LCFF/Revenue Limit Sources						
State Aid - Current Year	8011	4,947,690.42	0.00	4,947,690.42	5,461,031.93	5,712,849.82
Education Protection Account State Aid - Current Year	8012	1,602,645.49	0.00	1,602,645.49	1,707,593.24	1,760,358.35
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00	0.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	2,044,769.89	0.00	2,044,769.89	2,109,070.83	2,109,070.83
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00		
Total, LCFF Sources		8,595,105.81	0.00	8,595,105.81	9,277,696.00	9,582,279.00
2. Federal Revenues						
No Child Left Behind/Every Student Succeeds Act	8290	0.00	224,748.00	224,748.00	224,748.00	224,748.00
Special Education - Federal	8181, 8182	0.00	92,365.00	92,365.00	92,220.00	95,120.00
Child Nutrition - Federal	8220	0.00	255,979.80	255,979.80	263,659.19	271,568.97
Donated Food Commodities	8221	0.00	0.00	0.00		
Other Federal Revenues	8110, 8260-8299	0.00	0.00	0.00	0.00	0.00
Total, Federal Revenues		0.00	573,092.80	573,092.80	580,627.19	591,436.97
3. Other State Revenues						
Special Education - State	StateRevSE	0.00	614,010.38	614,010.38	627,798.37	629,668.56
All Other State Revenues	StateRevAO	184,564.16	1,811,883.71	1,996,447.87	1,937,992.37	1,751,756.96
Total, Other State Revenues		184,564.16	2,425,894.09	2,610,458.25	2,565,790.74	2,381,425.52

4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	83,300.00	0.00	83,300.00	83,300.00	83,300.00
Total, Local Revenues		83,300.00	0.00	83,300.00	83,300.00	83,300.00
5. TOTAL REVENUES		8,862,969.97	2,998,986.89	11,861,956.86	12,507,413.94	12,638,441.49
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	3,016,142.00	0.00	3,016,142.00	3,181,626.26	3,277,075.05
Certificated Pupil Support Salaries	1200	0.00	0.00	0.00	0.00	0.00
Certificated Supervisors' and Administrators' Salaries	1300	170,037.00	548,759.98	718,796.98	740,360.89	762,571.72
Other Certificated Salaries	1900	59,000.00	225,705.44	284,705.44	263,216.50	271,113.00
Total, Certificated Salaries		3,245,179.00	774,465.42	4,019,644.42	4,185,203.65	4,310,759.76
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	128,746.62	257,192.80	385,939.42	438,677.60	451,837.93
Non-certificated Support Salaries	2200	42,000.00	42,000.00	84,000.00	86,520.00	89,115.60
Non-certificated Supervisors' and Administrators' Sal.	2300	123,088.00	0.00	123,088.00	126,780.64	130,584.06
Clerical and Office Salaries	2400	266,874.30	0.00	266,874.30	274,880.53	283,126.95
Other Non-certificated Salaries	2900	450,161.24	682,260.11	1,132,421.35	1,166,351.99	1,201,300.55
Total, Non-certificated Salaries		1,010,870.16	981,452.91	1,992,323.07	2,093,210.76	2,155,965.09

Description	Object Code	FY 2026-27			Totals for 2027-28	Totals for 2028-29
		Unrestricted	Restricted	Total		
3. Employee Benefits						
STRS	3101-3102	586,117.69	147,922.89	734,040.58	764,651.05	787,590.58
PERS	3201-3202	0.00	0.00	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	159,485.93	40,569.25	200,055.18	209,925.63	216,277.58
Health and Welfare Benefits	3401-3402	867,113.90	167,413.08	1,034,526.98	1,110,249.20	1,199,069.14
Unemployment Insurance	3501-3502	11,635.40	3,325.00	14,960.40	15,142.40	15,142.40
Workers' Compensation Insurance	3601-3602	54,243.22	12,940.52	67,183.74	72,201.77	74,367.34
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	68,349.83	25,586.29	93,936.12	96,754.21	99,656.83
Total, Employee Benefits		1,746,945.97	397,757.04	2,144,703.00	2,268,924.26	2,392,103.87
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	55,000.00	70,000.00	125,000.00	128,750.00	132,612.50
Books and Other Reference Materials	4200	69,950.00	0.00	69,950.00	72,048.50	74,209.96
Materials and Supplies	4300	160,381.00	10,712.00	171,093.00	176,225.79	181,512.56
Noncapitalized Equipment	4400	110,000.00	32,000.00	142,000.00	148,400.00	133,179.00
Food	4700	0.00	426,633.00	426,633.00	439,431.99	452,614.95

Total, Books and Supplies		395,331.00	539,345.00	934,676.00	964,856.28	974,128.97
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	0.00	0.00	0.00	0.00	0.00
Travel and Conferences	5200	32,150.00	0.00	32,150.00	33,114.50	34,107.94
Dues and Memberships	5300	15,914.00	0.00	15,914.00	16,391.42	16,883.16
Insurance	5400	206,154.00	0.00	206,154.00	212,338.62	218,708.78
Operations and Housekeeping Services	5500	166,000.00	0.00	166,000.00	170,980.00	176,109.40
Rentals, Leases, Repairs, and Noncap. Improvements	5600	194,455.00	0.00	194,455.00	200,288.65	206,297.31
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00		
Professional/Consulting Services and Operating Expend.	5800	590,384.33	430,273.00	1,020,657.33	1,032,986.59	1,044,328.26
Communications	5900	14,000.00	0.00	14,000.00	14,420.00	14,852.60
Total, Services and Other Operating Expenditures		1,219,057.33	430,273.00	1,649,330.33	1,680,519.78	1,711,287.44
6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. basis only)						
Land and Land Improvements	6100-6170	0.00	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00
Depreciation Expense (for accrual basis only)	6900	822,128.25	0.00	822,128.25	822,128.25	822,128.25
Total, Capital Outlay		822,128.25	0.00	822,128.25	822,128.25	822,128.25
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00		
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00		
All Other Transfers	7280-7299	0.00	0.00	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00	0.00	0.00
Debt Service:						
Interest	7438	60,984.00	0.00	60,984.00	60,984.00	60,984.00
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00	0.00	0.00
Total, Other Outgo		60,984.00	0.00	60,984.00	60,984.00	60,984.00
8. TOTAL EXPENDITURES		8,500,495.71	3,123,293.36	11,623,789.07	12,075,826.99	12,427,357.38
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		362,474.26	(124,306.47)	238,167.79	431,586.95	211,084.11

				FY 2026-27	Totals for	Totals for
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Description	Object Code	Unrestricted	Restricted	Total	2027-28	2028-29
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00	0.00	0.00		
2. Less: Other Uses	7630-7699	0.00	0.00	0.00		
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(124,306.47)	124,306.47	0.00		
4. TOTAL OTHER FINANCING SOURCES / USES		(124,306.47)	124,306.47	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		238,167.79	0.00	238,167.79	431,586.95	211,084.11
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	15,207,035.83	0.00	15,207,035.83	15,445,203.62	15,876,790.57
b. Adjustments to Beginning Balance	9793, 9795	0.00	0.00	0.00		
c. Adjusted Beginning Balance		15,207,035.83	0.00	15,207,035.83	15,445,203.62	15,876,790.57
2. Ending Fund Balance, June 30 (E + F.1.c.)		15,445,203.62	0.00	15,445,203.62	15,876,790.57	16,087,874.68
Components of Ending Fund Balance:						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	0.00	0.00	0.00		
Stores (equals object 9320)	9712	0.00	0.00	0.00		
Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00		
All Others	9719	0.00	0.00	0.00		
b. Restricted	9740	0.00	0.00	0.00		
c. Committed						
Stabilization Arrangements	9750	0.00	0.00	0.00		
Other Commitments	9760	0.00	0.00	0.00		
d. Assigned						
Other Assignments	9780	0.00	0.00	0.00		
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	581,189.45	0.00	581,189.45	603,791.35	621,367.87
Unassigned/Unappropriated Amount	9790	0.00	0.00	0.00		
Components of Ending Net Position (Accrual Basis)						
1. Net Investment in Capital Assets	9796	0.00	0.00	0.00		
2. Restricted Net Position	9797	0.00	0.00	0.00		
3. Unrestricted Net Position	9790A	14,864,014.17	0.00	14,864,014.17	15,272,999.23	15,466,506.81



A California Public School

Agenda Item# III.C

Board Meeting Date: June 25, 2026

Subject: 1) Parent Involvement/Family and Community Engagement (FACE) Policy Annual Review and 2) School-Parent Compact Annual Review

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

Background:

LAS Parent Involvement/Family and Community Engagement (FACE) Policy and School Parent Compact annual review is a federal compliance requirement. At the start of the school year, School Leadership solicits input from parent stakeholder groups such as the Parent Council, Parent Association, ELAC, and School Site Council (SSC). The process is finalized when the LAS Governing Board reviews an updated version of the policy and the compact for approval.

LAS Parent Involvement/Family and Community Engagement (FACE) Policy: Approved by Parent Council v050626

LAS Family and Community Engagement (FACE) Policy Draft v060226

LAS Strategic Plan: Family and Community Engagement (FACE) Policy

P4.1 Conduct an annual meeting to be held during the first trimester of each school year to inform families of the programs and opportunities available to students through Title 1 and family rights to be involved.

P4.2 Provide consistent feedback to families concerning student achievement, ensure family participation during Parent Association, Parent Council, LAS Charter committee meetings and solicit family input to guide the planning of Title 1 program opportunities.

P4.3 Make reasonable attempts to provide equitable access to all school related activities and communication for families who are economically disadvantaged, have limited English proficiency, physical disabilities, limited literacy, who are of any racial or ethnic minority background and migratory or homeless or at risk of homelessness.



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P4.4 Provide families information regarding grade level multicultural curriculum and materials, end of the grade level expectations, academic assessments and student achievement data during parent/teacher conferences at least twice a year.

P4.5 Establish an English Learner Advisory Committee (ELAC) which will provide input in Title 1 activities.

P4.6 Ensure LAS staff (i.e. Parent Connector) support and engage families in developing and revising the Local Control Accountability Plan (LCAP)/School family Involvement Plan, School-Family Compact, workshops and events that provide strategies for supporting learning in the classroom.

P4.7 Administer Climate Surveys (Programmatic Audit Surveys) on a yearly basis to evaluate the effectiveness of school programs and family involvement opportunities. Survey results will be disseminated in a variety of ways.

Title 1 is a federal program that provides funding to public school with high percentages of low-income students to help them improve academic achievement and address achievement gaps. It is part of the Elementary and Secondary Education Act (ESEA). The program aims to ensure all children have a fair and significant opportunity to receive a high quality education. (AI assisted definition)

Attachment:

- 1) School Family Compact Draft v060926

Recommendation:

School Leadership requests that the Governing Board review the updated parent involvement/FACE policy and compact, make a recommendation for board action.

Estimated Time of Presentation: 5 min
Submitted By: Bersola
Date: 062026

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



A California Public School

Agenda Artículo# III.C

Fecha de la Reunión: 25 de junio de 2026

Tema: 1) Revisión anual de la Póliza de participación de padres y 2) Revisión anual del Acuerdo entre la escuela y los padres

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

Contexto:

La revisión anual de la Póliza de Participación de Padres de LAS y del Pacto de Padres de la Escuela es un requisito de cumplimiento federal. Al comienzo del año escolar, el Liderazgo Escolar solicita la opinión de los grupos de padres interesados, como el Concilio de Padres, la Asociación de Padres, ELAC y el Concilio del Sitio Escolar (SSC, por sus siglas en inglés). El proceso finaliza cuando la Mesa Directiva de LAS revisa una versión actualizada de la póliza y el acuerdo para su aprobación.

Póliza de participación de padres de LAS: Aprobada por el Concilio de padres v050626

Póliza de Participación de Familias

P4.1 Conducir una reunión anual que se llevará a cabo durante el primer trimestre de cada año escolar para informar a las familias de los programas y las oportunidades disponibles para los estudiantes a través de Título 1 y el derecho de los padres de estar involucrados.

P4.2 Prover comentarios consistentemente a las familias con respecto al logro académico, asegurar la participación de familias durante la Asociación de Familias, el Concilio de Familias, las reuniones de comité y solicitar la opinión de las familias para guiar la planificación de oportunidades del programa de Título 1.

P4.3 Hacer intentos razonables para proveer acceso a todas las actividades escolares y comunicación para los padres con fluidez limitada en inglés o discapacidades físicas y migratorias o familias sin hogar.



A California Public School

P4.4 Proveer a las familias información con respecto a currículo multicultural a nivel de grado y materiales, expectativas de fin de año, evaluaciones académicas, y datos de logro estudiantil durante conferencias de padres/maestros al menos dos veces por año.

P4.5 Establecer un comité asesor para estudiantes de inglés como segunda lengua (ELAC) que proveerá información sobre actividades de Título 1.

P4.6 Asegurarse de que el personal de LAS (es decir, el Enlace de familias) apoye e involucre a las familias en la elaboración y revisión del Plan de Responsabilidad y Control Local (LCAP) y del Plan de Participación Familiar de la Escuela, así como en el Pacto entre la Escuela y las Familias, los talleres y los eventos que ofrecen estrategias para apoyar el aprendizaje en el aula.

P4.6 Asegurar que personal de LAS (es decir, Enlace de familias) facilite el proceso de involucrar a familias en el desarrollo/la revisión del Plan escolar de participación de familias, Acuerdo de escuela y familias, y talleres de participación de familias y oportunidades para eventos donde podrán aprender maneras de ayudar en los salones.

P4.7 Administrar Encuestas de Clima (Encuestas de Auditoría Programática) anualmente para evaluar la efectividad de los programas escolares y las oportunidades de participación de padres. Resultados de la encuesta se deben difundir de una variedad de maneras.

El Título I es un programa federal que proporciona financiación a las escuelas públicas con altos porcentajes de estudiantes de bajos ingresos para ayudarles a mejorar el rendimiento académico y abordar las brechas de rendimiento. Forma parte de la Ley de Educación Primaria y Secundaria (ESEA, por sus siglas en inglés). El objetivo del programa es garantizar que todos los niños tengan una oportunidad justa y significativa de recibir una educación de alta calidad. (Definición asistida de AI)

Adjunto:

1. Acuerdo entre la Escuela y Padres v060926

Recomendación:

El Liderazgo Escolar solicita que la Mesa Directiva revise la Póliza actualizada de participación de padres y haga una recomendación para acción de la Mesa directiva.

Language Academy of Sacramento

Family and Student Compact *draft v060926*

Student Statement

As a Language Academy Student, I realize the importance of doing my personal best every day. I know I am responsible for my own success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- Be in class by **8 A.M. each day.**
- Support the School-Wide Behavior Plan as stated in this Handbook.
- Return completed class work and homework on time.
- Be a cooperative learner.
- Ask for help when needed.
- Respect school property
- Respect LAS Students and Staff

I have read, understand, and agree to follow the policies and procedures from this Student/Family Handbook.

Student's Signature _____ Date _____

Family Statement

I understand that my participation in my child's education will help their achievement and attitude. Therefore, I will carry out the following responsibilities to the best of my ability:

- Ensure that my child arrives to school by **8 A.M. every morning.**
- Encourage and set aside a quiet area for my child to complete all their homework and class work.
- Review all school communication sent home. This includes electronic communications: i.e. adopted school system, email and text.
- Attend Back to School, Family Teacher Conferences, Student Exhibitions, and other school events.
- Support the School-Wide Behavior Plan/Rules and Expectations
- Review the student statement with my student

I have read, understand and agree to support the Social Media Policy.

I have read, understand and agree to support the policy and procedures in the LAS Student/Family Handbook.

Family/Guardian's Signature _____ Date _____

Staff Statement

We understand the importance of a quality education for all students. We agree to carry out the following responsibilities to the best of our abilities:

- Teach grade level skills and concepts.
- Strive to address the individual needs of each student.
- Communicate regularly with families regarding each child's progress.
- Provide a safe, positive and healthy environment.
- Communicate homework and class work expectations to all students.

I have read and agree with the conditions in this Family and Student Handbook.

Teacher's Signature _____ Date _____

Academia de Idiomas de Sacramento

Acuerdo de Familias y Estudiantes v060926

Declaración del Estudiante

Como alumno de la escuela, Academia de Idiomas de Sacramento, yo entiendo la importancia en tratar de hacer lo mejor que yo pueda; es por eso que voy a tratar de ser responsable y:

- Llegar a clases **todos los días a las 8 A.M.**
- Apoyar las expectativas, reglas y procedimientos de la escuela detallado en este manual.
- Regresar mi tarea a tiempo y completar mi trabajo en el salón.
- Ser un alumno cooperativo.
- Pedir ayuda cuando sea necesario.
- Respetar la propiedad escolar
- Respetar a los estudiantes y al personal de LAS

Yo he leído, entiendo, y estoy de acuerdo en apoyar las pólizas y procedimientos del contenido de este manual.

Firma del estudiante _____ Fecha _____

Declaración de la familia

Yo comprendo que mi participación en la educación de mi hijo/a le ayudará a sobresalir en su aprendizaje; es por eso que voy a:

- Me aseguraré que mi hijo/a llegue a la escuela a **las 8 A.M. cada mañana.**
- Escoger un lugar sin interrupciones donde mi hijo/a pueda completar su tarea o trabajo escolar.
- Revisar toda la comunicación escolar enviada a casa. Esto incluye comunicaciones electrónicas: es decir, sistema escolar adoptado, correo electrónico y texto.
- Animar a que mi hijo/a complete su tarea diariamente.
- Asistir al Regreso de la Escuela, Conferencias de familias, la Exposición Estudiantil y otros eventos escolares.
- Apoyar las expectativas, reglas y procedimientos de la escuela detallado en este manual.
- Repasar la declaración del estudiante con mi estudiante

He leído, entiendo y acepto apoyar la Póliza de redes sociales.

