

**Language Academy of Sacramento/Academia de Idiomas de Sacramento**  
A Two-Way Spanish Immersion Public Charter School/Una Escuela Pública de Inmersión Dual en Español  
2850 49<sup>th</sup> Street, Sacramento, CA 95817

Agenda/Agenda

**BOARD MEETING/ REUNIÓN DE LA MESA**

January 29, 2026 at 5:30pm/29 de enero 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 (22-25)		
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)		
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. December 11, 2025/11 de diciembre de 2025

**E. MISSION/Misión**

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

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

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

## II. COMMUNICATIONS NORMS/NORMAS DE COMUNICACION

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

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

## III. INFORMATIONAL ITEMS/ARTICULOS DE INFORMACION

1. Student Council/*Concilio estudiantil* - Representative/representante (5 min)
2. Parent Council/*Concilio de familias* - Representative/representante (5 min)
3. Open Enrollment/*Inscripciones abiertas* - Representative/representante (5 min)

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

### A. Academic Accountability 101: Charter Goals and Local Control Accountability Plan (LCAP) Mid-Year Update, Part I/Metas del carácter y Plan y control local de rendición de cuentas (LCAP) actualización de mitad de año , parte I – School Leadership (30 min.)

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

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

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

### B. School Accountability Report Card (SARC) –*Reporte de progreso de responsabilidad escolar (SARC)* – School Leadership (15 min.)

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

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

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

### C. Annual Fiscal Audit (second read)/*Auditoría fiscal annual (segunda lectura)* – EdTec/Morales (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. Nutrition Services Transition Update/*Actualización de transición de servicios de nutrición* – School Leadership (15 min.)

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

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

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

**E. Facilities: Facilities Use Agreement/Acuerdo de uso de instalaciones del plantel** – School Leadership/Liderazgo (15 min)

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

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

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

**F. Facilities: Core Building Modernization Update /Actualización 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: \_\_\_\_\_

**G. December Check Register/Registro de la cuenta bancaria de diciembre** – 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. Monthly Financials/Finanzas mensuales** – 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. 2026-2027 School Calendar –Calendario escolar 2026-2027** – School Leadership (15 min.)

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

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

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

**J. Board Development Update/Desarrollo de la mesa directiva: actualización de nominaciones y elecciones**– School Leadership/Liderazgo (5 min)

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

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

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

- V. **CLOSED SESSION/Sesión cerrada – Conference with Legal Counsel – Anticipated Litigation:** Significant exposure to litigation pursuant to Government Code section 54956.9 (d)(2) or (3): 1 case.  
**Conferencia con asesoría legal – Litigio anticipado:** Exposición significativa a litigios de conformidad con sección del código del gobierno 54956.9(d)(2) o (3): 1 caso.
- VI. **OPEN SESSION/Sesión abierta: Announcement of Closed Session Board Action/ Anuncio de la acción tomada durante la sesión cerrada – (5 min.)**
- VII. **FUTURE MEETINGS/Próxima Junta**  
A.) Next Meeting: Thursday, February 26, 2026 at 5:30pm – jueves, 26 de febrero 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: _____
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*In compliance with the Americans with Disabilities Act (ADA) and upon request, the School may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate alternative modifications of the agenda in order to participate in Board meetings are invited to contact the LAS office. En conformidad con la Acta de Americanos Incapacitados (ADA) y con el pedido formal, la escuela puede proveer servicios o la ayuda a individuos con incapacidades. Individuos que requieren servicios especiales para participar en la junta de la Mesa Directiva están invitados comunicarse con la directora para hacer arreglos.*



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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**  
**December 11, 2025/11 de diciembre de 2025**  
**5:30 pm in Library**

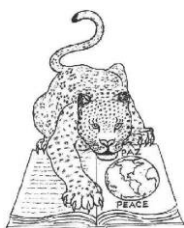
**I. PRELIMINARY/PRELIMINARIO**

<b>I.A</b>	Meeting was called to order by Elena Garduño-Medina at 5:39 PM. Roll call was taken./ La junta fue convocada por Elena Garduño-Medina a las 5:39 PM. Se tomó lista.			
<b>I.B</b>	<b>Name/ Nombre</b>	<b>Role/ Papel</b>	<b>Present/ Presente</b>	<b>Absent/ Ausente</b>
	1. Vacant/ <i>vacante</i>	Parent/ <i>Padre</i> (25-28)	X	
	2. Alex Dickson	Parent/ <i>Madre</i> (24-27) Secretary/ <i>Secretaria</i>		X
	3. Elena Garduño-Medina	Parent/ <i>Madre</i> (23-26) President/ <i>Presidente</i>	X	
	4. Miguel Pérez	Teacher/ <i>Maestra</i> (25-28)	X	
	5. Ana Novoa	Teacher/ <i>Maestro</i> (22-25)	X	
	6. Adriana Yáñez-Gutiérrez	Staff/ <i>Personal</i> (23-26)	X	
	7. Pablo Bermudez	Community Member/ <i>Miembro Comunitario</i> (25-28)	X	
	8. Antonio González	Community Member/ <i>Miembro Comunitario</i> (24-27)	X	
	9. Yesenia Ramírez-Huamaní	Community Member/ <i>Miembro Comunitario</i> (23-26) Treasurer/ <i>Tesorera</i>	X	
	10. Student Representatives	Student Council Representatives/ <i>Representates del Concilio Estudiantil</i>		X
	11. Parent Representative	Parent Council Representatives/ <i>Representates del Concilio de Familias</i>		X
	11. Teejay Bersola	Director of Academic Accountability/ <i>Directora de Responsabilidad Académica</i>		X
	12. Judy Morales	Director of Business and Operations/ <i>Directora de Negocios y Operaciones</i>	X	
	13. Eduardo de León	Executive Director/ <i>Director Ejecutivo</i>	X	
<b>Agenda/Agenda</b>		<b>Action/Acción</b>		
<b>I.C</b>	<b>Approval of Agenda</b> <i>Aprobación de la Agenda</i>	<p>A motion was made to approve the December 11, 2025 agenda. <i>Se hizo una moción para aprobar la agenda del 11 de diciembre de 2025.</i></p> <p>1<sup>st</sup> Motion/<i>1ª Moción</i>: Garduño-Medina 2<sup>nd</sup> Motion/<i>2ª Moción</i>: Novoa Absences/<i>Ausencias</i>: Dickson, Yáñez-Gutiérrez, González Abstentions/<i>Abstenciones</i>: None/<i>ninguna</i> The motion passed with five votes. / <i>La moción pasó con cinco votos.</i></p>		
<b>I.D.a.</b>	<b>Approval of Board Meeting Minutes</b> <i>Aprobación de los minutos de la mesa directiva</i>	<p>A motion was made to approve the September 25, 2025 meeting minutes. <i>Se hizo una moción para aprobar las minutas de la junta del 25 de septiembre de 2025.</i></p> <p>1<sup>st</sup> Motion/<i>1ª Moción</i>: Garduño-Medina 2<sup>nd</sup> Motion/<i>2ª Moción</i>: Ramírez-Huamaní Absences/<i>Ausencias</i>: Dickson, Yáñez-Gutiérrez Abstentions/<i>Abstenciones</i>: Bermudez The motion passed with five votes. / <i>La moción pasó con cinco votos.</i></p>		
<b>I.D.b.</b>	<b>Approval of Board Meeting Minutes</b> <i>Aprobación de los minutos de la mesa directiva</i>	<p>A motion was made to approve the November 7, 2025 meeting minutes. <i>Se hizo una moción para aprobar las minutas de la junta del 7 de noviembre de 2025.</i></p>		

		1 <sup>st</sup> Motion/ <i>1ª Moción</i> : Garduño-Medina 2 <sup>nd</sup> Motion/ <i>2ª Moción</i> : Novoa Absences/ <i>Ausencias</i> : Dickson, Yáñez-Gutiérrez Abstentions/ <i>Abstenciones</i> : González The motion passed with six votes. / <i>La moción pasó con seis votos.</i>
<b>I.E</b>	<b>Mission</b> <i>Misión</i>	The mission was read aloud. / <i>La misión fue leída en voz alta.</i>
<b>II. COMMUNICATIONS NORMS/NORMAS DE COMUNICACIÓN</b>		
<b>II.A.1.</b>	<b>Public Comments</b> <i>Comentarios Públicos</i>	None/Ninguno
<b>III. INFORMATIONAL ITEMS</b> <b>ARTÍCULOS DE INFORMACION</b>		
<b>III.1.</b>	<b>Student Council/Concilio estudiantil - Representative/representante</b>	The Student Council report was provided by Cynthia Alfaro, LAS teacher and advisor. <i>Cynthia Alfaro, maestra y asesora, presentó el reporte mensual del Concilio estudiantil.</i>
	<b>Public Comments</b> <i>Comentarios Públicos</i>	None/Ninguno
<b>III.2.</b>	<b>Parent Council/Concilio de familias - Representative/representante</b>	The Parent Council report was provided by Eduardo de León. <i>Eduardo de León compartió el reporte del concilio de familias.</i>
	<b>Public Comments</b> <i>Comentarios Públicos</i>	None/Ninguno
<b>IV. ITEMS SCHEDULED FOR DISCUSSION AND/OR ACTION</b> <b>ARTICULOS PROGRAMADOS PARA DISCUSIÓN Y/O ACCIÓN</b>		
<b>IV.A</b>	<b>First Interim Report/Primer Reporte Intermedio – EdTec/Morales</b>	Nick Mawad, EdTec, and Judy Morales presented the First Interim report. <i>Nick Mawad, EdTec, y Judy Morales, presentaron el primer reporte intermedio.</i>  A motion was made to approve the First Interim Report. <i>Se hizo una moción para aprobar el primer reporte intermedio.</i>  1 <sup>st</sup> Motion/ <i>1ª Moción</i> : González 2 <sup>nd</sup> Motion/ <i>2ª Moción</i> : Garduño-Medina Absences/ <i>Ausencias</i> : Dickson, Yáñez-Gutiérrez Abstentions/ <i>Abstenciones</i> : None/ninguna The motion passed with seven votes. / <i>La moción pasó con siete votos.</i>
	<b>Public Comments</b> <i>Comentarios Públicos</i>	None/Ninguno
<b>IV.B</b>	<b>Annual Fiscal Audit/Auditoría fiscal anual – EdTec/Morales</b>	Nick Mawad, EdTec, and Judy Morales presented the Annual Fiscal Audit Draft. <i>Nick Mawad, EdTec, y Judy Morales, presentaron el boarrador de la auditoria fiscal anual.</i>  The final approval is anticipated in January, 2026. La aprobación final se espera en enero del 2026.
	<b>Public Comments</b> <i>Comentarios Públicos</i>	None/Ninguno
<b>IV.C</b>	<b>Monthly Financials/Finanzas mensuales – School Leadership/Liderazgo</b>	Nick Mawad, EdTec, and Judy Morales presented the Monthly Financials. <i>Nick Mawad, EdTec, y Judy Morales, presentaron las finanzas mensuales.</i>
	<b>Public Comments</b> <i>Comentarios Públicos</i>	None/Ninguno
<b>IV.D</b>	<b>September - November Check Registers/Registros de la cuenta bancaria de septiembre a noviembre – School Leadership/Liderazgo</b>	The check registers were presented to the board. <i>Los registros de la cuenta bancaria se presentaron a la mesa directiva.</i>  A motion was made to approve the September check register. <i>Se hizo una moción para aprobar el registro de septiembre.</i>