He leído, entiendo y acepto apoyar la póliza y los procedimientos del Manual para estudiantes y familias de LAS.

Firma de la familia/tutor _____ Fecha _____

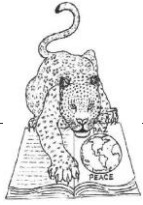
Declaración del personal

Yo entiendo la importancia de la calidad de educación que se merece cada alumno en nuestra escuela. Es por eso que voy a:

- Enseñar conceptos a nivel del grado.
- Tratar de enseñar a cada alumno para asegurar que el estudiante tenga éxito.
- Comunicarme con las familias con frecuencia acerca del progreso de su hijo/a.
- Proveer un lugar seguro, positivo y ambiente saludable.
- Explicar a los estudiantes la tarea y las expectativas de los trabajos escolares.

Leí y estoy de acuerdo con las condiciones del manual para estudiantes y familias.

Firma del maestro/a _____ Fecha _____



Board Meeting Date: June 25, 2026

Subject: CalSTRS Directive 2026-01 Charter School Certification Form

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

Committee: School Leadership

CalSTRS has implemented new compliance requirements for charter school participation in the public pension system, including completion of Form 0765 by June 30, 2026. Form 0765 requires each charter school to certify that its nonprofit operator qualifies for CalSTRS participation and that its Articles of Incorporation contain specific dissolution provisions.

Key Points:

- A separate Form 0765 must be submitted for each charter school operated by the nonprofit employer.
- Articles of Incorporation lack the asset-distribution language now required by CalSTRS, and amendments will be necessary before certification.
- Amendments should: (1) align with CalSTRS dissolution requirements, (2) be formally approved by the governing board, and (3) be filed with the California Secretary of State in a timely manner.
- Form 0765 also introduces new certifications related to employee contracts, tracking, and reporting, with a compliance deadline of January 31, 2027; implementation details for employees working across multiple schools remain unclear and will require further guidance from CalSTRS.

Recommendation:

School Leadership requests approval of the amendments to the Articles of Incorporation and the LAS Bylaws to ensure continued CalSTRS participation and compliance.

Attachments:

1. CalSTRS Directive 2026-01 Charter School Certification Form
2. Secretary of State Submission Cover Sheet
3. Amended Articles of Incorporation
4. Amended Bylaws

<p>Estimated Time of Presentation: 10 min Submitted By: School Administration Date: 06.21.2026</p>



A California Public School

Amended Articles of Incorporation				
Members	Aye	Nay	Abstain	Absent
Garduño-Medina, Elena				
Dickson, Alex				
Rojas, Denise				
Yáñez-Gutiérrez, Adriana				
Novoa, Ana				
Perez, Miguel				
Ramírez,-Huamaní, Yesenia				
Gonzalez, Antonio				
Bermudez, Pablo				
Totals:				

Amended Bylaws				
Members	Aye	Nay	Abstain	Absent
Garduño-Medina, Elena				
Dickson, Alex				
Rojas, Denise				
Yáñez-Gutiérrez, Adriana				
Novoa, Ana				
Perez, Miguel				
Ramírez,-Huamaní, Yesenia				
Gonzalez, Antonio				
Bermudez, Pablo				
Totals:				



Fecha de la Reunión: 25 de junio del 2026

Tema: CalSTRS Directive 2026-01 Charter School Certification Form

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

Comité: Liderazgo Escolar

CalSTRS ha establecido nuevos requisitos de cumplimiento para la participación de escuelas charters concertados en el sistema público de pensiones, entre los que se incluye la presentación del formulario 0765 antes del 30 de junio de 2026. El formulario 0765 exige que cada escuela charter certifique que su entidad gestora sin ánimo de lucro cumple los requisitos para participar en CalSTRS y que sus estatutos contengan disposiciones específicas sobre la disolución.

Puntos Claves:

- Se debe presentar un formulario 0765 por separado para cada escuela autónoma gestionada por la entidad sin ánimo de lucro.
- Los estatutos y Artículos de Incorporación carecen de la cláusula de distribución de activos que ahora exige CalSTRS, por lo que será necesario introducir modificaciones antes de la certificación.
- Las modificaciones deben: (1) ajustarse a los requisitos de disolución de CalSTRS, (2) ser aprobadas formalmente por el consejo de administración y (3) presentarse ante la Secretaría de Estado de California en el plazo establecido.
- El formulario 0765 también introduce nuevas certificaciones relacionadas con los contratos de los empleados, el seguimiento y la presentación de informes, con un plazo de cumplimiento que vence el 31 de enero de 2027; los detalles de la aplicación para los empleados que trabajan en varias escuelas siguen sin estar claros y requerirán más orientación por parte de CalSTRS.

Recomendación:

El Liderazgo Escolar solicita la aprobación de las modificaciones de los estatutos y Artículos de Incorporación de LAS para garantizar la continuidad de la participación y el cumplimiento de los requisitos de CalSTRS.

Documentos adjunto:

1. Directiva 2026-01 de CalSTRS: Formulario de certificación de escuelas concertadas
2. Solicitud de la Secretaría de Estado – Hoja de Portada
3. Artículos de Incorporación modificados
4. Estatutos modificados



**CalSTRS Charter School/Nonprofit Public Benefit Corporation Certification
(IRS Notice 2015-07)**

Section 1: Charter School Identification

CHARTER SCHOOL NAME	The Language Academy of Sacramento
CHARTER SCHOOL COUNTY-DISTRICT-SCHOOL (CDS) CODE	34674390106898
NPBC NAME	The Language Academy of Sacramento
NPBC MAILING ADDRESS	2850 49th Street, Sacramento, CA 95817

Pursuant to Notice 2015-07, *Relief for Certain Participants in Section 414(d) Governmental Plans* (Notice 2015-07), the Internal Revenue Service (IRS) and the United States Treasury Department are expected to issue final regulations permitting a state or local retirement system to provide benefits for charter school employees and continue to qualify as an Internal Revenue Code section 414(d) governmental plan, provided that certain requirements are met. The IRS and the United States Treasury Department have identified those requirements in Section III.A of Notice 2015-07.

CalSTRS is permitting employees of the NPBC to be covered under CalSTRS in reliance on the certifications in Section 2 that the NPBC meets and will fully comply with the requirements of, all modifications to, amendments to, expansions of, or other changes to the requirements of Notice 2015-07, as of the date the 26 USC section 414(d) regulations go into effect.

Consistent with Section 47604 of the Education Code, and in accordance with their approved charter petition, the charter school identified in this section has elected to operate as, or be operated by, the nonprofit public benefit corporation (NPBC) identified above; and has elected to participate in CalSTRS or continue to participate in CalSTRS to provide benefits under the Teachers' Retirement Law for its employees who perform creditable service for a charter school which is eligible to receive state apportionment.

Section 2: Certification

Check one:

- I certify the charter school has publicly available written contractual agreements with each employee to perform creditable service under the

Teachers' Retirement Law, specifying which charter school the service is being performed at. A true and correct copy of all written contractual agreements for eligible employees will be updated and maintained by the charter school. The charter school will furnish copies of any written contractual agreements at any time upon CalSTRS request.

I certify the NPBC meets the following requirements from Notice 2015-07 and further requirements imposed by the Teachers' Retirement Law:

(a) NPBC is a nonsectarian independent public school that serves a governmental purpose by providing tuition-free elementary or secondary education, or both.

(b) NPBC is established and operates a charter school in accordance with the Charter Schools Act of 1992, as amended, authorizing NPBC to create or establish one or more independent public schools.

(c) Participation in CalSTRS for NPBC's employees is contingent on each employee having a written contract to perform creditable service under the Teachers' Retirement Law and only for those employees who actually perform creditable service activities under that contract. A true and correct copy of all written contracts for eligible employees will be updated and maintained by NPBC. NPBC will furnish copies of any written contracts at any time upon the request of CalSTRS.

(d) NPBC satisfies either of the following:

(1) NPBC's governing board or body is controlled by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision. NPBC confirms that the state or political subdivision has the power to nominate, appoint, remove, and replace a majority of the members of the NPBC's governing board or board, or a majority of the members of the NPBC's governing board or body are publicly nominated and elected under state law.

(2) NPBC satisfies all of the following requirements:

(i) The primary source of NPBC's funding is from the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision.

(ii) The rights of NPBC's employees to their accrued benefits under CalSTRS are not dependent on whether NPBC continues to

participate in CalSTRS, and in the event NPBC ceases participation in CalSTRS, a governmental entity in the State of California has responsibility for the accrued benefits of NPBC's employees, including the continued funding of the accrued benefits, to no lesser extent than a governmental entity has responsibility for the continued funding of the accrued benefits of the employees of any other participating employer of CalSTRS in the event that other employer were to cease to be a participating employer under CalSTRS.

(iii) NPBC is part of a local educational agency, as defined in 20 U.S.C. 7801(26) (or is its own local educational agency), and is subject to the significant regulatory control and oversight by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision of the state as further described in Section IIIA, paragraphs (d)(2)(iii)(1) and (d)(2)(iii)(2), of Notice 2015-07.

(e) All financial interests of ownership in NPBC are held by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision of the state. The State of California, a political subdivision of the state, or an agency or instrumentality of the state are entitled to NPBC's net assets upon dissolution or final liquidation of NPBC, or those net assets will be transferred to another public school that satisfies the requirement in Section III.A of Notice 2015-07.

(f) NPBC has governing documents that require its net assets, upon dissolution or final liquidation of NPBC, to be distributed to either a public school that meets the requirement of Section III.A of Notice 2015-07 or that its net assets will be transferred to the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision. A true and correct copy of all such documents will be updated and maintained by NPBC. NPBC will furnish copies of any such documents at any time upon the request of CalSTRS.

NPBC certifies and acknowledges its employees' participation in CalSTRS is conditioned on the promises and representations above. NPBC further understands that CalSTRS will be obligated to comply with the final regulations issued pursuant to 26 USC section 414(d). Should NPBC fail to timely comply with any and all applicable requirements of Notice 2015-07 and final regulations issued under 26 USC section 414(d), CalSTRS may be required to terminate NPBC's participation in CalSTRS, including cancellation of all benefits and any service credit accrued for employees and retirees of NPBC.

Section 3: Required Signature

The undersigned is the duly appointed representative and is authorized to sign on behalf of the charter school, the NPBC or both.

By signing below, the undersigned represents under penalty of perjury under the laws of the State of California and further subject to the criminal penalties described in Section 22010 of the Education Code that all the information on this form is true and correct. The undersigned further acknowledges that if any information on this form is incorrect, CalSTRS reserves the right to refer the undersigned's and NPBC's or charter school's conduct to state, local and federal law enforcement and to take all actions authorized under the Teachers' Retirement Law, including, but not limited to, cancelling benefits for NPBC's or charter school's employees and NPBC's or charter school's continued participation in CalSTRS.

I hereby declare under penalty of perjury under the laws of the State of California and further subject to the penalties described in Section 22010 of the Education Code that all the information provided above is true and correct, and I hereby declare that the NPBC operating the charter school is complying with the requirements of Notice 2015-07 as of the date the 26 USC section 414(d) regulations go into effect.

PRINT NAME OF OFFICIAL REPRESENTATIVE Judy Morales	
REPRESENTATIVE'S POSITION TITLE Director of Business and Operations	
REPRESENTATIVE'S EMAIL jmorales@lasac.info	
REPRESENTATIVE'S PHONE NUMBER (916) 277-7137	
REPRESENTATIVE'S SIGNATURE	SIGNATURE DATE



Business Entities Submission Cover Sheet

For fastest service, file online at bizfileOnline.sos.ca.gov.

Instructions:

- Complete and include this form with your paper submission. This form will not be made part of the filed document.
- Make all **checks or money orders** payable to the Secretary of State.
- In-person submissions (excluding Statements of Information): \$15 special handling fee. Do not include a \$15 special handling fee when submitting documents by mail.
- All submissions are reviewed in the date order of receipt, with online submissions given priority. For updated processing time information, visit www.sos.ca.gov/business/be/processing-dates.
- To obtain a certified copy, include certification fees with your submission.

Note: All correspondence related to your submission will be sent to the name and address on your check or money order.

Contact Person (Please type or print legibly):

First Name: Judy Last Name: Morales

Phone Number: (916) 277-7137 Email: jmorales@lasac.info

Entity Information (Please type or print legibly):

Entity Name: The Language Academy of Sacramento

Entity Number (if applicable): 2567788

Comments: Amendment to section VI of the Articles of Incorporation were approved on July 25, 2026.

CERTIFICATE OF AMENDMENT OF ARTICLES OF INCORPORATION

OF

THE LANGUAGE ACADEMY OF SACRAMENTO

(A California Non-Profit Public Benefit Corporation)

The undersigned certify that:

1. They are the president and the secretary, respectively, of The Language Academy of Sacramento, a California corporation, with California Entity Number 2567788.
2. Article VI of the Articles of Incorporation of this corporation is amended to read as follows:

Upon dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the assets of the Corporation for one or more exempt purposes within the meaning of 501(c)(3) of the Code by distributing such assets to another charter public school that meets the requirements of Section III.A of the Internal Revenue Service's Notice 2015-07, or to the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision for public purposes.

3. The foregoing amendment of Articles of Incorporation has been duly approved by the board of directors on Thursday, June 25, 2026.
4. The foregoing amendment of Articles of Incorporation has been duly approved by the required vote of the members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct to our own knowledge.

DATE: _____

Elena Garduño-Medina, Board President

Alex Dickson, Board Secretary

ARTICLES OF INCORPORATION

OF

THE LANGUAGE ACADEMY OF SACRAMENTO
(A California Non-Profit Public Benefit Corporation)

I.

The name of the Corporation shall be The Language Academy of Sacramento, Federal Tax ID 20-0499043

II.

The Corporation is a non-profit public benefit corporation and is not organized for the private gain of any person. It is organized under the Non-Profit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct, and promote The Language Academy of Sacramento.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue • Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c) (3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under section 170 (c) (2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

The name and address in the State of California of this Corporation's initial agent for service of process is:

Eric Ostling
813 F Street
Sacramento, CA 85814

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the non-profit public benefit provisions of the Non-Profit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

V.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting, and other rights and privileges of members, and their liability for dues and assessments, and the method of collection thereof, shall be set forth in the bylaws.

VI.

~~Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a non-profit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.~~

Upon dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the assets of the Corporation for one or more exempt purposes within the meaning of 501(c)(3) of the Code by distributing such assets to another charter public school that meets the requirements of Section III.A of the Internal Revenue Service's Notice 2015-07, or to the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision for public purposes.

Original Submission Article of Incorporation

12/15/2003

Gary Borden, Incorporator

Amended Submission Article of Incorporation

Date: _____

Elena Garduño-Medina, Board President

DRAFT June 22, 2026

**BYLAWS
OF
THE LANGUAGE ACADEMY OF SACRAMENTO**
(A California Non-Profit Public Benefit Corporation)

**ARTICLE I
NAME**

Section 1. NAME. The name of this corporation is The Language Academy of Sacramento.

**ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is located at 2850 49th Street in Sacramento County, California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

**ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote The Language Academy of Sacramento (a California public school). Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV
CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context otherwise states, the general provisions, rules of construction, and definitions in the California Non-Profit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

**ARTICLE V
DEDICATION OF ASSETS**

Section 1. DEDICATION OF ASSETS. This corporation’s assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. ~~On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a non-profit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3). Upon dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the assets of the Corporation for one or more exempt purposes within the meaning of 501(c)(3) of the Code by distributing such assets to another charter public school that meets the requirements of Section III.A of the Internal Revenue Service’s Notice 2015-07, or to the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision for public purposes.~~

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**ARTICLE VI
CORPORATIONS WITHOUT MEMBERS**

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Non-Profit Corporation Law.

**ARTICLE VII
BOARD OF DIRECTORS**

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Non-Profit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (also known as the “Board”). The Board may delegate the management of the

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corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require of them security for faithful service.
- b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in or outside California for holding any meeting.
- c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal and alter the form of the seal.

Section 3. DESIGNATED DIRECTORS. This corporation shall have no fewer than five (5) and no more than twelve (12) Board member, also known as Director, positions filled at any time. Directors shall be designated in the following manner:

- a. Two (2) voting board members shall be **certificated staff** at the Language Academy, elected by majority vote of the faculty and staff.
- b. One (1) voting board member shall be **classified staff** currently employed as permanent full or part time at the Language Academy, elected by majority vote of the faculty and staff.
- c. Three (3) voting board members shall be **parents** of students currently enrolled at the Language Academy, elected by majority vote of parents and/or legal guardians of currently enrolled students.
- d. At least three (3), but not more than five (5) voting board members shall be **community representatives** who shall be chosen by a combined majority vote of the parents and/or legal guardians of currently enrolled students, faculty and staff, and the standing

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community board members, and who in the 60 months preceding their candidacy have NOT been:

1. a parent/guardian of a matriculated student at LAS;
 2. a paid employee or consultant of the school; or
 3. any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person described in (1) or (2) above.
- e. One (1) board member shall be a **SCUSD** representative who may be appointed by the Superintendent of the Sacramento City Unified School District at the District's discretion. In the event that the Superintendent fails to appoint a representative, in any year, the seat shall remain vacant until such time that the representative is appointed by the Superintendent.

Board Meeting Reserved Seats: The following seats will be reserved during Board meetings for individuals who are not Directors: one (1) seat for the school **Executive Director**; one (1) seat for the school **Business Operations Officer**; and one (1) seat for the school **Academic Accountability Specialist** or a designee selected by the Executive Director.

Section 4. ELECTION OF DIRECTORS TO STAGGERED TERMS. Each Director shall be elected to a term of three (3) years. Directors shall be elected to staggered terms with one director from each represented class – certificated staff, classified staff, parents, and community members – being elected each year. The initial Board of Directors, upon expiration of their term, shall designate the year in which each term of the newly elected Director expires. In the event of a tie in the election of a new Director, the sitting Directors of the Language Academy of Sacramento will vote at the next scheduled board meeting and that vote will be the final vote.

Section 5. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS; CONFLICT OF INTEREST POLICY. Not more than 49 percent of the persons serving on the Board may be persons who have been compensated by the School for services rendered to it within the previous 12 months, whether as a full or part-time employee, independent contractor or otherwise, excluding any reasonable compensation paid to a director as director. No Directors shall serve on the Board if that person has a current financial interest in any contract made by him or her in his or her official capacity on the board, with the limited exception of employees on the Board. Any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation.

Board Directors shall familiarize themselves with Board policies, and in particular with the Board Conflict of Interest Policy #7C, and shall comply with the Policy's requirement for filing of Fair Political Practices Commission Form 700 Statements with the schools' Business and

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Operations Officer.

Section 6. DIRECTORS' TERM. The initial Board of Directors shall remain in office until the beginning of the fiscal year that corresponds with the charter school's initial instructional year. Except for the initial Board of Directors, each board member shall hold office for a three (3) year term and until a successor director has been elected.

Each Director can be re-elected for an unlimited number of successive terms. All terms shall commence on July 1 and shall expire on June 30 of the year of the term.

Section 7. NOMINATIONS BY COMMITTEE. The chairman of the Board of Directors or, if none, the President may appoint a committee to nominate qualified candidates to serve as the community member representative on the Board of Directors. The committee should be convened at least thirty (30) days before the date of election of Board members. The nominating committee shall make its report to the Board at least seven (7) days before that date of the election or at such other time as the Board of Directors may set.

Section 8. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the board's authorization.

Section 9. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death or resignation of any Board member; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a Board member who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Non-Profit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of Board members; (d) disenrollment from The Language Academy of Sacramento of the student or students of a parent serving on the Board of Directors; and (e) termination of employment with the charter school.

Section 10. RESIGNATION OF DIRECTORS. Except as provided below, any Board member may resign by giving written notice to the Chairman of the Board, if any, or to the President or the Secretary of the board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a Board member's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 11. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no Board member may resign if the corporation would be left without a duly elected Board member.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors

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may be filled by approval of the Board of Directors or, if the number of Board members then in office is less than a quorum, by (1) the unanimous consent of the Board members then in office, (2) the affirmative vote of a majority of the Board members then in office at a meeting held according to notice or waivers of notice complying with Corporations Code section 5211, or (3) a sole remaining Board member.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF BOARD MEMBERS. Any reduction of the authorized number of Board members shall not result in any Board member's being removed before his or her term of office expires.

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the corporation. The Board of Directors may designate that a meeting be held at any place within California that has been designated by resolution of the Board of Directors or in the notice of the meeting

Section 15. MEETINGS BY TELEPHONE OR OTHER TELECOMMUNICATIONS EQUIPMENT. Any Board of Directors meeting may be held by conference call, video screen communication, or other communications equipment. Participation in a meeting under this Section shall constitute presence in person at the meeting if all of the following apply:

- a. Each Board member participating in the meeting can communicate concurrently with all other Board members.
- b. Each Board member is provided the means of participating in all matters before the board, including the capacity to propose, or to interpose an objection to, a specific action to be taken by the corporation.
- c. The Board of Directors has adopted and implemented a means of verifying both of the following:
 1. A person communicating by telephone, video screen, or other communications equipment is a director entitled to participate in the Board of Directors meeting.
 2. All statements, questions, actions or votes were made by that Board member and not by another person not permitted to participate as a Board member.
- d. The meeting is held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 16. ANNUAL AND REGULAR MEETINGS. Regular meetings of the Board of Directors shall be held monthly. The Chairman of the Board of Directors or, if none, the

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President may cancel or reschedule the monthly Board meeting in the case of legal holidays, if quorum will not be present, and/or if no time-sensitive matters must be tended to by the Board.

The Board of Directors shall hold an annual meeting, regular, special, and emergency meetings for purposes of organization, election of officers, and transaction of other business. Notice of this meeting is not required if conducted pursuant to these bylaws. Agendas shall be created in conjunction with the Chairman of the Board, the President, and Vice-President and regular meeting agendas must be posted at the schoolsite and to the school website seventy-two (72) hours before the meeting.

Section 17. **AUTHORITY TO CALL SPECIAL OR EMERGENCY MEETINGS.** Special meetings may be called by the Chairman of the Board of Directors or, if none, the President, or by a majority of the board. Special meetings may be called for any purpose except to discuss salaries, salary schedules, or compensation paid in the form of fringe benefits, of a school executive.

Emergency meetings may be called by the Chairman of the Board of Directors or, if none, the President, or by a majority of the board. An emergency means a work stoppage, crippling activity, or other activity that severely impairs public health, safety, or both, as determined by a majority of the members of the Board. A dire emergency means a crippling disaster, mass destruction, terrorist act, or threatened terrorist activity.

Section 18. **NOTICE AND POSTING OF MINUTES OF SPECIAL OR EMERGENCY MEETINGS.** Notice of the time and place of special meetings shall be given to each Board member by (a) personal delivery of written notice; (b) first-class mail, postage prepaid; (c) telephone, including a voice messaging system or other system or technology designed to record and communicate messages, either directly to the Board member or to a person at the Board member's office who would reasonably be expected to communicate that notice promptly to the Board member; (d) telegram; (e) facsimile; (f) electronic mail; or (g) other electronic means. All such notices shall be given or sent to the Board member's address or telephone number as shown on the corporation's records and shall be sent with at least such notice as is required. Notice of the time and place of special or emergency meetings shall be given to all media who have provided written notice to The Language Academy of Sacramento. The notice shall state the time of the meeting and the place, if the place is other than the corporation's principal office and the business to be transacted at the meeting.

Notice of a special meeting and the agenda must be posted 24 hours before the meeting time. If the meeting is an emergency, as defined in Section 17 above, notice and the agenda must be posted 1 hour before the meeting. If the meeting is a dire emergency, as defined in the same section, and a 1-hour notice may endanger the public health, safety, or both, as determined by a majority of the members of the Board, notice may be waived.

If the meeting was an emergency meeting, the following shall be posted for a minimum of

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10 days in a public place as soon after the meeting as possible: (1) meeting minutes, (2) a list of persons who the Chairman, or if none, the President of the Board or designee notified or attempted to notify, (3) a copy of the rollcall vote, and (4) any actions taken at the meeting.

Section 19. **QUORUM.** Quorum is required for the Board and Board Committees to transact business. A majority (50 % + 1) of the existing voting members shall be present to constitute a quorum. The Board and Board Committees may continue to transact business, including voting on and passing motions, only so long as there are enough voting members present to constitute quorum. Abstentions from any particular vote shall not impact the existence of quorum.

Every action taken or decision made by a majority of the Board members shall be an act of the board, subject to the more stringent provisions of the California Non-Profit Public Benefit Corporation Law, including, without limitation, those provisions relating to (a) approval of contracts or transactions in which a Board member has a direct or indirect material financial interest, (b) approval of certain transactions between corporations having common Board memberships, (c) creation of and appointments to committees of the board, and (d) indemnification of Board members.

Section 20. **ADJOURNMENT.** Any meeting may be adjourned by a majority of voting members in attendance, whether or not a quorum is present.

Section 21. **COMPENSATION AND REIMBURSEMENT.** Board members may receive such compensation, if any, for their services as Board members or officers, and such reimbursement of expenses, as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 22. **NON-LIABILITY OF DIRECTORS.** No Director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

ARTICLE VIII BOARD COMMITTEES

Section 1. **CREATION AND POWERS OF BOARD COMMITTEES.** The board, by resolution adopted by a majority of the Board members then in office, may create one or more committees, each consisting of two or more Board members and no one who is not a Board member, to serve at the pleasure of the board. Appointments to Board committees shall be by majority vote of the Board. The Board of Directors may appoint one or more Board members as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the board, to the extent provided in the Board of Directors resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Non-Profit Public Benefit

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Corporation Law, also requires approval of the members or approval of a majority of all members;

- b. Fill vacancies on the Board of Directors or any committee of the board;
- c. Fix compensation of the Board members for serving on the Board of Directors or on any committee;
- d. Amend or repeal bylaws or adopt new bylaws;
- e. Amend or repeal any resolution of the Board of Directors that by its express terms cannot be amended or repealed by committee vote;
- f. Create any other committees of the Board of Directors or appoint the members of committees of the board;
- g. Expend corporate funds to support a nominee for the Board if more people have been nominated than can be elected; or
- h. Approve any contract or transaction to which the corporation is a party and in which one or more of its Board members has a material financial interest, except as special approval is provided for in Corporations Code section 5233(d)(3).

Section 2. CREATION OF STANDING ADVISORY COMMITTEES. The Board, through these bylaws, establishes the following Standing Advisory Committees to serve at the pleasure of the Board. Advisory Committees may not take final Board action, but may make recommendations to the Board.

- a. FINANCE COMMITTEE. The Board of Directors shall have a Finance Committee, which to the extent permitted by law shall have the responsibility to develop the annual budget, identify budgetary modifications during the school year, review and manage expenses, establish financial needs and priorities, oversee fundraising activities, assure that procedures and controls are in place to maintain financial integrity, make financial recommendations to the Board of Directors and perform all other activities as may lawfully be delegated by the Board of Directors. The Finance Committee shall consist of:
 - 1. Three (3) Directors (including the Board’s Chief Financial Officer to serve as Finance Committee Chair) appointed by the Board of Directors. Two (2) Directors serving on the Finance Committee must be community representatives and one (1) must be a parent representative;
 - 2. The school Business and Operations Officer and the Executive Director, who

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shall be a nonvoting committee members;

3. Three (3) staff members (which shall include certificated and/or classified staff);
 4. One (1) parents or legal guardian appointed by the Board; and
 5. When available, one (1) community member appointed by the Board, who at the time of appointment shall meet the eligibility requirements for community representative as outlined above in Article VII, Section 3(d).
- b. **FACILITIES COMMITTEE.** The Board of Directors shall have a Facilities Committee, which to the extent permitted by law, 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, and prepare recommendations to the Board of Directors and perform all other activities as may lawfully be delegated by the Board of Directors. The Facilities Committee shall consist of:
1. Two Directors, one of whom shall serve as Facilities Committee Chair, appointed by the Board of Directors;
 2. The school Business and Operations Officer who shall be a nonvoting committee member;
 3. Three (3) staff members (which shall include certificated and/or classified staff); and
 4. Up to two (2) parents or legal guardians appointed by the Board.
- c. **BYLAWS AND POLICY COMMITTEE.** The Board of Directors shall have a Bylaws and Policy Committee, which shall review School bylaws and policies and recommend to the Board revisions, adoption, and/or withdrawals to comply with state law and the School 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 Board and School community. The Bylaws Committee shall consist of:
1. Two (2) Directors, one of whom must be a community representative and shall serve as Committee Chair, appointed by the Board of Directors;
 2. The school Executive Director, who shall be a nonvoting committee member;

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3. Three (3) staff members (which shall include certificated and/or classified staff);
 4. One (1) parent or legal guardian appointed by the Board; and
 5. When available, one (1) community member appointed by the Board, who at the time of appointment shall meet the eligibility requirements for community representative as outlined above in Article VII, Section 3(d).
- d. CURRICULUM DESIGN TEAM. The Language Academy of Sacramento shall have a Curriculum Design Team to, 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, and student performance benchmarks, and other curriculum and instruction-related items requested by the Board of Directors. The Curriculum Design Team shall consist of:
1. Two Directors, one whom must be a certificated staff and shall serve as Committee Chair, and one whom shall be a parent representative;
 2. The school Executive Director who shall be a nonvoting committee member;
 3. The school Academic Accountability Specialist or a designee selected by the Executive Director;
 4. Not fewer than three teachers selected by their peers; and
 5. When available, university representatives appointed by the Board of Directors.
- e. ENGLISH LEARNERS ADVISORY COMMITTEE (ELAC). In order to comply with the Education Code requirement regarding school sites with 21 or more English Learners (ELs), the Board of Directors may create an existing school level advisory committee, or subcommittee of such advisory committee, to fulfill the legal responsibilities of ELAC. English Learner Advisory Committee will consist of at least (1) elected board member. The overall composition of the ELAC will adhere to the federal requirement that “Parents of ELs constitute at least the same percentage of the committee memberships as their children represent of the student body.” Parent members of ELAC are derived from parent elected members of the Board of Directors and/or from parent elected members of the Parent Council (as defined in the school charter). Other members of ELAC consist of teacher representatives. The ELAC, to the extent permitted by law and provided in the resolution of the Board of Directors, shall have the responsibility to assist in the development of the school wide ELs needs,

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including emphasis on regular attendance, advise school leadership in the development of school plan, and the development of policies addressing the needs of ELs, and prepare recommendations to the Board of Directors and perform all other activities as may lawfully be delegated by the Board of Directors.

Section 3. APPOINTMENTS TO STANDING COMMITTEES and TERMS. A majority of the Board shall approve the appointment of Directors, parents, and, when available, community members, to serve in the committees, as well as the establishment of committee chairs. Parents and community members seeking appointment shall be selected by the board based on their experience in the subject area, or their demonstrated willingness to gain such experience.

Committee appointments shall take place as early as possible in the school year to ensure that the committees have ample time to complete their work. Board members elected to the Board after committee appointments may be subsequently appointed to committees.

Committee members shall remain in office for one (1) year and their appointment shall continue until the following academic year's committee members have been appointed or elected. Each committee member can be re-elected or re-appointed for an unlimited number of successive terms.

Section 4. CREATION AND POWERS OF *AD HOC* COMMITTEES. The chairman of the Board of Directors or, if none, the President; or, by resolution adopted by a majority of the Board, the Board may convene one or more ad hoc and advisory committees or other bodies to perform a specific function in the governance and operation of the charter school. Such bodies may be comprised of persons who are not board members and function in an advisory capacity only with the understanding that the Board of Directors retains full decision-making authority.

Section 5. CONFLICT OF INTEREST POLICY. All Board Committee and Standing Committee members (including staff and parents/legal guardians not serving on the Board of Directors) shall familiarize themselves and comply Board Conflict of Interest Policy #7C, and shall comply with the Policy's requirement for filing of Fair Political Practices Commission Form 700 Statements with the schools' Business and Operations Officer.

Section 6. MEETINGS AND ACTIONS OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings and other Board of Directors actions, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors resolution or, if none, by resolution of the committee. Each Committee Chair shall draft a committee agenda and ensure that it is posted to the school website seventy-two (72) hours before the meeting, unless it is a special or emergency meeting, in which case the timing outlined in Article VII, Sections 17 and 18 would apply.

Each Standing and Board Committee Chair shall ensure that minutes of each meeting be kept and provided to the Board Secretary for filing with the corporate records. The Board of

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Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

**ARTICLE X
OFFICERS OF THE CORPORATION**

Section 1. OFFICES HELD. The officers of this corporation shall be a President, a Secretary, and a Chief Financial Officer. The corporation, at the board's direction, may also have a Chairman of the board, one or more Vice-Presidents, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as may be appointed under Article X, Section 4 of these bylaws.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the chairman of the board.

Section 3. ELECTION OF OFFICERS. The officers of this corporation, except any appointed under Article X, Section 4 of these bylaws, shall be chosen annually by the Board of Directors and shall serve at the pleasure of the board, subject to the rights of any officer under any employment contract.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint and authorize the chairman of the board, the President, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed

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in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIRMAN OF THE BOARD. If a chairman of the Board of Directors is elected, he or she shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If there is no President, the chairman of the Board of Directors shall also be the chief executive officer and shall have the powers and duties of the President of the corporation set forth in these bylaws.

Section 9. PRESIDENT. Subject to such supervisory powers as the Board of Directors may give to the chairman of the board, if any, and subject to the control of the board, the President shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. In the absence of the chairman of the board, or, if none, the President shall preside at all Board of Directors meetings. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 10. VICE-PRESIDENTS. If the President is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the board, or, if not ranked, a Vice-President designated by the board, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the board and committees of the board (not including *ad hoc* committees). The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, general, or special, and, if special, how authorized; the notice given; and the names of persons present at Board of Directors and committee meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the board, and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or by bylaws may require.

Section 12. CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall be a community representative. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and

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transactions. The Chief Financial Officer shall send or cause to be given to the Board members such financial statements and reports as are required to be given by law, by these bylaws, or by the board. The books of account shall be open to inspection by any Board member at all reasonable times.

The Chief Financial Officer shall (i) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (ii) disburse the corporation's funds as the Board of Directors may order; (iii) render to the President, chairman of the board, if any, and the board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the corporation; and (iv) have such other powers and perform such other duties as the board, contract, job specification, or the bylaws may require.

If required by the board, the Chief Financial Officer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

**ARTICLE XI
CONTRACTS WITH DIRECTORS AND OFFICERS**

Section 1. **CONTRACTS WITH DIRECTORS AND OFFICERS.** No Board member of this corporation nor any other corporation, firm, association, or other entity in which one or more of this corporation's Board members are members with a material financial interest, shall be interested, directly or indirectly, in the contract or transaction, unless (a) the material facts regarding that Board member's financial interest in such contract or transaction or regarding such common directorship, officership, or financial interest are fully disclosed in good faith and noted in the minutes, or are known to all members of the Board of Directors prior to the board's consideration of such contract or transaction; (b) such contract or transaction is authorized in good faith by a majority of the Board of Directors by a vote sufficient for that purpose without counting the votes of the interested Board members; (c) before authorizing or approving the transaction, the Board of Directors considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances; and (d) the corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more Board members or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

**ARTICLE XII
LOANS TO DIRECTORS AND OFFICERS**

Section 1. LOANS TO DIRECTORS AND OFFICERS. This corporation shall not lend any money or property to or guarantee the obligation of any Board member or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a Board member or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that Board member or officer would be entitled to reimbursement for such expenses of the corporation.