		<p>1<sup>st</sup> Motion/<i>1ª Moción</i>: Ramírez-Huamaní  2<sup>nd</sup> Motion/<i>2ª Moción</i>: González  Absences/<i>Ausencias</i>: Dickson, Yáñez-Gutiérrez  Abstentions/<i>Abstenciones</i>: Pérez, Novoa  The motion passed with four votes. / <i>La moción pasó con cuatro votos.</i></p> <p>A motion was made to approve the October check register.  <i>Se hizo una moción para aprobar el registro de octubre.</i></p> <p>1<sup>st</sup> Motion/<i>1ª Moción</i>: Garduño-Medina  2<sup>nd</sup> Motion/<i>2ª Moción</i>: González  Absences/<i>Ausencias</i>: Dickson, Yáñez-Gutiérrez  Abstentions/<i>Abstenciones</i>: Pérez  The motion passed with five votes. / <i>La moción pasó con cinco votos.</i></p> <p>A motion was made to approve the November check register.  <i>Se hizo una moción para aprobar el registro de noviembre.</i></p> <p>1<sup>st</sup> Motion/<i>1ª Moción</i>: Garduño-Medina  2<sup>nd</sup> Motion/<i>2ª Moción</i>: Ramírez-Huamaní  Absences/<i>Ausencias</i>: Dickson, Yáñez-Gutiérrez  Abstentions/<i>Abstenciones</i>: Novoa  The motion passed with five votes. / <i>La moción pasó con cinco votos.</i></p>
	<b>Public Comments</b> <i>Comentarios Públicos</i>	None/Ninguno
IV.E	<b>National School Lunch Program (NSLP) Contract/Contrato para el programa nacional de almuerzos escolares (NSLP)– EdTec/Morales</b>	<p>Judy Morales presented the NSLP Vertex Agreement and Statement of Work to the board.  <i>Judy Morales presentó el NSLP Acuerdo y declaración de trabajo de Vertex.</i></p> <p>A motion was made to approve the Vertex three-year contract.  <i>Se hizo una moción para aprobar el contrato de tres años con Vertex.</i></p> <p>1<sup>st</sup> Motion/<i>1ª Moción</i>: Garduño-Medina  2<sup>nd</sup> Motion/<i>2ª Moción</i>: Ramírez-Huamaní  Absences/<i>Ausencias</i>: Dickson, Yáñez-Gutiérrez  Abstentions/<i>Abstenciones</i>: None/<i>ninguna</i>  The motion passed with six votes. / <i>La moción pasó con seis votos.</i></p>
	<b>Public Comments</b> <i>Comentarios Públicos</i>	None/Ninguno
IV.F	<b>Facilities Update: Core Building /Actualización del edificio principal– School Leadership/Liderazgo</b>	<p>Judy Morales presented a core building modernization update to the board.  <i>Judy Morales presentó una actualización del edificio principal a la mesa directive.</i></p>
	<b>Public Comments</b> <i>Comentarios Públicos</i>	None/Ninguno
IV.G	<b>Board Development: Nominations and Elections Update/Desarrollo de la mesa directiva: actualización de nominaciones y elecciones– School Leadership/Liderazgo</b>	<p>Eduardo de Leon presented an update to the board.  <i>Eduardo de León presentó una actualización a la mesa directiva.</i></p>
	<b>Public Comments</b> <i>Comentarios Públicos</i>	None/Ninguno
IV.H	<b>Ethics/Brown Act Training Requirement/Entrenamiento del Brown Act y de ética – School Leadership/Liderazgo</b>	<p>Eduardo de Leon presented an update to the board.  <i>Eduardo de León presentó una actualización a la mesa directiva.</i></p>
	<b>Public Comments</b> <i>Comentarios Públicos</i>	None/Ninguno
<b>IV. FUTURE MEETINGS/PRÓXIMA JUNTA</b> a. Regular Board Meeting: Thursday, January 29, 2026 at 5:30pm – <i>jueves, 26 de enero de 2026 a las 5:30pm</i>		

<b>V. FUTURE AGENDA ITEMS/TEMAS PARA AGENDAS FUTURAS</b>
<b>VI. ADJOURNMENT/CLAUSURA</b> The board meeting was adjourned at 7:35 PM. / <i>La reunión de la Mesa se terminó a las 7:35 PM.</i>



A California Public School

# Academia de Idiomas de Sacramento Language Academy of Sacramento

A Two-Way Spanish Immersion Charter School

Agenda Item #III1

**Board Meeting Date:** January 29, 2026

**Subject:** Student Council

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

**Committee/Staff:** Student Council

**Information:**

## **Student Council Reports:**

Student council representatives and advisors met on January 8th, 2026, and discussed the following:

The Treasurer reported a current balance of **\$1,466.01**, including approximately **\$222** earned from the Winter Festival.