**ARTICLE XIII
INDEMNIFICATION**

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, paying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in section 5238 of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code section 5238(b) or section 5238(c), the Board of Directors shall promptly decide under Corporations Code section 5238(e) whether the applicable standard of conduct set forth in Corporations Code section 5238(b) or section 5238(c) has been met and, if so, the Board of Directors shall authorize indemnification.

**ARTICLE XIV
INSURANCE**

Section 1. INSURANCE. This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, Board members, employees, and other agents, to cover any liability asserted against or incurred by any officer, Board member, employee, or agent in such capacity or arising from the officer's, Board member's, employee's, or agent's status as such.

**ARTICLE XV
MAINTENANCE OF CORPORATE RECORDS**

Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

DRAFT June 22, 2026

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of its board and committees of the board; and
- c. Such reports and records as required by law.

**ARTICLE XVI
INSPECTION RIGHTS**

Section 1. **DIRECTORS' RIGHT TO INSPECT.** Every Board member shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the Board member's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law pertaining to access to books, records, and documents.

Section 2. **ACCOUNTING RECORDS AND MINUTES.** On written demand on the corporation, any Board member may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the members, the Board of Directors, and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the Board member's duties as a Board member.

**ARTICLE XVII
REQUIRED REPORTS**

Section 1. **ANNUAL REPORTS.** The Board of Directors shall cause an annual report to be sent to the Board of Directors within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountants' report or, if none, the certificate of an authorized officer

DRAFT June 22, 2026

of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. Within 120 days after the end of the corporation's fiscal year, the corporation shall annually prepare and furnish to each Board member a statement of any transaction or indemnification of the following kind:

- a. Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is any Board member or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest).

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of The Language Academy of Sacramento, a California non-profit public benefit corporation; that these bylaws, consisting of 18 pages, are the bylaws of this corporation as adopted by the Board of Directors on June 21, 2019; and that these bylaws have not been amended or modified since that date.

Executed on _____ at _____, California.

_____, Secretary.



A California Public School

Agenda Item# IIIE

Board Meeting Date: June 25, 2026

Subject: Consolidation Application

- Information Item Only
- Approval of Consent Agenda
- Conference/First Reading (Action Anticipated: _____)
- Conference
- Conference/Action
- Action

Committee: School Leadership

Information: Title I, II, and IV funding are used to supplement LAS’ standard academic offerings. Submission of the application requires approval by the local governing board, certifying that the school will adhere to legal assurances as published by the California State Board of Education. EdTec completes the submission on behalf of LAS.

Recommendation: School Leadership requests that the Governing Board review and approve the Title I, II, and IV applications and the 2026-2027 Certification of Assurances.

Documents Attached:

1. Title I, II, IV Application Approval

ConApp				
Members	Aye	Nay	Abstain	Absent
Garduño-Medina, Elena				
Dickson, Alex				
Rojas, Denise				
Yáñez-Gutiérrez, Adriana				
Novoa, Ana				
Perez, Miguel				
Ramírez,-Huamaní, Yesenia				
Gonzalez, Antonio				
Bermudez, Pablo				
Totals:				



A California Public School

Agenda Artículo# IIIE

Fecha de la Reunión: 25 de junio del 2026

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

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

Comité: Liderazgo Escolar

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

Recomendación: El Liderazgo Escolar solicita que la Mesa Directiva revise y apruebe la aplicación de Título I, II, IV y Certificación de Aseguramiento 2026-2027.

Documentos adjunto:

2. Aplicación de Título I, II, IV

2026–27 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca26assurancestoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	
Authorized Representative's Signature	
Authorized Representative's Title	
Authorized Representative's Signature Date	

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2026–27 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Eduardo de Leon
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	06/22/2026
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2026–27 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/25/2026
Authorized Representative's Full Name	Eduardo de Leon
Authorized Representative's Title	Executive Director

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2026–27 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
---	-----

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No
---	----

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	No
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

*****Warning*****

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2026–27 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the CDE web site at <https://www.cde.ca.gov/fg/ac/sa/>.

2026–27 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.



A California Public School

Agenda Item# IIIF

Board Meeting Date: June 25, 2026

Subject: EPA Resolution

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

Committee: School Leadership

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

The table below delineates the estimated EPA funding for the Language Academy of Sacramento for FY 2026-2027 and the proposed spending allocation.

	Estimated Allocation	Approved EPA Spending
FY 2027	1,602,645	Account Code 1100 - Teacher Salaries

Recommendation:

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

Documents Attached:

1. EPA Resolution
2. EPA Estimated Expenditures

2026-2027 Budget				
	Aye	Nay	Abstain	Absent
Members				
Garduño-Medina, Elena				
Dickson, Alex				
Rojas, Denise				
Yáñez-Gutiérrez, Adriana				
Novoa, Ana				
Perez, Miguel				
Ramírez,-Huamaní, Yesenia				
Gonzalez, Antonio				
Bermudez, Pablo				
Totals:				



A California Public School

Agenda Artículo# IIIF

Fecha de la Reunión: 25 de junio del 2026

Tema: Resolución de EPA

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

Comité: Liderazgo Escolar

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

La siguiente imagen delinea los fondos estimados para La Academia de Idiomas para el año fiscal 2026-2027, así como los gastos asignados.

	Asignación estimada	Gastos aprobados por la EPA
FY 2027	1,602,645	Código de cuenta 1100 – Salarios de los maestros

Recomendación:

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

Documentos adjunto:

1. Resolución de EPA
2. Estimación de Gastos de EPA

Tiempo estimado para la presentación: 5 min.
Entregado por: School Leadership
Fecha: 06.21.2026

Páginas pertinentes en:
 () La constitución, páginas _____
 () MOU, páginas _____

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

Estimated Expenditures July 1, 2026 - June 30, 2027

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

	Object Codes	Language Academy of Sacramento
Amount Available for this Fiscal Year		
Education Protection Account	8012	\$1,602,645
Expenditures		
Certificated Salaries	1000s	
Teacher Salaries	1100	\$1,602,645
Administrator Salaries	1300	\$0
Classified Salaries	2000s	\$0
Employee Benefits	3000s	\$0
Books and Supplies	4000s	\$0
Services and Other Operating Expenses	5000s	\$0
Capital Outlay	6000s	\$0
Total Expenditures		\$1,602,645

*Estimated EPA Spending based on CDE's Estimated 2026-27 EPA Entitlement
 Actual amount and expenses may be different than stated. Per Proposition 30, EPA funds may not be used for salaries or benefits of administrators or any other administrative costs.

Language Academy of Sacramento
RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and extended it via Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of Language Academy of Sacramento shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Language Academy of Sacramento;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of Language Academy of Sacramento has determined to spend the monies received from the Education Protection Act as attached.

DATED: June 25, 2026

Board Member

Board Member

Board Member

Board Member

Board Member

Board Member

Board Member



A California Public School

Agenda Item # IIIG

Board Meeting Date: June 25, 2026

Subject: Proposition 28 Expenditure Plan

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

Committee: School Leadership

Proposition 28, Arts and Music in Schools, provides ongoing funding to expand arts education programs in public schools. Eligible uses include instruction and training, supplies, materials, and arts educational partnership programs for instruction in dance, media arts, music, theatre, and visual arts, including folk art, painting, sculpture, photography, craft arts, creative expression, graphic arts and design, computer coding, animation, music composition, ensembles, script writing, costume design, film, and video.

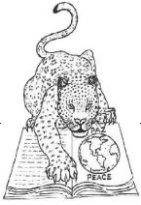
For LEAs with more than 500 pupils, at least 80 percent of funds must be used to employ certificated or classified employees to provide arts education instruction, with remaining funds used for training, supplies and materials, and arts educational partnership programs unless a waiver applies.

For the 2026–2027 school year, LAS has allocated Proposition 28 funding to support for the continued employment of a TK–8 Art Instructor, a new hire of a TK–8 Art or Music Instructor, and related instructional materials.

Recommendation

School Leadership requests that the Governing Board approve LAS’s participation in the Proposition 28: Arts and Music in Schools program and authorize the acceptance and use of the funds for the purposes described above. The annual report must be board approved and include the type of arts education programs funded, the number of staff employed, the number of students served, and the number of school sites providing arts education with these funds.

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



A California Public School

Prop 28 Plan				
	Aye	Nay	Abstain	Absent
Members				
Garduño-Medina, Elena				
Dickson, Alex				
Rojas, Denise				
Yáñez-Gutiérrez, Adriana				
Novoa, Ana				
Perez, Miguel				
Ramírez,-Huamaní, Yesenia				
Gonzalez, Antonio				
Bermudez, Pablo				
Totals:				

Estimated Time of Presentation: 10 min
Submitted By: School Administration
Date: 06.21.2026

Pertinent Pages in
 () Charter, pages _____
 () MOU, pages _____



Fecha de la Reunión: 25 de junio del 2026

Tema: Plan de gastos de la Propuesta 28

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

Comisión: Dirección escolar

La Propuesta 28, (Artes y música en las escuelas), proporciona financiación continua para ampliar los programas de educación artística en las escuelas públicas. Entre los usos admisibles se incluyen la enseñanza y la formación, los suministros, los materiales y los programas de colaboración en materia de educación artística para la enseñanza de danza, artes multimedia, música, teatro y artes visuales, incluyendo el arte popular, la pintura, la escultura, la fotografía, la artesanía, la expresión creativa, las artes gráficas y el diseño, la programación informática, la animación, la composición musical, los conjuntos musicales, la escritura de guiones, el diseño de vestuario, el cine y el vídeo.

En el caso de las autoridades educativas locales (LEA) con más de 500 alumnos, al menos el 80% de los fondos debe destinarse a la contratación de personal titulado o no titulado para impartir enseñanza artística, y los fondos restantes deben destinarse a formación, suministros y materiales, así como a programas de colaboración en materia de educación artística, salvo que se aplique una exención.

Para el año escolar 2026-2027, la LAS ha asignado fondos de la Proposición 28 para financiar la continuidad en el empleo de un profesor de arte de TK a 8.º, la contratación de un nuevo profesor de arte o música de TK a 8.º y los materiales didácticos relacionados.

Recomendación

La dirección del centro solicita que la Junta Directiva apruebe la participación de LAS en el programa de la Proposición 28: «Artes y Música en las Escuelas» y autorice la aceptación y el uso de los fondos para los fines descritos anteriormente. El informe anual deberá ser aprobado por la Junta e incluir el tipo de programas de educaciones artísticas financiadas, el número de empleados contratados, el número de alumnos atendidos y el número de centros escolares que imparten educación artística con estos fondos.

Proposition 28: Arts and Music in Schools Funding Annual Certification Requirements

Name: The Language Academy of Sacramento
CDS Code: 3467439-0106898
Charter School Number: 640
Allocation Year: 2025-26

As a condition of receipt of funds pursuant to [Chapter 5.1 of Part 6 of Division 1 of Title 1 of the Education Code \(EC\)](#) (Section 8820 et seq.), subdivision (g) of EC Section 8820 requires a local educational agency to annually certify to the following:

(1) Certify that all Arts and Music in Schools funds received in the current fiscal year will be used to provide arts education programs, and that Arts and Music in Schools funds expended in the prior fiscal year were, in fact, used for those purposes, except as provided in paragraph (3). For local educational agencies with an enrollment of 500 or more pupils, the certification shall also ensure that at least 80 percent of funds to be expended will be used to employ certificated or classified employees to provide arts education program instruction and that the remaining funds will be used for training, supplies and materials, and arts educational partnership programs unless waived pursuant to subdivision (h) of EC Section 8820.

(2) Certify that such funds received in the current fiscal year will be used to supplement funding for arts education programs and that funds expended in the prior fiscal year were, in fact, used to supplement arts education programs.

(3) Certify that no more than 1 percent of funds received in the current fiscal year will be used for a local educational agency's administrative expenses to implement this chapter and that funds received in the prior fiscal year were, in fact, used within that limit.

By checking this box, the submitting local educational agency certifies to meeting the requirements of EC Section 8820(g)(1) through (3), as outlined above.

Submission Date 1/20/2026 5:42:23 AM

Annual Report

LEA	Language Academy of Sacramento
Fiscal Year	2025-26
Allocation Years	FY24 funds
Enrollment > 500? (Y/N)	Yes

Narrative description of the Prop 28 art education program(s) funded.

Language Academy of Sacramento uses Proposition 28 funds to pay for the salary/benefits of a Art Instructor.

Number of full time equivalent teachers (certificated):	
Number of full-time equivalent personnel (classified):	1.00
Number of full-time equivalent teaching aides:	
Number of students served:	637
Number of school sites providing arts education:	1

[Link to Reporting Portal](#)



A California Public School

Agenda Item# IIIH

Board Meeting Date: June 25, 2026

Subject: Expanded Learning Opportunity Program (ELOP)

- Information Item Only
- Approval of Consent Agenda
- Conference/First Reading (Action Anticipated: _____)
- Conference
- Conference/Action
- Action

Committee: School Leadership

Information:

The Expanded Learning Opportunities Program (ELO-P) provides funding for afterschool and summer school enrichment programs for transitional kindergarten through sixth grade.

“Expanded learning” means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results-driven, includes community partners, and complement, but do not replicate, learning activities during the regular school day and school year.

Attachments:

- Expanded Learning Opportunity Program Plan (ELOP)

Estimated Time of Presentation: 10 min
Submitted By: School Leadership
Date: 6.23.26

Pertinent Pages in
() Charter, pages _____
() MOU, pages _____



A California Public School

ELOP Plan				
Members	Aye	Nay	Abstain	Absent
Garduño-Medina, Elena				
Dickson, Alex				
Rojas, Denise				
Yáñez-Gutiérrez, Adriana				
Novoa, Ana				
Perez, Miguel				
Ramírez,-Huamaní, Yesenia				
Gonzalez, Antonio				
Bermudez, Pablo				
Totals:				



A California Public School

Artículo de Agenda # IIIH

Fecha de la Reunión: 25 de junio de 2026

Tema: El Programa de Oportunidades de Aprendizaje Ampliado (ELOP)

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

Comité: Liderazgo Escolar

Información:

El Programa de Oportunidades de Aprendizaje Ampliado (ELO-P) proporciona financiación para programas de enriquecimiento después de la escuela y en verano para Kínder y Kínder Transicional hasta el sexto grado.

"Aprendizaje ampliado" significa programas de aprendizaje antes de la escuela, después de la escuela, en verano o entre sesiones que se centran en el desarrollo de las necesidades e intereses académicos, sociales, emocionales y físicos de los alumnos a través de experiencias de aprendizaje prácticas y atractivas. La intención de la Legislatura es que los programas de aprendizaje expandido se centren en los alumnos, se orienten a los resultados, incluyan colaboración comunitaria y complementen, pero no repliquen, las actividades de aprendizaje durante el día y el año escolar regulares.

Documentos Adjuntos:

- Plan de Oportunidades de Aprendizaje Ampliado (ELOP)

Expanded Learning Opportunities Program Plan Guide

Prepared by:
Expanded Learning Division
California Department of Education
1430 N Street, Suite 3400
Sacramento, CA 95814-5901
916-319-0923



This Program Plan Template Guide is required by California *Education Code (EC)* Section 46120(b)(2).

Note: This cover page is an example, programs are free to use their own seals and the name of their program.

November 2024

Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

Local Educational Agency (LEA) Name: The Language Academy of Sacramento

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Contact Email: edeleon@lasac.info/jmorales@lasac.info

Contact Title: Executive Director/Director of Business and Operations

Contact Phone: (916) 277-7137

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. 2850 49th Street, Sacramento, CA 95817
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Governing Board Approval Date: 06/25/26

Review/Revision Date: 06/25/26

Review/Revision Date: 04/27/23

Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child and students' Social and Emotional Learning (SEL) and development.

Definitions

“Expanded learning”:

Expanded Learning refers to before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (See [EC Section 8482.1(a).])

“Expanded Learning Opportunities”:

Expanded Learning Opportunities has the same meaning as “expanded learning” as defined in EC Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (See [EC Section 46120(g)(1)].)

Expanded Learning is currently funded through After School Education and Safety (ASES), 21st Century Community Learning Center (CCLC), and ELO-P.

Educational Element:

An educational enrichment element may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. Activities may also include hiring literacy coaches, high-dosage tutors, school counselors, and instructional day teachers and aides to assist pupils as part of the local educational agency's program enrichment activities. (See [EC Section 46120(d)(3)])

Enrichment Element:

These opportunities may include arts, career technical education, recreation, technology, and more. The United States government has provided examples of tools and resources that can support positive youth development. Those tools and resources can be found at <https://youth.gov/youth-topics/positive-youth-development>.

Off-Site Locations:

Off-Site or Non-LEA Sites include a physical location other than a school campus or other facility associated and operated by the LEA.

Plan Instructions

Development/Review of the Plan

Collaborating with Partners

LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include partners in the development and review of the plan.

Quality Programs

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California and introduced requirements for Continuous Quality Improvement (CQI) to help programs reflect on **program goals, program content, and outcome measures**. Additionally, to be intentional about program management practices and activities delivered to students, LEAs should download and reference the Quality Standards to provide ongoing improvements to the program. You can find information about the Quality Standards on the California Department of Education Quality Standards and CQI web page at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>

Completing the Program Plan

To create the program plan, provide a narrative description in response to all of the prompts listed under each Quality Standard (Program Goal) and General Question below. The LEA may customize and include additional prompts, such as describing SEL activities or refining the plan.

In addition to the narrative response, include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. As needed, include attachments as addenda to further illustrate and respond to the prompts.

Due Date, Approval, and Posting of the Plan

Program Plan Due Dates

All LEAs currently operating an ELO-P should have a Program Plan in place. See below for requirements for revising. It is the CDE's guidance that LEAs who receive ELO-P Funding for the first time must adopt a program plan within six months of the first apportionment of funding. The CDE may issue guidance on the development of a program plan (See [EC Section 46120(b)(C)(2)]).

Approving and Posting Program Plans

It is the CDE's guidance that this Program Plan needs to be approved by the LEA's Governing Board in a public meeting and publicly posted on the LEA's website within 30 days of approval.

Revisions/Changes

Reviewing and Revising Program Plans

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates to the law, and to provide continuous improvement in the development of an effective ELO-P.

It is recommended that the plan be reviewed annually. If there are substantive changes to any aspect of this plan it should be updated sooner than the three year timeline.

1—Safe and Supportive Environment

Physical Safety

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not onsite, describe where in the community it will be and how students will be supported to get there. Additionally, describe the elements such as staff training, incident reporting, and maintenance of health records.

The Language Academy of Sacramento (LAS) has successfully operated after school enrichment programs for over 22 years. The LAS afterschool programs allow for a safe and secure environment for students who may otherwise have no alternative activities. LAS has a number of long standing multi-tiered safety measures in place to ensure that students participating in ELO Programs are safe on and off campus. Students are enrolled and tracked via our student information system to ensure they are always accounted for.

Staff participating in the ELO Programs must receive a live scan clearance in addition to participating in several staff development trainings, including but not limited to sexual harassment, emergency preparedness and violent critical incident response. In addition, all staff are required to wear clearly identifiable badges at all times.

Established emergency preparedness and safety policies are expected to be followed during the afterschool program. Staff and students will have an opportunity to practice drills during the ELO Programs. Staff will be equipped with emergency situation red envelopes which include procedures and student rosters. In addition to the regularly scheduled drills, we also account for safety during daily procedures such as student dismissal. Student dismissal is one single check out point. At this time, students will only be released to a legal parent or guardian or an adult over the age of 18 included on their emergency cards from the Expanded Learning Program Office.

At LAS, we understand that beyond physical safety, students must feel socially and emotionally safe as well. With this in mind, LAS uses a Multi-Tiered System of Support (MTSS) to encourage positive attitudes and a healthy learning community. MTSS is a systematic structure where data based problem solving and decision

making is practiced to address the academic, behavioral and/or socio-emotional needs of students. Within this process, the classroom teacher consults with on-site experts and implements research based interventions to address concerns. The classroom teacher will inform parents of interventions, collect data, and monitor student progress. If further support is necessary, the teacher may consult with the academic and behavior experts to gain new ideas and gather additional intervention strategies.

As a core component of our MTSS framework, the Expanded Learning Program seamlessly integrates the school-wide Positive Behavioral Interventions and Supports (PBIS) system. By perfectly aligning our after-school behavior expectations with the regular instructional day, we provide students with consistent guidance and positive reinforcement. To effectively implement this PBIS model, the program utilizes dedicated resources to purchase tangible incentives, specialized materials, and Manchas reward tickets. Investing in these physical items is essential for our staff to consistently recognize positive student choices, reinforce our shared community values, and celebrate student success throughout the expanded learning hours.

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In addition, LAS has a Student Success Team (SST). The general education function of the school-site team, typically consisting of the student's parents/guardians, teacher(s), school administrator, and other key participants, collaborates in developing a plan to support students in the area(s) of concern. Participants of the SST can also include counselors, doctors, social workers, law enforcement or others who can provide information about the student's strengths, concerns, and strategies that have been implemented in the past.

An SST referral or request may be made by a parent, teacher, administrator, or the Intervention Progress Team (IPT) when the student has not responded to previous interventions or when there are urgent concerns. The SST's purpose is to identify areas of concern that are interfering with the student's success in the areas of

academics, socio-emotional/behavior, attendance, or health. The SST reviews the concern(s), plans strategies, organizes resources, and develops a plan of action to address student needs.

The SST may recommend accommodations to the student's program or request intervention support from specialized staff. The team aims to develop a plan that meets the needs of the student in the general education setting. When more significant concerns exist and there is a suspected disability, the team will refer the student for a 504 accommodation plan or special education evaluation.

Emotionally Safe & Supportive

Describe how the program provides an emotionally safe and supportive environment for students. This may include how the program incorporates social emotional learning.

At the Language Academy of Sacramento (LAS), we believe that emotional safety is the foundation of student success. Our Expanded Learning Program is dedicated to creating a nurturing and inclusive environment where every student feels valued, heard, and supported. To achieve this, we utilize Second Step, a research-based Social-Emotional Learning (SEL) framework designed to foster emotional well-being.

By implementing the specialized Second Step Out-of-School Time curriculum, our program intentionally aligns with the SEL instruction students receive during the regular school day. This continuity creates a seamless support system that helps students build strong relationships by practicing empathy, active listening, and conflict resolution with their peers and staff. Furthermore, the curriculum guides students in developing self-regulation, allowing them to learn actionable strategies to manage complex emotions, reduce stress, and navigate challenges constructively.

Ultimately, this approach cultivates a growth mindset, fostering resilience, confidence, and responsible decision-making in a safe, low-pressure setting. Through guided activities, collaborative projects, and consistent routines, our expanded learning environment actively prioritizes the social and emotional well-being of our students, equipping them with the essential life skills they need to thrive both inside and outside the classroom.

2—Active and Engaged Learning

Explain how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

Students participating in the ELO program will have access to an array of enrichment programs via several community partners including, but not limited to interventions.

Academic Interventions

Certificated personnel and intervention staff at the Language Academy of Sacramento conduct intervention programs for students throughout the calendar year. Through the

Intervention Program, trained interventionists support grades TK-8 to deliver targeted reading, writing and math support and help students advance in their academic skills.

Enrichment Activities

In addition to the academic support, LAS will offer a broad range of enrichment and recreational activities. The proposed activities focus on English Language Development, Spanish Language Development, Math, and STEAM with the goal of providing equitable access to unduplicated students at LAS.

Activities may include, but are not limited to:

- Robotics and Coding
- Theater
- STEAM
- STEM Kitchen
- Folklorico Dance
- Basketball
- Soccer

3—Skill Building

Detail how the program will provide opportunities for students to experience skill building.

Academic tutoring is provided for each student based on their needs and supports achievement in English Language Arts, Spanish Language Arts and Mathematics. Tutoring is based on academic needs and in consultation with data based feedback from teachers, parents and students. The program provides small group and individual tutoring.

Enrichment services have been established based on student interests and overall academic success. Enrichment supports retention by engaging students in fun and interesting activities, while promoting thought-provoking discussion, and building cooperative skills that will contribute to future success.

The ELO program will support students in building skills such as math, literacy, technology, fine motor skills, critical thinking, project management, organizational skills, social-emotional management and positive community engagement. Throughout the activities, students will work in groups to learn the importance of teamwork, goal setting and completion to promote academic achievement and future success.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership. Consider and describe what opportunities youth have to lead activities or provide mentorship within the program. Address how youth are included in program quality assessment and improvement.

ELO Program cycles will be developed and ALL students will have the opportunity to choose which enrichment activities they would like to participate in after school. In the second semester, enrichment offerings will be aligned to the feedback gathered by the students within each grade level span.

Additionally, LAS has established partnerships with community-based organizations who provide services in the areas of greatest interest to our students. Student input is critical to program design. LAS will engage our Student Council leadership to assist with gathering data for future enrichment class offerings. The group will discuss upcoming activities and/or events, strategies to gather peer feedback, and share ideas for program/school improvement related to school day and after school. Student feedback will also be gathered via surveys and classroom discussions, and will be used to determine enrichment program selection and after school activities.

5—Healthy Choices and Behaviors

Explain how the program will provide opportunities for students to engage in healthy choices and behaviors. Include the plan to provide nutritious meals and snacks and how opportunities for physical activity will be provided.

LAS' goal is to serve every student, regardless of income, freshly prepared meals while at school. LAS provides a broad range of snacks and meals for students which promote a well-rounded meal including access to freshly sourced fruits and vegetables. Students will have access to meals through the school cafeteria. Snacks will be available via selected vendors or through the ELO Programs funds. Students will have access to snacks throughout the enrichment activities, especially sports, which will meet the USDA's Smart Snack Program guidelines. In addition to healthy meals and snacks, students will have opportunities to engage in daily physical activities that will be encouraged through the sports and physical activity focused courses, or during breaks.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Include how the ELO-P will provide access for students with disabilities.

At LAS, providing each student with learning experiences that reflect the cultural and linguistic diversity of our community is central to everything we do, including the activities planned within the ELO program. During the core day, we focus on developing two languages, English and Spanish, and this focus will be brought to the

after school programs via intervention in each language, as well as by inviting instructors that are able to teach an array of arts and recreational activities in more than one language.

Many of these instructors come from community organizations that are well established and trained in serving members of a very diverse Sacramento community. In collaboration with these instructors, we intend on ensuring that students are in learning environments complete with windows and mirrors, meaning they can see others and themselves within the learning experiences. As we establish relationships with community organizations, we will prioritize those that have experience working with low-income, immigrant, LGBTQIA+, linguistically and ethnically diverse students.

7—Quality Staff

Staff Engagement

Detail how the program will provide opportunities for students to engage with quality staff.

The Expanded Learning Program Coordinator hired to oversee the ELO Program has 10+ years of experience working with and overseeing afterschool programs. He has a proven track record of running a successful, well-rounded afterschool program.

The Expanded Learning Program Coordinator, in collaboration with LAS Administration, will ensure that all staff members who directly supervise and teach pupils meet minimum requirements for their positions by confirming all credential requirements, including live scan clearance, prior to hiring or contracting with an organization.

The LAS School Leadership will work with our partners to ensure that the selection of organizations are based on defined qualifications, including teaching experience and subject matter expertise. Experience working with low-income, immigrant, LGBTQIA+, linguistically and ethnically diverse students will be prioritized.

Behavioral & Classroom Management: To ensure behavioral continuity between the regular instructional day and the expanded learning program, all staff receive comprehensive training on our school-wide Positive Behavioral Interventions and Supports (PBIS) framework. This professional development empowers our team to effectively utilize positive behavior intervention tools and clearly outlines the protocols for distributing PBIS incentives, such as Manchas tickets and other tangible rewards. By equipping our educators with these specific alignment strategies, they are fully prepared to proactively engage students, consistently recognize positive choices, and confidently manage their classrooms.

When selecting individuals to support with academic interventions, we will recruit academic tutors who have demonstrated expertise with intervention tutoring and/or have college experience/degree.

Minimum Staff Qualifications

What are the minimum qualifications of an instructional aide pursuant to the policies of the LEA? Describe the process for health and safety screening for staff. Describe how your program will maintain minimum staffing ratios. (See [EC Section 46120(b)(2)(D)]).

At LAS, student safety, development, and well-being are our highest priorities. As such, staff are held to rigorous standards. Every single staff member used in our supervision ratios meets or exceeds the minimum requirements for an instructional aide.

Candidates are vetted carefully through a thorough screening and interview process, looking specifically for professionals who possess deeply nurturing values while also knowing how to inspire and push kids to excel and reach their full potential. In strict compliance with California Education Code 45125.1, all applicants must complete comprehensive reference checks and mandatory fingerprinting/background health and safety screenings before they are ever offered employment.

The following are the additional expectations set forth for instructional aide positions within the LAS ELOP program:

Education, Certifications, and Work Related Experience:

- Prior experience working with elementary/middle school age children desirable.
- Minimum of two years of college, 48 units of college credit, or completion of district competency test.

Possess the following successful leadership characteristics:

1. Have high, clear expectation and "expecting a lot";
2. Insisting on consistent implementation of policies, rules and procedures and modeling adherence to these;
3. Providing prompt; explicit feedback when standards and expectations are not met;
4. Being decisive and even courageous when necessary;
5. Insisting that teaching and learning make up the core purpose of the school and not letting anything get in the way of this purpose;
6. Modeling and setting a high standard for professional learning;
7. Challenging and moving people out of their comfort zones;
8. Adopting and insisting on continual evaluation, evidence, planning, and action;
9. Possessing a vision for the future of the organization, communicating this and adhering to it; and
10. Possessing and demonstrating moral authority, professionalism and commitment.

Staff Development

Describe your staff training and development plan. Include the tools and resources offered to staff to provide them with the competencies needed to engage and enrich students. LEAs operating ASES, 21st CCLC, and/or the ELO Program, may close

program to offer up to 3 days of staff development. This activity is allowable during the instructional days or the nonschooldays. (See [EC Section 46120(b)(8)]).

At the Language Academy of Sacramento (LAS), our Expanded Learning Program (ASES/ELOP) is driven by a highly trained, competent, and deeply engaged staff. We believe that effective student enrichment begins with comprehensive, ongoing educator support. To ensure our professional development (PD) is targeted and impactful, we conduct a thorough needs assessment at the beginning of each year. By evaluating the educational backgrounds of our incoming staff, the specific demographic and academic needs of our student population, and the overarching goals of the program, we design a customized PD roadmap. This ensures that every staff member receives the exact training required to build their competencies and confidently engage our students.

- Collaborative Partnerships for Targeted Training To provide high-quality, specialized training, our program coordinator partners directly with instructional leaders across the school:

- Credentialed Teachers & Literacy Coach: We collaborate closely with regular school-day credentialed teachers and our Literacy Coach to bridge the gap between daytime academics and after-school enrichment. Staff receive specialized training on literacy strategies, active learning techniques, and how to align expanded learning activities with the school's core academic standards.

- Special Education Coordinator: Ensuring inclusivity is a primary focus. We partner with the Special Education Coordinator to train staff on creating accessible environments, implementing accommodations, and utilizing neurodivergent-affirming strategies so that students with IEPs or 504 plans receive consistent support across all hours of the day.

- Tools, Resources, and Competency Building We equip our staff with a robust toolkit of resources to ensure they can deliver high-quality enrichment and emotional support. Training covers:

- Social-Emotional Learning (SEL) Frameworks: Staff receive dedicated training on the Second Step Out-of-School Time curriculum, ensuring they have the tools to facilitate SEL activities, guide conflict resolution, and promote emotional safety.

- Behavioral & Classroom Management: Staff are provided with positive behavior intervention tools, proactive engagement strategies, and de-escalation techniques.

- Curriculum & Activity Guides: Educators are given access to hands-on, project-based learning materials and instructional guides that foster student agency and creativity.

- Continuous Support Throughout the School Year: Staff development at LAS is not limited to an initial orientation. We view professional growth as an ongoing process. Throughout the school year, we provide continuous support through monthly staff meetings, specialized workshops, and routine check-ins. By keeping communication open and continuously re-evaluating the needs of both the program and the

educators, we ensure our staff remains empowered, responsive, and fully equipped to enrich the lives of our students.

8—Clear Vision, Mission, and Purpose

Explain the program’s clear vision, mission, and purpose.

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. (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)

The ELO Program activities are curated to support high quality interventions to assist student with academic growth and success; Expose students to a diverse and broad range of STEAM and visual and performing arts that may otherwise not be available to them; Athletic programs to help develop physical skills, self-confidence, and team building. The overall experience is intended to support the areas highlighted within the LAS mission: biliteracy, confidence, life skills, leadership and critical thinking.

9—Collaborative Partnerships

Students and Families

Describe how students and families were involved in the creation of the program plan and how they are engaged throughout the year.

At the Language Academy of Sacramento (LAS), we recognize that our students and their families are the heart of our Expanded Learning Program. We believe that true enrichment is a collaborative effort, which is why we actively involve our community in both the creation of our program plan and our daily operations.

Gathering Input and Shaping the Program Plan: To ensure our program continuously reflects the needs, interests, and cultural values of our community, family voices are integral to our planning process. At the end of each school year, we ask families to complete a comprehensive survey. This data allows us to evaluate program effectiveness, understand student interests, and shape the curriculum and activities for the upcoming year. Furthermore, we do not wait for an annual survey to make improvements; we maintain an open-door policy and actively welcome family feedback throughout the school year. Program leadership carefully considers all suggestions, concerns, and ideas, implementing this ongoing feedback to adapt our services and better support our students in real-time.

Ongoing Communication and Connection: Family engagement is sustained through consistent, transparent communication. We prioritize keeping parents and guardians connected to their child's experiences by regularly sharing updates about upcoming events, group-specific activities, and classroom parties. This ensures families are always aware of the social and academic enrichment happening in their student's specific group.

To further empower our families, we utilize 6crickets, an online platform utilized for registration and attendance tracking. Through the 6crickets platform, families have a convenient, centralized hub where they can easily review our specific program offerings, manage their child's registration, and track attendance. This digital accessibility ensures that families are always informed and engaged, fostering a seamless and collaborative partnership between our staff and the LAS community.

Community Based Organizations and other Non-LEA Partners

Describe how the LEA engaged Community Based Organizations and other non-LEA partners to design the program plan and how they will be included in the administration/implementation of the program. Include how ELO-P will be coordinated with other initiatives such as Community Schools, Multi-Tiered Systems of Support.

LAS seeks to establish partnerships with a broad range of educational providers, not for-profit organizations and neighborhood collectives. Through the ELO Program LAS is working with a number of well-established community partners that have a longstanding record in the community. We will work together to ensure we deliver a diverse range of services to help increase educational equity.

Partnerships include, but are not limited to:

1. 916 Ink – Literacy
2. Intellibricks – Programming and Robotics
3. Valkyrie Theatre Company – Visual and Performing Arts
4. Calidanza – Visual and Performing Arts*
5. Street Soccer – Sports
6. LIFT Aftermath – Sports
7. LGM – Sports
8. Sierra Nevada Journeys – STEAM

10—Continuous Quality Improvement

Describe the collection and use of student social, behavioral, or skill development data to support CQI, to engage in reflection and be intentional about program

management practices and activities delivered to students. Data outcomes may relate to specific social-emotional competencies, including, but not necessarily limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness. More information on CQI can be found on the CDE Quality Standards and CQI web page, as previously provided.

Through a series of internal assessments, LAS will ensure the quality of the ELO Program (academic and enrichment) through four lenses; 1) A= Academics, 2) Climate, and 3) Engagement. Stakeholder surveys, daily attendance and participation, and pre/post data will establish if program goals are achieved. At LAS, we understand that participants in expanded learning opportunities typically have increased attendance and improved academic achievement. The data collected before, throughout and after planned program activities will determine areas of program goal achievement and areas of growth.