The Spirit Day committee planned for the upcoming months and voted on the following Spirit Days:

- Squad Day on January 30th
- Red, Pink, and White Day on February 13th
- Style Swap Day (April)
- Celebrity Day (May)

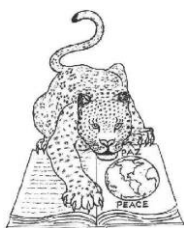
The School Climate Committee prepared slides and a parent survey to increase family participation.

The School Events Committee promoted the New Year's Dance that took place on January 16th and discussed volunteers and donations.

The Fundraising Committee planned pizza and juice sales at the dance, discussed additional fundraising ideas for the upcoming months, and discussed donations for Student Council T-shirts.

## **Future items on the agenda**

- Future fundraising for State Testing Goodie Bags
- Ronald McDonald House Charity Drive



A California Public School

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

Agenda Artículo #III1

**Fecha de la reunión:** 29 de enero de 2026

## **Tema:** Concilio estudiantil

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

**Comité/Personal:** Concilio estudiantil

## **Información:**

### **Informes del concilio estudiantil:**

El concilio estudiantil se reunió el 8 de enero de 2026 y hablaron de lo siguiente:

El tesorero informó que el saldo actual era de \$1466.01 dólares, incluyendo aproximadamente \$222 dólares obtenidos del Festival de Invierno.

El comité del Día del Espíritu planificó los próximos meses y votó los siguientes Días del Espíritu:

- Día “Squad”, el 30 de enero.
- Día del Rojo, el Rosa y el Blanco, el 13 de febrero.
- Día del Intercambio de Estilo (abril)
- Día de las Celebridades (mayo)

El Comité del Clima Escolar preparó diapositivas y una encuesta para los padres con el fin de aumentar la participación de las familias.

El Comité de Eventos Escolares promocionó el Baile de Año Nuevo que tuvo lugar el 16 de enero y habló sobre los voluntarios y las donaciones.

El Comité de Recaudación de Fondos planificó la venta de pizza y jugos en el baile, habló de ideas adicionales para recaudar fondos para los próximos meses y habló sobre las donaciones para las camisetas del Concilio Estudiantil.

### **Puntos futuros en la agenda:**

- Recaudación de fondos para las bolsas de regalos de las pruebas estatales.
- Campaña de donaciones para “Ronald McDonald House Charity”



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

Agenda Item# III2

**Board Meeting Date:** Thursday, January 29, 2026

**Subject:** Parent Council

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

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

**Information:**

**December:**

- Parent Council hosted the Winter Festival (Shining Our Light: Winter Traditions Around The World), Friday, December 12, 2025 from 5:00 pm - 8:00 pm. During this event Parent Council invited POP-UP Vendors, grade levels sold food and drinks to continue their fundraising efforts, our TK-2nd grade Jaguars filled the gym with joyful singing presentations, Enrichment Fall classes presented and we culminated the night with our guests Iztatutli de Sacramento (Aztec Dancers). These joint efforts brought in a total of \$7,049.00, (please note this does not include reimbursements).

**January:**

- Parent Council voted to sponsor the Spelling Bee Participant Breakfast, \$200 was donated. A total of 15 participants from 4th - 8th grade participated.
- The LAS Theater production will present The Little Mermaid Jr. May 1 & 2 (3 shows total). The Parent Council will support with set up & clean up, ushering guests and selling snacks.
- Lastly, Parent Council has voted to host Day of the Child Friday, April 24th 2026. Planning of the event will take place during our February Meeting.

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



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

Agenda Artículo III2

**Fecha de la reunión:** jueves 29 de enero del 2026

**Tema:** Concilio de familias

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

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

**Información:**  
**diciembre:**

- El Concilio de familias organizó el Festival de Invierno (Iluminando nuestro camino: Tradiciones de invierno alrededor del mundo) el viernes 12 de diciembre de 2025, de 5:00 p.m. a 8:00 p.m. Durante este evento, el Concilio de familias invitó a vendedores ambulantes, los diferentes grados escolares vendieron comida y bebidas para continuar con sus actividades de recaudación de fondos, los estudiantes de preescolar a segundo grado (los Jaguares) llenaron el gimnasio con alegres presentaciones de canto, se presentaron las clases de enriquecimiento de otoño y culminamos la noche con la actuación de nuestros invitados Iztatutli de Sacramento (bailarines aztecas). Gracias a este esfuerzo conjunto, se recaudó un total de \$7,049.00 (tenga en cuenta que esta cifra no incluye los reembolsos).

**enero:**

- El Concilio de familias votó a favor de patrocinar el desayuno para los participantes del concurso de ortografía, donando 200 dólares. Participaron un total de 15 estudiantes de 4.º a 8.º grado.
- La compañía de teatro de la escuela presentará La Sirenita Jr. los días 1 y 2 de mayo (tres funciones en total). El Concilio de familias colaborará con el montaje y la limpieza, la atención al público y la venta de bocadillos.
- Finalmente, el Concilio de familias ha votado a favor de organizar el Día de la Niñez el viernes 24 de abril de 2026. La planificación del evento se llevará a cabo durante nuestra reunión de febrero.

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



**Academia de Idiomas de Sacramento**  
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Agenda Item #III3

**Board Meeting Date:** January 29, 2026

**Subject:** Open Enrollment

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

**Information:**

Our Open Enrollment period for the 2026-2027 school year is open. During this time, all interested families are highly encouraged to attend one of our information sessions to learn more about our program. During the session, families will have the opportunity to complete an application for the Enrollment Lottery, which takes place in February. It is during the lottery that names for the class lists are chosen. Those who do not make it onto a class list are placed on the waitlist. To learn more about our enrollment process, visit the [Enrollment Page](#) on our website. Anyone interested in signing up for a session is welcome to visit the LAS website (<http://www.lasac.info>) and complete the Enrollment Information Session Request form, available under *Announcements* on our homepage.



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

Agenda Artículo #III3

**Fecha de la reunión:** 29 de enero de 2026

**Tema:** Inscripción abierta

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

**Información:**

Nuestro período de inscripción abierta para el año escolar 2026-2027 está abierto. Durante este tiempo, todas las familias interesadas son animadas a asistir a una de nuestras sesiones de información para aprender más acerca de nuestro programa. Durante la sesión, las familias tendrán la oportunidad de completar una solicitud para el Sorteo de Inscripción, que se lleva a cabo en febrero. Es durante el sorteo que se eligen los nombres para las listas de clase. Los que no consiguen entrar en una lista de clase pasan a la lista de espera. Para obtener más información sobre el proceso de inscripción, visite la [página de inscripción](#) de nuestro sitio web. Cualquier persona interesada en inscribirse en una sesión puede visitar el sitio web de LAS (<http://www.lasac.info>) y rellenar el formulario de solicitud de sesión informativa de inscripción, disponible en la sección *Anuncios* de nuestra página principal.



# Academia de Idiomas de Sacramento

## Language Academy of Sacramento

A Two-Way Spanish Immersion Charter School

A California Public School

Agenda Item# IVA

**Board Meeting Date:** January 29, 2026

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

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

**Background:**

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

Governing Board members are responsible for:

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

Starting this year, all districts and charter schools are required to publicly share via its governing board meeting the following before the end of February:

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

The main idea of the mid-year update is to illustrate the approved June 2025 LCAP actions and services that have been implemented.

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

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



# Academia de Idiomas de Sacramento

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Recommendation:

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

Attachments:

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

LAS SARC				
Members	Aye	Nay	Abstain	Absent
Dickson, Alex				
Garduño-Medina, Elena				
Novoa, Ana				
Yáñez-Gutiérrez, Adriana				
Rojas, Denisse				
Perez, Miguel				
González, Antonio				
Ramírez-Huamani, Yesenia				
Bermudez, Pablo				
Totals:				

**Estimated Time of Presentation:** 30 min  
**Submitted By:** Bersola  
**Date:** 012926

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



**Fecha de la Reunión:** 29 de enero de 2026

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

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

**Contexto:**

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

Los miembros de la Mesa Directiva son responsables de:

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

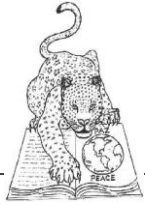
Comenzando este año, todos los distritos y escuelas autónomas deben compartir públicamente a través de la junta de su Mesa directiva antes de fines de febrero lo siguiente:

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

La idea principal de la actualización de mitad de año es ilustrar las acciones y los servicios del LCAP aprobado de junio de 2025 que se han implementado.

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

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



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

### Recomendación

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

### Adjunto:

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

**Tiempo estimado para la presentación:** 30 min.  
**Entregado por:** Bersola  
**Fecha:** 012926

### **Páginas pertinentes en:**

☐ Constitución, páginas \_\_\_\_\_ ☐ Estatutos, páginas \_\_\_\_\_  
☐ MOU, páginas \_\_\_\_\_ ☐ Póliza \_\_\_\_\_

# *The CA Dashboard* \*\*\* **The LAS Charter** \*\*\* *The LAS LCAP*

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

## **AP Goal: (High Academics)**

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

## **AE Goal: (Low Absenteeism)**

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

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

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

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

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

### Objetivo AP: (Académicos altos)

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

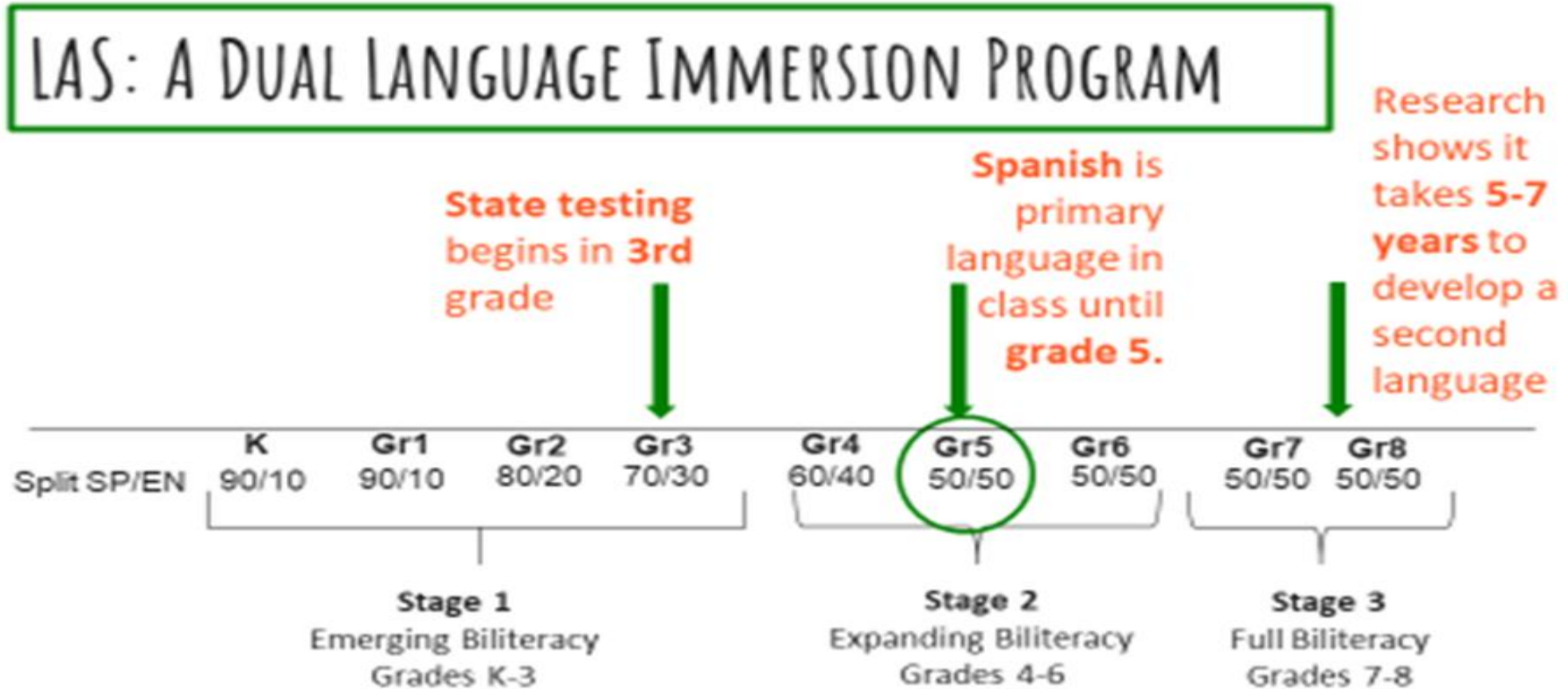
### Objetivo AE: (Ausentismo bajo)