Academics:

Research and Professional Development- LAS unique educational program design necessitates that staff knows the on-going research base and professional development on the most current development in dual language immersion theories and their clinical application, as well as program efficacy in educating English Language Learners, RFEPs, Latinos, Socio-Economically Disadvantaged (SED) and Students with Disabilities (SWD). Teacher collaboration planning time is intended to 11 carve the laser focus necessary to identify the students who continue to experience inequitable outcomes as a result of their unduplicated status and hence, immediately address learning loss and accelerate educational growth appropriately.

As such, we will monitor the academic progress of all students that participate within the ELO programs, using data to make program recommendations, as well as identify students that would benefit from academic interventions and enrichment activities.

Climate:

This category addresses suspension rate and stakeholder satisfaction feedback. LAS will be proactive in soliciting input from all its stakeholders and addressing the anticipated and/or emerging needs of the ELO program. Although LAS's actions in this category serve all students, the intent remains to be the prioritization of addressing the needs of our unduplicated students. Students participating in the ELO program activities will participate in periodic surveys to help evaluate the effectiveness and impact of these experiences.

Engagement:

LAS is fully aware that although schoolwide actions are designed to help all students, that at its core, the priority remains to be in addressing the needs of ELs, low-income students, and foster youth, since they are the most vulnerable group in the ELO Program setting. Hence, the LAS instructional team and the support structure to ensure student intervention success - Personnel: Classified and certificated staff, Education Specialists, Intervention teachers, Psychologist, Counselor, Translation services, are all hands-on deck in creating systems and means of communication

regarding attendance and participation in core and after school learning experiences. Throughout the ELO program, we will monitor student participation rates and their relationship to core day attendance.

11—Program Management

Policies and Procedures

Include as an addendum (or hyperlink) any approved program policies, procedures, or manuals. This should include documentation and record-keeping practices, including enrollment/registration, attendance tracking, etc.

Program intervention and enrichment activities are curated and overseen by the Executive Director, Director of Business and Operations and the Director of Academic Accountability. They are responsible for all aspects of the ELO Program operation, strategic planning, program delivery, sustainability, personnel management, vendor management, contracts, resource development and fiscal compliance reporting.

The Expanded Learning Program (ELP) Coordinator and ELP supporting staff will oversee day-to-day operations and implementation to ensure a seamless program delivery, including but not limited to, supervision of staff and vendors, attendance tracking, materials/resources purchases, student discipline and facilities management.

In addition to the critical role of the Expanded Learning Program (ELP) Coordinator and ELP supporting staff, we will ensure active participation of core day teachers to support with academic intervention planning and service delivery. These Intervention Leads will help to recruit interventionists, provide them with professional development in the areas of need, articulate with other core day teachers, supervise tutoring sessions, as well as collect pre and post data to evaluate the effectiveness of such efforts.

In conclusion, successful implementation of the ELO program depends on coordinated synchronicity between core-day and after-core day personnel in their implementation of key school-wide initiatives. Based on data analysis of schooling after distance learning due to school closure, LAS students in overall, need learning support structures particularly in: 1) English/Spanish Language Development, 2) Writing, and 3) Mental Health and Overall Wellness. On that note, the ELO program implementation will include funding appropriation for professional development sessions designed to create, innovate, design, plan, implement, and evaluate strategies and infrastructures with coordinated effort between core-day and after-core day personnel.

Budget

Provide your budget for the program including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program³. How does this budget reflect the needs of students and families within the community?

The following is a breakdown of the LAS ELOP Budget:

Estimated Allocation: \$1,032,626

Estimated Expenses:

Salaries: \$900,890

Contracted Third Party Providers: \$255,000

Supplies: \$6,180

Remaining (Over) Under Allocation: \$29,444

Program funding, dependent upon annual amounts apportioned based on funding, will primarily support salaries and benefits for staff responsible for operating, supervising, and overseeing the program to ensure safe, compliant, and high-quality services for students. Additional allowable costs may include instructional and enrichment materials, student supplies, and snacks necessary to support daily program operations and student participation.

The budget may also include shared facility related expenses associated with operating the program, including but not limited to lease costs, utilities, custodial services, maintenance, and other operational expenses proportionate to the program's use of the facilities.

This budget reflects the needs of students and families within the community by supporting accessible before-school, after-school, and select non-instructional day programming that provides students with a safe, structured, and enriching environment outside of regular instructional hours. The program is intended to support working families by expanding access to student supervision, enrichment opportunities, academic support, and social-emotional engagement.

Additionally, to support the whole child and maintain consistency with the core instructional day, the budget allocates funds for our PBIS framework. These funds will be used to purchase student incentives, tangible rewards, and Manchas tickets, which are essential materials for reinforcing the school-wide Multi-Tiered System of Support (MTSS) during expanded learning hours.

Provide a detailed description of how the LEA will ensure the proper implementation of the above requirements.

The LAS ELO program ensures proper implementation of all program requirements through a structured system of oversight, alignment, monitoring, and continuous improvement that is integrated into daily operations and long-term planning.

Program implementation is guided by clear policies, procedures, and expectations established by the LEA and aligned with Education Code requirements, including ELO-P standards. The ELOP Program Coordinator is responsible for ensuring that all expanded learning services are delivered in alignment with the approved program

plan, including academic enrichment, social-emotional learning, student engagement, safety, inclusion, and enrichment opportunities.

To ensure fidelity of implementation, LAS utilizes a combination of administrative oversight, staff supervision, and ongoing program monitoring. In order to achieve this, school leadership conducts routine observations and walkthroughs to evaluate program quality, student engagement, safety practices, and alignment with program goals. Staff meetings are used to provide feedback, reinforce expectations, and support continuous improvement in instructional and enrichment practices.

Data collection and Continuous Quality Improvement (CQI) processes are central to ensuring proper implementation. School leadership regularly review multiple data sources, including student attendance, participation rates, behavior and safety data, student and family feedback, as well as staff observations, and social-emotional learning. This data is analyzed to identify trends, assess program effectiveness, and guide adjustments to programming and staff practices.

¹ (California Public Contract Code (CPCC) 20110- 20118; CSAM including but not limited to 101, 405, 410; California Code of Regulations (CCR) Title IV 70; GC 1090; EC 14500-14509; EC 41010-41024)

² (California School Accounting Manual (CSAM) Procedure 905; Education Code (EC) 14500-14509; EC 41010-41024; California Government Code (GC) 13401-13407)

³ (EC 46120[b][8]; 46120 [d][3]; 46120 [d][8][A-B])

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent programmatic requirements will be adopted for program guidance.

Do you have an ASES Grant? Yes No

Do you have a 21st CCLC Grant? Yes No

If one or both grants are held, describe how these funding sources will be leveraged with the ELO-P funding to create one comprehensive and universal Expanded Learning Program.

Program Overview and Funding Alignment: The Language Academy of Sacramento (LAS) leverages both After School Education and Safety (ASES) Grant and Expanded Learning Opportunities Program (ELOP) funding to deliver a comprehensive, high-quality expanded learning experience. In strict alignment with California Department of Education (CDE) Expanded Learning Standards, LAS manages and assesses all after-school initiatives as a single, cohesive program, regardless of the funding stream. School Administration provides comprehensive oversight and quality control, maintaining fluid student selection guidelines to maximize equity and ensure universal access for all students seeking academic intervention, tutoring, and enrichment.

Jaguar Academy: Daily programming and enrichment clubs operate until 6:00 PM, providing a safe, supportive, and engaging environment. To continuously enhance our daily offerings, we actively collaborate with specialized community partners and educational vendors to facilitate high-quality enrichment clubs. Offered twice a year during the Fall and Spring semesters in 8 week intervals, these clubs allow students to explore interests such as robotics, theater, sports, and dance. Operating through a universal access lens, we extend the opportunity for all regular school-day students to sign up and participate in these dynamic activities. Any sports or club activities held off-campus take place in full accordance with ASES early release and dismissal policies.

Jaguar Camps: 30-Day intersession and summer learning to provide continuous, year-round support to our community, LAS extends expanded learning services through our Jaguar Camps. Designed to fulfill the 30-day intersession requirements, these comprehensive camps operate during non-instructional periods, including Fall breaks, Winter breaks, assessment days, and summer vacation. By offering these camps, we ensure that students and families have uninterrupted access to academic enrichment and social-emotional support outside of the traditional school calendar.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a

pupil-to-staff member ratio of no more than 10 to 1. (See [EC Section 46120(b)(2)(D)]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally informed to address this younger age group?

Within the LAS ELOP program, we are committed to meeting the unique needs of our Kindergarten and Transitional Kindergarten students. Each program will hire staff to maintain a pupil-to-staff ratio of no more than 10:1, ensuring individualized attention and support. Staff will be thoroughly trained to create a developmentally appropriate and nurturing environment, fostering social, emotional, and academic growth. The programs' approaches and curricular components will be specifically tailored to the age and needs of TK/K students, promoting a space where they feel safe and engaged in learning.

Offer and Provide Access

Describe how your LEA will offer ELO-P to their pupils and families using culturally and linguistically effective/appropriate communication channels. Describe how your LEA will provide access to the ELO-P by describing the enrollment process. Include the distribution of the form, signature process, and how the forms are stored. Will transportation be provided?

Communication Channels

The Expanded Learning Program at the Language Academy of Sacramento ensures culturally and linguistically effective communication by distributing all program information, notices, and forms in both English and Spanish, reflecting the primary languages spoken by our school community. To further support our diverse families, additional language translation options are seamlessly offered through our online management platform, 6crickets.

Enrollment Process, Distribution, and Signatures

Families access the ELO-P through a streamlined enrollment process centralized on the 6crickets platform. This system handles the digital distribution of registration materials, facilitates communication, and captures required electronic signatures from parents and guardians. Recognizing that digital enrollment can present barriers for some, our ELP office support staff provides dedicated, in-person assistance to any families experiencing difficulties logging in or registering their students.

Form Storage

All digital registration forms and electronic signatures are securely stored online within the 6crickets platform. Any hard-copy documents are securely filed under lock and key in the ELP office.

Transportation

Transportation is not provided for the program, as our students reside within our local district areas.

Field Trips

Field trips for entertainment purposes are not allowable. However, field trips can be a valuable educational and enrichment experience for youth. Field trips should be connected to the academic or enrichment program and provide an educational experience from which students can grow academically or culturally.

ELO-P funding can only be used for educational field trips that are coordinated and provided by the ELO-P. The educational field trips should be directly connected to the academic or enrichment components of the ELO-P. ELO-P funding cannot be used for field trips provided or coordinated by the core instructional day. ELO-P Field trips must follow ELO-P program requirements, such as maintaining ratios and ensuring staff meet the minimum requirements for an instructional aide based on district policies. The LEA should also follow local policies and procedures related to field trips.

Describe the purpose of the field trip and learning outcomes intended. Include the specific knowledge and skills students will develop. Include the field trip location and its educational significance. Include the anticipated dates(s), duration of the trip, grade level(s) participating, and transportation arrangements.

Purpose and Learning Outcomes

The Expanded Learning Program intends to facilitate an ongoing series of educational and enrichment field trips throughout the academic year. These excursions are strictly educational—not for entertainment purposes—and are designed to provide equitable access to experiential learning for students who may not otherwise have these opportunities. The primary purpose is to expose students to new environments that foster Social-Emotional Learning (SEL), STEAM exploration, Arts appreciation, and Historical awareness. These trips are directly connected to our expanded learning enrichment components and are completely separate from the core instructional day.

Specific Knowledge and Skills Developed

- **STEAM:** Students will develop critical thinking, scientific inquiry, and problem-solving skills by engaging with interactive exhibits, nature reserves, or campus labs.
- **Arts, Media, & Culture:** Students will enhance their creative expression, observation skills, and cultural competence through exposure to live theater performances, educational films, galleries, and community cultural centers.
- **Historical & Civic Learning:** Students will build civic awareness, historical empathy, and a deeper understanding of regional heritage by visiting landmarks, museums, and historical sites.
- **Higher Education & Career Awareness:** By visiting academic environments, students will build early college-going mindsets, explore diverse career pathways, and visualize

their future potential.

- Social-Emotional Learning (SEL): Across all environments, students will practice active listening, collaborative teamwork, self-management, and social awareness as they navigate new public, cultural, and professional spaces.

Field Trip Locations and Educational Significance

To maximize exposure and opportunities, excursions will take place across a variety of settings within Sacramento and neighboring cities.

To remain highly adaptable to dynamic learning opportunities, locations will include, but are not limited to:

- Higher Education Campuses: Local and nearby universities and colleges (such as CSU Sacramento, UC Davis, or local community college campuses) for campus tours, youth programs, and educational department exhibits.
- Performing Arts & Media Venues: Local theaters, performing arts centers, and specialized cinema venues hosting live student-centered theater performances, cultural storytelling, or educational documentary films.
- Science & Historical Landmarks: Regional science centers, nature preserves, and state historic parks.
- Emerging & Dynamic Learning Environments: Open-ended, innovative, or newly discovered community resources, pop-up educational exhibits, and interactive learning installations that align with student interests and program goals but cannot be predicted in advance.

The educational significance of these sites lies in their ability to bridge classroom enrichment with real-world applications, broadening our students' horizons, sparking curiosity about higher education, and deepening their connection to the broader community.

Anticipated Dates, Duration, Participating Grades, and Transportation

- Anticipated Dates: To be determined; scheduled periodically throughout the academic year on an ongoing basis. All trips are exclusively coordinated and provided by the Expanded Learning Program.
- Duration: Typically ranging from 3 to 6 hours per excursion.
- Grade Levels: TK-8.
- Transportation: District-approved school buses or fully vetted chartered transportation.

Compliance and Supervision

All scheduled field trips will strictly adhere to local policies and procedures. The program will consistently maintain required staff-to-student ratios and ensure that all

supervising staff meet the minimum district requirements for an instructional aide.

Program Fees

Every student attending a school operating a program is eligible to participate in the program. Programs may charge family fees. Programs that charge family fees shall waive the cost of these fees for students who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Sec. 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

If applicable, describe your fee structure, including the process for waiving fees as outlined above and your sliding scale. If no fees will be collected please write that in the space provided.

Not Applicable

The following is applicable to the SAMPLE PROGRAM SCHEDULE section below:

Regular Day Schedule

2:30pm: Check-In/Attendance
2:45pm: Supper
3:00pm: Recess/Social Time
3:20pm: Jaguar Challenge
3:50pm: Academic Time
4:50pm: Movement Time
5:00pm: Free Play
6:00pm: Dismissal

Minimum Day Schedule

12:30pm: Check-In/lunch/Attendance
1:00pm: Recess/Social Time
1:20pm: Enrichment
2:20pm: Homework Time
3:30pm: Supper
3:45pm: Recess/Social Time
4:05pm: Jaguar Challenge
4:50pm: Brain Break
5:00pm: Free Play
6:00pm: Dismissal

Sample Program Schedule- Regular Schoolday

Please include a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, and all other grades, will be combined with the instructional day to create a minimum of nine hours per day of programming

(instructional day plus ELO-P or other supports). **Programs are required to include both an educational and enrichment element; the sample program schedule should clearly identify that this requirement is met.**

Additional Legal Requirements

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

Operations, Sites, ELO Program Plan, Family Fees, Ratio EC Section 46120(b)(2):

Local educational agencies operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

- (A) The department's guidance.
- (B) Section 8482.6.
- (C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.
- (D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

Regular Schooldays and Hours EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are no less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Nonschool Days and Hours EC Section 46120(b)(1)(B):

- (A) For at least 30 nonschooldays, inclusive of extended school year days provided pursuant to paragraph (3) of subdivision (b) of Section 56345, no less than nine hours of in-person expanded learning opportunities per day.
- (B) Extended school year days may include in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are not less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Prioritizing School Sites

EC Section 46120(b)(3):

Local educational agencies shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunity programs across their attendance area.

Grades Served

EC Section 46120(b)(4):

Local educational agencies may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

Partners

EC Section 46120(b)(6):

Local educational agencies are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunity programs offered across their attendance areas.

Audit

EC Section 46120(c)(1):

Commencing with the 2023–24 fiscal year, a local educational agency shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

Snacks and Meals

EC Section 8482.3(d)(1-2):

- (A) [Local educational agencies] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.
- (B) [Local educational agencies] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture’s at-risk afterschool meal component of the Child and Adult Care Food Program (42 U.S.C. Sec. 1766).

Program Capacity, Family Fees, Sliding Scale

EC Section 46120(b)(5):

Local educational agencies may charge pupil fees for expanded learning opportunity programs provided pursuant to this section, consistent with Section 8482.6.

Staff Minimum Qualifications, Ratio

EC sections 8483.4(a) and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal.

The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district.

Program Components

EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:

- (A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.
- (B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

Third Party Notifications

EC Section 8483.4(b-d):

- (A) When a local educational agency contracts with a third party to operate a program pursuant to this article, the local educational agency shall require the third party to notify the local educational agency by the next working day following, and to submit a written report within seven days of, the occurrence of any health- or safety-related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c).
- (B) For purposes of this section, an “event” includes any of the following:
 - (1) Death of a child from any cause.
 - (2) Any injury to a child that requires medical treatment.
 - (3) Any unusual incident or child absence that threatens the physical or emotional health or safety of a child.
 - (4) Any suspected child abuse or neglect, as defined in Section 11165.6 of the Penal Code.
 - (5) Epidemic outbreaks.

- (6) Poisonings.
 - (7) Fires or explosions that occur in or on the premises.
 - (8) Exposure to toxic substances.
 - (9) The arrest of an employee of the third party.
- (C) Any other event as specified by the local educational agency.
- When a local educational agency contracts with a third party, the local educational agency shall require the third party to request from parents or guardians pupil health information, such as whether a pupil has allergies or asthma, before pupil enrollment. Parents or guardians may provide this information at their discretion and are not required to provide pupil health information for the pupil to receive services pursuant to this article.