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

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

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

## Excerpt from the LAS Charter (2019-2024)



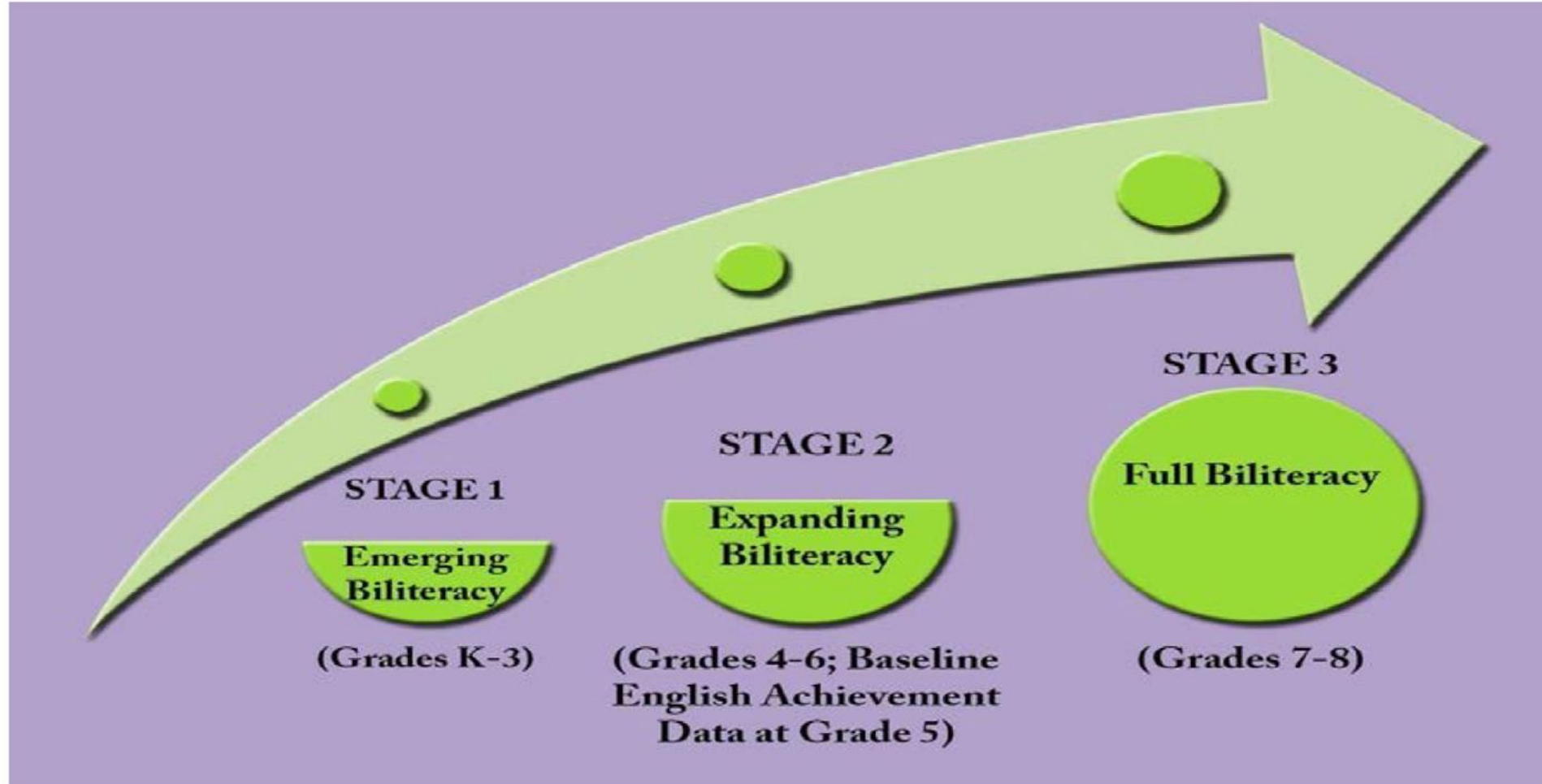
## Extracto del chárter de LAS (2019-2024)