A California Public School

Agenda Item # III

Board Meeting Date: June 25, 2026

Subject: Arts, Music, and Instructional Materials Discretionary Block Grant Final Expenditure Report

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

Committee: School Leadership

The Arts, Music, and Instructional Materials Discretionary Block Grant (AMIMDBG) is a one-time state allocation intended to support arts and music education, standards-aligned instructional materials, and related purposes as outlined in AB 181/AB 185, including professional development, diverse and culturally relevant library materials, school climate initiatives, operational costs, and COVID-related safety needs. Funds are available for expenditure through June 30, 2026.

LAS developed and implemented an expenditure plan that prioritized:

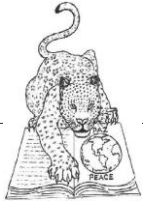
- Teachers to strengthen arts instruction and integrate creative disciplines across the curriculum.

As LAS approaches the end of the grant period, the closing plan ensures that:

All remaining funds are fully encumbered and expended by June 30, 2026, in alignment with allowable uses and prior board-approved priorities.

Estimated Time of Presentation: 10 min
Submitted By: School Administration
Date: 06.21.2026

Pertinent Pages in
() Charter, pages _____
() MOU, pages _____



FinalFecha de la Reunión: 25 de junio del 2026

Tema: Plan de gastos de la Propuesta 28

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

Comisión: Liderazgo Escolar

La Subvención en Bloque Discrecional para las Artes, la Música y los Materiales Didácticos (AMIMDBG) es una asignación estatal única destinada a apoyar la educación artística y musical, los materiales didácticos alineados con los estándares y otros fines relacionados, tal y como se describe en las leyes AB 181 y AB 185, incluyendo la formación profesional, materiales bibliotecarios diversos y culturalmente relevantes, iniciativas relacionadas con el clima escolar, gastos de funcionamiento y necesidades de seguridad relacionadas con la COVID-19. Los fondos están disponibles para su gasto hasta el 30 de junio de 2026.

LAS elaboró y puso en marcha un plan de gastos que daba prioridad a:

- El personal docente, para reforzar la enseñanza de las artes e integrar disciplinas creativas en todo el plan de estudios.

A medida que LAS se acerca al final del periodo de la subvención, el plan de cierre garantiza que:

Todos los fondos restantes se comprometan y se gasten íntegramente antes del 30 de junio de 2026, de acuerdo con los usos permitidos y las prioridades previamente aprobadas por el consejo.

The Language Academy of Sacramento
 Arts, Music, and Instructional Materials Discretionary Block Grant Plan
 2022-2026

Local Educational Agency (LEA) Name	Total Grant Allocation
The Language Academy of Sacramento	\$366,406
Contact Person Name and Title	Contact Person Email
Eduardo de Leon, Executive Director	edeleon@lasac.info

Expenditure Plan	Description	2022-23	2023-24	2024-25	2025-26
Operational Costs	EX: STRS, Social Security, Medicare, and Health & Welfare relief - Support increasing costs for teachers and staff retirement programs	\$0	\$0	\$183,203	\$183,203
Instructional Materials - Standards Aligned	EX: standards-aligned instructional materials	-	-	-	-
Instructional Materials - Best Practices	EX: instructional materials and PD aligned to improving school climate	-	-	-	-
Developing Diverse Book Collections	EX: obtaining culturally relevant texts, support for home languages	-	-	-	-
COVID-19 Safety	EX: air purifiers, personal protective equipment, masks, etc.	-	-	-	-
TOTAL		\$0	\$0	\$183,203	\$183,203



A California Public School

Agenda Item #IIIJ

Board Meeting Date: June 25, 2026

Subject: April and May Check Registers

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

Committee: School Leadership

Recommendation:

School Leadership requests that the Governing Board review and approve the attached check registers.

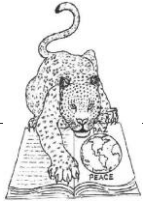
Documents Attached:

1. April 2026 Check Register
2. May 2026 Check Register

Check Registers	April 2026				May 2026			
	Aye	Nay	Abstain	Absent	Aye	Nay	Abstain	Absent
Members								
Rojas, Denisse								
Dickson, Alex								
Garduño-Medina, Elena								
Pérez, Miguel								
Novoa, Ana								
Yáñez-Gutiérrez, Adriana								
Bermudez, Pablo								
Gonzalez, Antonio								
Ramírez,-Huamaní, Yesenia								
Totals:								

Estimated Time of Presentation: 10 min
Submitted By: School Leadership
Date: 6.23.26

Pertinent Pages in
 () Charter, pages _____
 () MOU, pages _____



Fecha de la Reunión: 25 de junio de 2026

Tema: Registros de la cuenta bancaria para abril y mayo de 2025

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

Comité: Liderazgo Escolar

Recomendación: El Liderazgo Escolar solicita que la Mesa Directiva revise y apruebe los registros de la cuenta bancaria adjuntas.

Documento adjunto:

1. Registro de la cuenta bancaria del mes de abril de 2026
2. Registro de la cuenta bancaria del mes de mayo 2026

Language Academy of Sacramento
Check Register
April, 2026

Check Date	Check Number	Vendor	Inv Description (Bill)	Amount
4/8/2026	12298	Briana Zamora Hanes	Reimb: Teachers Appreciation Materials	\$309.20
4/8/2026	12299	Calidanza Dance Co.	ELOP Instructional Services	\$1,920.00
4/8/2026	12300	David Garcia	Reimb: Soccer Materials	\$67.32
4/8/2026	12301	Gold Discovery Park Association	Field Trip Admissions; 4th Grade	\$938.00
4/8/2026	12302	HD Supply	Custodial Materials	\$158.17
4/8/2026	12303	Laura Lomeli	Reimb: Conference Travel Expenses	\$185.06
4/8/2026	12304	Lydia Jimenez	Soccer Coaching Services Intramural League	\$3,000.00
4/8/2026	12305	Melani Vazquez Cuellar	Reimb: Conference Travel Expenses	\$255.57
4/8/2026	12306	Susana Mercado	Reimb: Conference Travel Expenses	\$447.72
4/8/2026	12307	Office Depot	Office Materials, Printer Ink, Copy Paper	\$1,733.92
4/8/2026	12308	Paul Sanchez	Soccer Coaching Services Intramural League	\$3,000.00
4/8/2026	12309	Rosio Perez	Reimb: Instructional Materials, PC Fundraising Materials	\$395.69
4/8/2026	12310	Rainforth Grau Architects	Core Facilities Modernization: Phase 2	\$2,490.48
4/8/2026	12311	Irene Rodriguez	Reimb: Instructional Materials	\$54.01
4/8/2026	12312	The Reading League	Professional Development Reference Books	\$100.00
4/16/2026	12313	LIFT Aftermath Basketball	ELOP Instructional Services	\$2,137.50
4/16/2026	12314	Pedro Aguilera	Reimb: ELOP Instructional Materials / Field Trip Expenses	\$644.11
4/16/2026	12315	Alondra Carmona	Reimb: Live Scan Services	\$30.00
4/16/2026	12316	Amazon Capital Services	Classroom Libraries, Tech, Classroom, Office, & Custodial Materials	\$7,953.43
4/16/2026	12317	Arcstrem LLC	ELOP Instructional Services	\$22,120.00
4/16/2026	12318	Books del Sur LLC	Library Books	\$2,064.51
4/16/2026	12319	Bullseye LLC	Educational Software	\$6,000.00
4/16/2026	12320	Capitol Elementary	SPED Services	\$4,940.11
4/16/2026	12321	Cecilia Martinez, OTR/L	SPED Services	\$900.00
4/16/2026	12322	Charter Safe	Package Premium / Workers Compensation: March 25/26	\$21,939.00
4/16/2026	12323	Colleen Conant	Reimb: Instructional Materials	\$12.94
4/16/2026	12324	Cynthia Alfaro	Reimb: Instructional Materials	\$93.86
4/16/2026	12325	Data Recognition Corporation	Enrollment Software	\$140.00
4/16/2026	12326	Department of Industrial Relations	Inspection Services	\$225.00
4/16/2026	12327	EdTec Inc.	Back Office Services: April 2026	\$8,437.50
4/16/2026	12328	EMS LINQ, LLC	Nutrition Services	\$967.50
4/16/2026	12329	Fagen Friedman & Fulfrost LLP	SPED Legal Services	\$74.00
4/16/2026	12330	Ana Luna Franco	Reimb: Instructional Materials	\$146.53
4/16/2026	12331	GoodFellas Catering	Jaguar Camp Nutritional Services: Spring Camp	\$1,732.50
4/16/2026	12332	Gopher	P.E. Instructional Materials	\$3,212.65
4/16/2026	12333	JabberGym, LLC	SPED Services	\$571.66
4/16/2026	12334	Gemma Jauregui	Reimb: Literacy Night Materials	\$190.58
4/16/2026	12335	JCL Electronics, LLC	Technology Support	\$4,226.85
4/16/2026	12336	K12 Health	SPED Health Services	\$1,264.00
4/16/2026	12337	Kelly Flores Velasco	Reimb: ELOP Instructional Materials	\$34.72
4/16/2026	12338	Law Office of Jennifer McQuarrie	Legal Services	\$1,007.50
4/16/2026	12339	Learning Solutions	SPED Services	\$12,189.15
4/16/2026	12340	Michael's Transporation Service	Field Trip transpotation	\$4,393.00
4/16/2026	12341	Nancy Fuentes	Reimb: Instructional Materials	\$707.77
4/16/2026	12342	Navigate360, LLC	Professional Development	\$3,153.81
4/16/2026	12343	Office Depot	Office Materials, Instructional Materials	\$150.20
4/16/2026	12344	Pedro Miranda	Landscaping Services	\$900.00
4/16/2026	12345	Perma-Bound	Library Books	\$855.59
4/16/2026	12346	Rainforth Grau Architects	Core Facilities Modernization: Phase 2	\$2,490.48
4/16/2026	12347	Sacramento City Unified School District	Plant Manager Services: February 2026	\$9,634.01
4/16/2026	12348	Evelyn Sandoval	Reimb: SPED Fundraising Materials	\$537.72
4/16/2026	12349	Specialized Elevator Corp.	Elevator Maintenance: April 2026	\$129.79
4/16/2026	12350	Karina Vargas	Reimb: Field Trip Expenses	\$264.00
4/16/2026	12351	Vertex Support Services, LLC	Nutrition Services	\$2,216.67
4/16/2026	12352	Women's Theatre Collective DBA Valkyrie Theatre Co	ELOP Instructional Services	\$12,240.72
4/16/2026	12353	World's Finest Chocolate	M.S. Fundraising Expenses	\$7,416.00
4/16/2026	12354	WPS Unlocking Potential	SPED Curriculum	\$1,000.00
4/7/2026	ACH	California Credit Union	Various	\$6,385.53
4/5/2026	ACH	Marlin Leasing Corp	Phone Services	\$2,533.69
4/7/2026	ACH	California Credit Union	Various	\$6,385.53
4/16/2026	ACH	California Credit Union	Various	\$4,353.38
4/21/2026	ACH	California Credit Union	Various	\$9,853.75
4/5/2026	ACH	Marlin Leasing Corp	Phone Services	\$2,533.69
4/28/2026	ACH	Kaiser Foundation Health Plan Inc	Health Benefits - May 2026	\$42,656.41
4/28/2026	ACH	Kaiser Foundation Health Plan Inc	Health Benefits - June 2026	\$42,656.41

4/28/2026	ACH	Western Health Advantage	Health Benefits - May 2026	\$9,886.00
4/28/2026	ACH	Sutter Health Plus	Health Benefits - May 2026	\$22,494.48
Total:				\$314,139.37

Language Academy of Sacramento
Check Register
May, 2026

Check Date	Check Number	Vendor	Inv Description (Bill)	Amount
5/5/2026	12355	Amazon Capital Services	Instructional Materials, Soccer Team Materials, DDLN Materials, Tech	\$9,597.87
5/5/2026	12356	Ascensus	Communication Services	\$745.00
5/5/2026	12357	Becca Hawkins	Reimb; DDN Materials	\$21.75
5/5/2026	12358	Calidanza Dance Co.	ELOP Instructional Services	\$1,920.00
5/5/2026	12359	CPM Educational Program	Curriculum Materials: M.S. Math	\$26,931.39
5/5/2026	12360	Cyber Civics LLC	(4320) Educational Software	\$499.00
5/5/2026	12361	Department of Justice	Live Scan Services	\$64.00
5/5/2026	12362	EdTec LLC	Back Office Services: May 2026	\$8,437.50
5/5/2026	12363	GoodFellas Catering	Jaguar Camp Nutritional Services	\$462.00
5/5/2026	12364	HD Supply	Custodial Materials	\$2,124.00
5/5/2026	12365	Rebecca Heredia	Reimb: Instructional Materials/Classroom Libraries	\$963.97
5/5/2026	12366	Ann C Hubbell	Reimb: Field Trip Admissions, Kindergarten Promotion Materials	\$2,220.79
5/5/2026	12367	Jackie Lou Tabbada	Reimb: DDLN Materials	\$697.24
5/5/2026	12368	Janesa Luz Rodriguez	Reimb: Student Incentives	\$31.97
5/5/2026	12369	K12 Health	Health Services	\$1,264.00
5/5/2026	12370	Lakeshore Learning Materials	Instructional Materials: TK	\$129.89
5/5/2026	12371	LIFT Aftermath Basketball	ELOP Instructional Services	\$3,637.50
5/5/2026	12372	Laura Lomeli	Reimb: 504 Accommodations	\$35.57
5/5/2026	12373	Cristina Meza	Reimb: Instructional Materials	\$145.43
5/5/2026	12374	Judy Morales	Reimb: Conference Travel Expenses, Employee Appreciation	\$362.57
5/5/2026	12375	Nancy Castignetti	Reimb: SPED Instructional Materials, Conference Travel	\$95.04
5/5/2026	12376	Nancy Garcia	PC Fundraising Expenses, DDLN Materials	\$401.22
5/5/2026	12377	Network Office Systems	Printing Services	\$5,453.63
5/5/2026	12378	Office Depot	Copy Paper, Printer Ink	\$2,442.92
5/5/2026	12379	Rosio Perez	Reimb: DDLN Materials	\$1,071.96
5/5/2026	12380	Evelyn Sandoval	Reimb: SPED Conference , Instructional Materials	\$430.01
5/5/2026	12381	SCUSD	Curriculum Materials	\$4,288.80
5/5/2026	12382	Specialized Elevator Corp.	Elevator Maintenance: May 2026	\$129.79
5/5/2026	12383	Tao Rossini, APC	Legal Services	\$2,025.00
5/5/2026	12384	Mayra Tejada	Reimb: Field Trip Expenses	\$1,159.00
5/5/2026	12385	UC Regents	Field Trip Admissions	\$264.00
5/5/2026	12386	Veronica Kovats Art	Reimb: Art Instructional Materials	\$206.58
5/5/2026	12387	Vertex Support Services, LLC	Nutrition Services	\$2,216.67
5/5/2026	12388	World of Wonders	Field Trip Admissions: 3rd Grade	\$625.48
5/6/2026	12389	Pedro Aguilera	Reimb: ELOP Instructional Materials	\$450.43
5/6/2026	12390	Amazon Capital Services	Instructional Materials, Classroom Libraries	\$612.65
5/6/2026	12391	HD Supply	Custodial Materials	\$270.14
5/6/2026	12392	Memory Book Company	Yearbooks	\$5,403.57
5/6/2026	12393	Street Soccer USA	ELOP Instructional Services	\$13,750.00
5/6/2026	12394	Mayra Tejada	Reimb: Classroom Libraries	\$49.06
5/22/2026	12395	Arcstrem LLC	Jaguar Camp Instructional Services	\$6,160.00
5/22/2026	12396	Bibiana Alcalá	Traveling Expenses: 504 Supplies	\$16.98
5/22/2026	12397	Briana Zamora Hanes	Reimb: Kindergarten Graduation Leis, Fundraising Expenses	\$343.40
5/22/2026	12398	California Charter School Association	(5305) CCSA Membership	\$15,288.00
5/22/2026	12399	Capitol Elementary	SPED Services	\$4,142.62
5/22/2026	12400	Claudia Zamora	Reimb: Teacher Appreciation	\$141.76
5/22/2026	12401	CPM Educational Program	Math Program	\$430.65
5/22/2026	12402	Cynthia Alfaro	Reimb: Field Trip Expenses	\$45.73
5/22/2026	12403	Eduardo De Leon	Reimb: Conference Travel Expenses	\$168.51
5/22/2026	12404	Erika Novoa	Reimb: PC Teacher Appreciation	\$166.66
5/22/2026	12405	HD Supply	Custodial Materials	\$2,537.21
5/22/2026	12406	Rebecca Heredia	Reimb: Field Trip Expenses	\$159.66
5/22/2026	12407	JabberGym, LLC	SPED Services	\$1,865.00
5/22/2026	12408	Jackie Lou Tabbada	Reimb: PC Teacher Appreciation	\$127.97
5/22/2026	12409	JCL Electronics, LLC	Technology Support	\$3,282.68
5/22/2026	12410	Law Office of Jennifer McQuarrie	Legal Services	\$455.00
5/22/2026	12411	Learning Solutions	SPED Services	\$10,407.90
5/22/2026	12412	Learningtech.org	(9330) E-Rate Management Service	\$5,430.00
5/22/2026	12413	Lizette Acosta-Caro	Reimb: Student Incentives	\$41.27
5/22/2026	12414	Martina Gonzalez Faber	Reimb: Live Scan Services	\$25.58
5/22/2026	12415	Susana Mercado	Reimb: Club Colibri Fundraising Materials	\$1,335.87

5/22/2026	12416	Michael's Transporation Service	Field Trip Transportation	\$3,422.00
5/22/2026	12417	Network Office Systems	Printing Services	\$1,857.13
5/22/2026	12418	Office Depot	Printer Ink, Copy Paper, Instructional Materials	\$3,327.65
5/22/2026	12419	Ogla Martinez	Reimb: PC Teacher Appreciation	\$114.12
5/22/2026	12420	Parentsquare, Inc.	(4320) Communication Services	\$4,777.50
5/22/2026	12421	Paso Por Paso Learning	Intervention Books	\$2,452.50
5/22/2026	12422	Pedro Miranda	Landscaping Services	\$900.00
5/22/2026	12423	Rainforth Grau Architects	Core Facilities Modernization: Phase 2	\$10,000.00
5/22/2026	12424	Sacramento City Unified School District	Utility Services: Jan-June 2026	\$90,629.45
5/22/2026	12425	Sacramento City Unified School District	(4433) Kitchen Equipment	\$13,200.00
5/22/2026	12426	Sacramento County Office of Education	Professional Development	\$105.00
5/22/2026	12427	Scholastic Book Fairs	Book Fair	\$7,600.36
5/22/2026	12428	SCUSD Transportation	Field Trip Transportation	\$232.81
5/22/2026	12429	Tao Rossini, APC	(9450) Legal Services	\$1,462.50
5/22/2026	12430	Vertex Support Services, LLC	Nutrition Services	\$2,216.67
5/26/2026	12431	David Garcia	Soccer Coaching Services Intramural League	\$1,500.00
5/26/2026	12432	Lydia Jimenez	Soccer Coaching Services Intramural League	\$3,000.00
5/26/2026	12433	Paul Sanchez	Soccer Coaching Services Intramural League	\$3,000.00
5/22/2026	ACH	Mutual of Omaha	Health Benefits- May 2026	\$5,866.66
5/22/2026	ACH	Mutual of Omaha	Health Benefits- June 2026	\$5,866.66
5/14/2026	ACH	California Credit Union	Credit Card Payment	\$3,815.84
5/22/2026	ACH	California Credit Union	Credit Card Payment	\$2,377.20
5/28/2026	ACH	California Credit Union	Credit Card Payment	\$2,472.88
5/22/2026	ACH	Western Health Advantage	Health Benefits - June 2026	\$9,886.00
5/5/2026	ACH	Marlin Leasing Corp	Phone Services	\$2,533.69
5/22/2026	ACH	Vision Service Plan - CA	May 2026	\$1,177.72
5/22/2026	ACH	Vision Service Plan - CA	June 2026	\$1,177.72
5/22/2026	ACH	Sutter Health Plus	Health Benefits - June 2026	\$22,494.48
Total:				\$361,676.38



A California Public School

Agenda Item# IIIK

Board Meeting Date: June 25, 2026

Subject: Core Building Modernization Update

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

Committee/Staff: School Leadership

School Leadership and HMC have begun the process bring in contractors to complete the pending items. Proposed quotes will be proved to LAS on or before July 10, 2026.

Pending Items:

1. Installation of door hardware and cores: 9/27/2025 and 10/03–05/2025
 - a. To be completed by SCUSD
2. Completion of lighting installation—including inspection and verification, with documentation, as previously requested to exhibit code compliance and conformance to project documentation: 9/30/2025 NOT COMPLETED
3. Submittals for all missing items (e.g., drinking fountains, doors/frames, plaster patch, finish/electrical items): 10/02/2025 NOT COMPLETED
4. Project Change Orders (PCO) for outstanding items (lighting credit, fire alarm backup): 10/02/2025 NOT COMPLETED
5. Punch list items for all punch lists, updated and signed by inspector, submitted to RGA and LAS: 10/02/2025 NOT COMPLETED

<p>Estimated Time of Presentation: 10 min. Submitted By: School Leadership Date: 06.21.2026</p>
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<p>Pertinent Pages in <input type="checkbox"/> Charter, _____ <input type="checkbox"/> MOU, pages</p>
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A California Public School

Agenda Artículo# IIIK

Fecha de la Reunión: 25 de junio del 2026

Tema: Actualización de la modernización del edificio principal

- 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

El Liderazgo Escolar y HMC han iniciado el proceso para contratar a empresas externas con el fin de completar las áreas pendientes. Los presupuestos propuestos se presentarán a LAS a más tardar el 10 de julio de 2026.

Áreas pendientes:

1. Instalación de herrajes y núcleos de puertas: 27/09/2025 y del 03 al 05/10/2025
 - a. A cargo del SCUSD
2. Finalización de la instalación de la iluminación —incluida la inspección y verificación, con la documentación correspondiente, tal y como se solicitó anteriormente para demostrar el cumplimiento de la normativa y la conformidad con la documentación del proyecto—: 30 de septiembre de 2025 NO FINALIZADO
3. Presentación de la documentación relativa a todos los elementos que faltan (por ejemplo, bebederos, puertas/marcos, reparaciones de yeso, elementos de acabado/eléctricos): 2 de octubre de 2025 NO FINALIZADO
4. Órdenes de modificación del proyecto (PCO) para los elementos pendientes (crédito de iluminación, sistema de respaldo de la alarma contra incendios): 2 de octubre de 2025 NO COMPLETADO
5. Elementos de todas las listas de tareas pendientes, actualizadas y firmadas por el inspector, presentadas a RGA y LAS: 2 de octubre de 2025 NO COMPLETADO



A California Public School

Agenda Item# III

Board Meeting Date: June 25, 2026

Subject: Extreme Weather Policy

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

Information:

California Education Code § 33355 (enacted via Senate Bill 1248) requires all local educational agencies to develop and implement standardized, board-adopted extreme weather protocols for all non-CIF school-sponsored outdoor activities by July 1, 2026. The policy specifically mandates suspending physical activities and ensuring access to hydration and air-conditioned spaces during extreme environmental conditions.

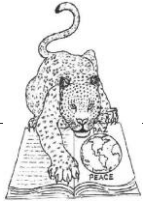
Recommendations: The committee recommends that the board approve the Extreme Weather policy.

Attachments: Extreme Weather Policy Draft

Extreme Weather Policy				
Members	Aye	Nay	Abstain	Absent
Garduño-Medina, Elena				
Dickson, Alex				
Rojas, Denise				
Yáñez-Gutiérrez, Adriana				
Novoa, Ana				
Pérez, Miguel				
Ramírez,-Huamaní, Yesenia				
González, Antonio				
Bermudez, Pablo				
Totals:				

<p>Estimated Time of Presentation: 10 min Submitted By: Bylaws/Policy Date: 06.22.26</p>

<p>Pertinent Pages in () Charter, pages _____ (230) MOU, pages _____</p>
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Fecha de la Reunión: 25 de junio de 2026

Tema: Póliza de clima extremo

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

Información:

La Sección 33355 del Código de Educación de California (promulgada mediante el Proyecto de Ley del Senado 1248) exige que todas las agencias educativas locales desarrollen e implementen protocolos estandarizados sobre condiciones climáticas extremas —aprobados por la mesa directiva— para todas las actividades al aire libre patrocinadas por la escuela que no estén bajo la jurisdicción de la CIF, a más tardar el 1 de julio de 2026. La normativa ordena específicamente suspender las actividades físicas y garantizar el acceso a hidratación y espacios con aire acondicionado durante condiciones medioambientales extremas.

Recomendaciones: El comité recomienda que la junta apruebe la póliza de clima extremo.

Adjuntos: Borrador de la póliza de clima extremo

THE LANGUAGE ACADEMY OF SACRAMENTO

EXTREME WEATHER POLICY

The Language Academy of Sacramento (the "School") is dedicated to providing a safe, healthy, and nurturing environment that fosters the physical, emotional, and academic well-being of all pupils. Recognizing that climate change and extreme environmental conditions pose significant risks to student safety, and in compliance with California Education Code Section 33355 (enacted via Senate Bill 1248, "Yahushua's Law"), the School hereby establishes this Extreme Weather Policy.

Extreme weather conditions means occurrences of unusually severe weather conditions, including, but not limited to, periods of extreme heat, excessive precipitation, and floods, that may pose significant harm to students. (Education Code 33355)

Physical activity means physical education classes, sports, and athletic practices and games sponsored by a school, except for those relating to an interscholastic athletic program administered by the California Interscholastic Federation. (Education Code 33355)

The Executive Director or designee shall develop, maintain, and implement weather protocols for extreme weather conditions, which incorporate the standardized guidelines compiled by the California Department of Education and detail specific measures to be taken during extreme weather conditions, including, but not limited to: (Education Code 33355)

1. Clear criteria for determining when weather conditions are considered extreme weather conditions and warrant modification or cessation of outdoor physical activities
2. Procedures for monitoring weather forecasts and alerts to anticipate extreme weather conditions
3. Protocols for communicating with staff, students, and parents/guardians regarding changes to outdoor activities due to extreme weather conditions
4. Designation of indoor alternative activities that can be safely conducted during extreme weather conditions
5. Staff training on recognizing signs of weather-related distress in students and appropriate response measures
6. Coordination with relevant local agencies and experts to ensure timely access to weather-related information and resources

The LAS weather protocols may include:

1. Considering air quality conditions when determining whether outdoor physical activity should be modified
2. Maintaining air quality index thresholds for reducing or discontinuing strenuous outdoor activities
3. Having procedures for relocating activities indoors during periods of poor air quality or wildfire smoke
4. Identifying and maintaining adequate mitigation resources, such as shade structures, hydrations stations, and indoor cooling areas
5. Planning for flexible scheduling to accommodate weather variability

The Executive Director or designee shall annually review, evaluate, and, if necessary, update the weather protocols to incorporate best practices and address any emerging concerns or challenges, and to reflect changes in weather patterns, advances in safety practices, and feedback from stakeholders. (Education Code 33355)

Sun Safety

The Executive Director or designee shall establish a developmentally appropriate prevention/intervention program for grades transitional kindergarten-8th to prevent student overexposure to UV radiation. The Executive Director or designee may coordinate sun safety and UV radiation education and policy efforts with the California Department of Public Health, the local health department, and other local agencies and/or community organizations. Such school-based programs shall involve students, parents/guardians, and the community.

The Executive Director or designee may incorporate sun safety elements into the curriculum in order to increase students' understanding of the health risks associated with overexposure to UV radiation from the sun or artificial sources and to encourage students to engage in preventive practices.

Students may take reasonable measures to protect their skin and eyes from overexposure to the sun while on campus, while attending school-sponsored activities, or while under the supervision and control of school employees.

To encourage and assist students to avoid overexposure to the sun when they are outdoors, students shall be allowed to:

1. Wear sun-protective clothing, including, but not limited to, hats (Education Code 35183.5)
2. Wear UV-protective sunglasses outdoors
3. Use sunscreen* during the school day without a physician's note or prescription (Education Code 35183.5)
*Those students using sunscreen shall be encouraged to apply sunscreen at least 15-20 minutes prior to any outdoor activity that will require prolonged exposure to the sun. School personnel shall not be required to assist students in applying sunscreen.
4. Use UV-protective lip balm

The Executive Director or designee may monitor the UV Index and modify outdoor school activities with regard to the risk of harm associated with the Index level.

The Executive Director or designee shall inform school staff and parents/guardians of sun safety measures and encourage parents/guardians to provide sunscreen, lip balm, hats, and other sun-protective clothing for their children to use at school. Additionally, the Executive Director or designee may provide information to parents/guardians about the risks of overexposure to UV radiation and preventive measures they may take to protect their children during non-school hours.

Adopted:

Amended:



A California Public School

Agenda Item IIIM

Board Meeting Date: June 25, 2026

Subject: Board Development: Annual Survey, Nominations and Elections Timeline

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

Item 1: Annual Survey

Governing Board members are asked to complete the attached self-assessment tool.

Item 2: Nominations and Elections Update

The following are the vacancies that need be filled in the subsequent year and the number of applications that have been received to date:

- Parent Vacancy (2026-2029)
- Community Vacancy (2026-2029)
- Classified Staff (2026-2029)

As a reminder, the practice is at LAS is to hold elections when at least two applications have been received. Board members are encouraged to promote the opportunity across a variety of stakeholder groups. Additionally, it is recommended that outgoing members remain on the board until all vacancies have been filled.

Additional information and the application can be found on the LAS website:

<https://www.lasac.info/Governing-Board/>.

Attachments: 1) Board Self-Assessment Tool

Estimated Time of Presentation: 10 min
Date: 06252026

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



A California Public School

Agenda Articulo# IIIM

Fecha de la Reunión: 25 de junio de 2026

Tema: Desarrollo de la mesa directiva: Encuesta anual, línea cronológica para nominaciones y elecciones

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

Artículo 1: Encuesta anual

Se solicita a los miembros de la mesa directiva que completen la herramienta de autoevaluación adjunta.

Artículo 2: Línea cronológica para elecciones

Las siguientes son las vacantes que deben cubrirse en el año siguiente y el número de solicitudes que se han recibido hasta la fecha:

- Vacante de padre/madre (2026-2029)
- Vacante de comunidad (2026-2029)
- Vacante de personal clasificado (2026-2029)

Cabe recordar que la práctica en LAS es llevar a cabo las elecciones cuando se han recibido al menos dos solicitudes. Se alienta a los miembros de la mesa directiva a promover la oportunidad entre una variedad de grupos de partes interesadas. Además, se recomienda que los miembros salientes permanezcan en la mesa directiva hasta que se hayan cubierto todas las vacantes.

Información adicional se puede encontrar visitando la página de web de LAS:

<https://www.lasac.info/Governing-Board/>.

Documentos adjunto: 1) Autoevaluación de la mesa directiva

Board Member Name:

Date:

Issue/Concept	Complete	In Progress	Little/No Progress	Not Applicable	Unknown
Board committees have clear scope of responsibility and charges					
Individuals board members prepare for meetings and participate constructively					
Board has a process for addressing ineffective, destructive, or absentee board members					
Meeting minutes record each board meeting and are distributed promptly after each meeting					
Relationship With Executive Director					
Board selects the Executive Director					
Board develops performance goals\targets and evaluates Executive Director performance each year					
Board has established a plan for succession in the event the Executive Director leaves\retires					
Board has clear understanding with staff regarding where board responsibilities leave off and staff responsibilities begin					
Personnel & Staffing					
Board has adopted\approved a comprehensive set of personnel policies that are in line with all applicable state\federal laws & regulations. Policies are updated at least every third year.					
Clear job description and staffing plans are in place					
Budget & Finance					
Board adopts an annual budget that maximizes the schools resources in support of mission\vision					
Board monitors budget throughout the year					
Board contracts with independent auditor each year, reviews audit report, and takes any needed follow-up action					
Board has adopted an long-term (e.g., 3-year) financial plan in coordination with the school’s overall long-term plans					
Board has adopted a comprehensive set of fiscal management and control policies					
Board oversees all fund-raising activities on behalf of the school					
Instruction and Assessment					
Board has adopted\approval the school’s curriculum and instructional program including Local Accountability Plan					
Board has adopted\approved student achievement goals\standards					
A broad-based assessment system is in place to measure progress toward instructional goals\standards					
Instructional program is in alignment with state requirements and terms of charter					
Student assessment data is assembled in a comprehensive, coherent fashion, presented to the board, and reviewed and analyzed in-depth on a regular basis					
School reports on student achievement to charter granting agency on a regular basis as part of ongoing oversight and renewal process					

Nombre del Miembro de la Mesa:

Fecha:

Asunto/Concepto	Completo	En progreso	Poco/Sin Progreso	No aplica	Desconocido
Los comités de la Mesa tienen un claro alcance de responsabilidad y cargos.					
Los miembros de la Mesa individual se preparan para las reuniones y participan constructivamente					
La Mesa tiene un proceso para abordar a los miembros de la Mesa ineficaces, destructivos o en ausencia					
Minutas de las juntas son registradas en cada reunión y se distribuyen puntualmente después de cada reunión					
Relación con el Director Ejecutivo					
La Mesa selecciona al Director Ejecutivo.					
La Mesa desarrolla objetivos\metas de desempeño y evalúa el desempeño del Director Ejecutivo cada año					
La Mesa ha establecido un plan para la sucesión en caso de que el Director Ejecutivo renuncie\se retire.					
La Mesa tiene un claro entendimiento con el personal sobre dónde se dejan las responsabilidades de la Mesa y dónde comienzan las responsabilidades del personal					
Personal					
La Mesa ha adoptado\aprobado un conjunto integral de pólizas de personal que están en línea con todas las normas aplicables del estado\leyes y reglamentos federales. Las pólizas se actualizan al menos cada tres años.					
Hay una clara descripción del trabajo y planes de personal					
Presupuesto y finanzas					
La Mesa adopta un presupuesto anual que maximiza los recursos de las escuelas para apoyar la misión\visión					
La Mesa supervisa el presupuesto durante todo el año.					
La Mesa contrata a un auditor independiente cada año, revisa el informe de auditoría y toma las medidas de seguimiento necesarias.					
La Mesa ha adoptado un plan financiero a largo plazo (por ejemplo, de 3 años) en coordinación con los planes generales a largo plazo de la escuela					
La Mesa ha adoptado un conjunto integral de pólizas de control y gestión fiscal.					
La Mesa supervisa todas las actividades de recaudación de fondos en nombre de la escuela					
Instrucción y Evaluación					
La Mesa ha adoptado\aprobado el plan de estudios y el programa de instrucción de la escuela, incluido el Plan de Responsabilidad Local					
La Mesa ha adoptado\aprobado metas\estándares de logro estudiantiles					
Se ha implementado un sistema de evaluación de base amplia para medir el progreso hacia los objetivos\estándares de instrucción					
El programa de instrucción está alineado con los requisitos estatales y los términos de los estatutos					
Los datos de evaluación de los estudiantes se recopilan de manera integral y coherente, se presentan a la Mesa, y se revisan y analizan en profundidad periódicamente.					
La escuela informa sobre el rendimiento de los estudiantes a la agencia que otorga los estatutos de forma regular como parte del proceso continuo de supervisión y renovación.					