### LAS: UN PROGRAMA DE INMERSIÓN EN DOS IDIOMAS

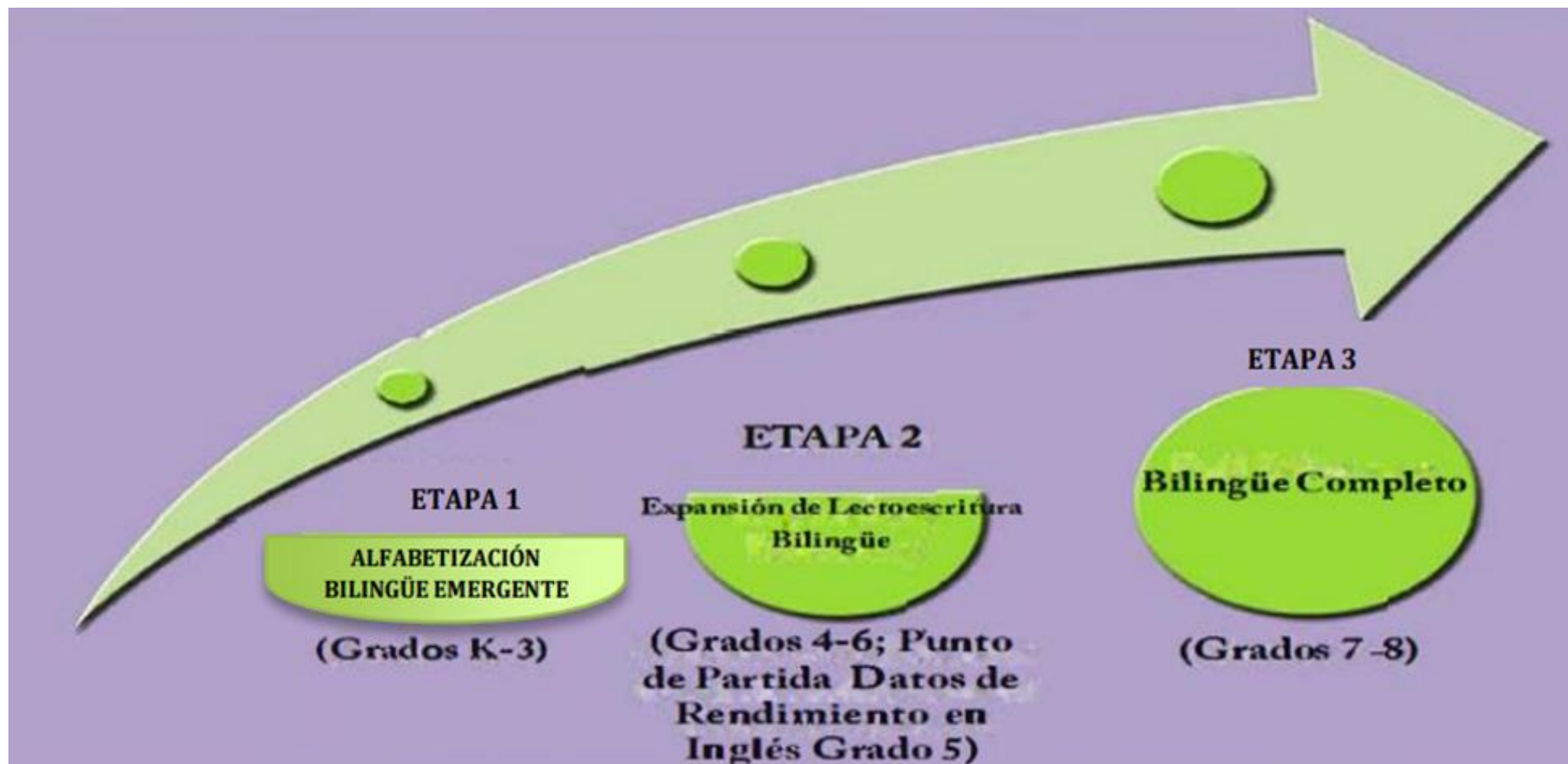


# Excerpt from the LAS Charter (2019-2024)

## LAS BILITERACY GRADE SPAN PROGRESSION



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



# The LAS LCAP Mid Year:

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

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

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

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

## Mitad de año de LCAP de LAS:

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

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

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

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

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

✓ An Invitation to the LAS Process: Study-Think-Share.

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

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

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

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

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

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

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

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

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

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

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

## Goal 2 Academic Engagement

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

## Goal 3 Conditions and Climate

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

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

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

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

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

AP.G1.4	<b>MATEMÁTICAS: SBAC estatal</b>						
	<b>Externos: SBAC estatal</b>	Actualización de las métricas Parte1 Datos del AF25 Gr8	Grupos	AF25: Grupo de Gr8: Datos de Gr5	AF25: Grupo de Gr8: Datos de Gr8		
	1) Pregunta: ¿Mejoró el grupo del AF25 Gr8 con respecto a su resultado de grupo en Gr5?	Si	Todos los estudiantes del grupo Gr8 del AF25	12%	42%		
	2) Pregunta: ¿Mejoraron los subgrupos de grupos del AF25 Gr8 con respecto a los resultados de sus subgrupos de grupos en Gr5?	Si	Latino	12%	41%		
		Si	Aprendiz de inglés (EL)	0%	0%		
		Si	Reclasificado	26%	53%		
		* Menos de 11 estudiantes	EL de largo plazo (LTEL, por sus siglas en inglés)	*	*		
		* Menos de 11 estudiantes	Educación especial	*	17%		
		Si	En desventajas socioeconómicas	2%	35%		
			Grupos	LAS AF25 Grupo de Gr8	Estado AF25 Gr8	Distrito AF25 Gr8	Escuelas vecinas AF25 Gr8
	3) Pregunta: ¿Los estudiantes y subgrupos del grupo de LAS del AF25 Gr8 tuvieron un rendimiento comparable o superior al del estado, distrito y escuelas vecinas?	Si	Todos los estudiantes del grupo Gr8 del AF25	42%	34%	26%	Ver comparativa LAS SBAC Estatal AF25
		Si	Latino	41%	22%	18%	Ver comparativa LAS SBAC Estatal AF25
		No	Aprendiz de inglés (EL)	0%	5%	3%	Ver comparativa LAS SBAC Estatal AF25
		Si	Reclasificado	53%	35%	38%	Ver comparativa LAS SBAC Estatal AF25
		* Menos de 11 estudiantes	EL de largo plazo (LTEL, por sus siglas en inglés)	*			
		Si	Educación especial	17%	8%	8%	Ver comparativa LAS SBAC Estatal AF25
		Si	En desventajas socioeconómicas	35%	23%	17%	Ver comparativa LAS SBAC Estatal AF25
AP.G1.5	<b>Reclasificación de aprendices de inglés</b>		Actualización de las métricas Parte1 Datos del AF25 Gr8	AF21: Gr8	AF22: Gr8	AF23: Gr8	AF24: Gr8
	1) ¿La tasa de reclasificación del grupo del AF25 Gr8 alcanzó el 70% o más al final de la Etapa 3 Gr8? (Nota: Nueva meta for AF25: 65% o mas)	Si	76%	68%	59%	80%	75%
AP.G1.3 AB1505	Lectura en Inglés de MAP Growth (CGI)						
	MAP Growth based on AB1505 Conditional Growth Index (CGI) (Spring to Spring; Range -2.0-2.0)	Actualización de las métricas Parte1 Datos del AF25 Gr8	AF25 Grupo Gr8: Gr8 Puntuación de CGI				

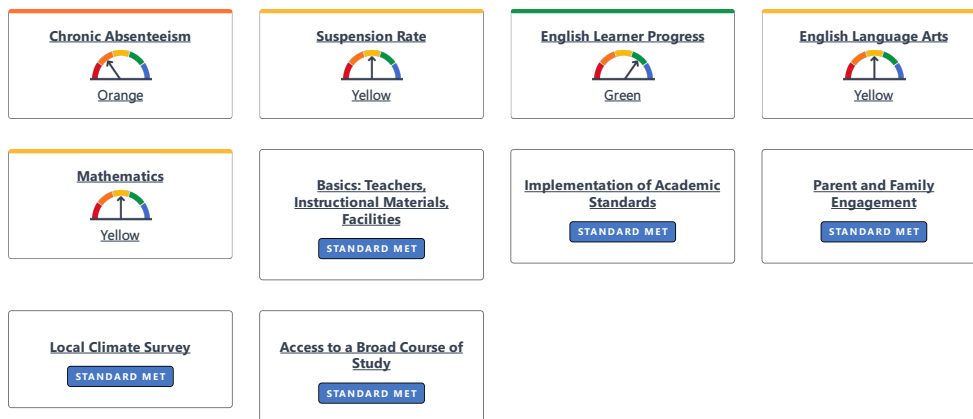
		Si	0.60				
AP.G1.3	<b>MAP Growth Artes de lenguaje en inglés)(CGI)</b>						
	<i>MAP Growth basado en el Índice de Crecimiento Condicional AB1505 (CGI) (Primavera a Primavera; Rango -2,0-2,0)</i>	Actualización de las métricas Parte1 Datos del AF25 Gr8	Grupos	AF25 Grupo Gr8: Gr6 Puntuacion CGI	AF25 Grupo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

Objetivo 2 Participación Académico						
AE.G2 Basado en (Illuminate) Infinite Campus, CALPADS, Tablero de CA, DataQuest Datos de asistencia						
NOMBRE DEL MÉTRICO		Actualización de métricas a fin de año		Actualización de las métricas a mitad de año		
		Basado en datos del AF25	AF25	Basado en datos de mediados del AF26	Mitad del AF26	Notas
1) Pregunta: ¿LAS alcanzó su objetivo de tasa de asistencia del 95% o más?		Si	95%	Si	96%	
2) Pregunta: ¿Los subgrupos de LAS lograron su meta de asistencia de estar dentro del 2% del objetivo escolar?	Latinx	Si	95%	Si	96%	
	Aprendices de ingles	Si	94%	Si	95%	
	RFEP	Si	96%	Si	97%	
	Aprendices de inglés de largo plazo (LTEL)	Si	94%	Si	95%	
	SPED	Si	94%	Si	95%	
	SED	Si	95%	Si	95%	
3) Pregunta: ¿Cumplió LAS con su meta de ausentismo crónico de menos del 3%?		No	11.0%	Por determinarse	Por determinarse	AF26 Por determinarse; datos estarán basados en los resultados del Tablero de CA AF26; Nota 1: Datos historicos totales: Pre-Covid-19= Promedio 3%, AF21=5.9%, AF22=13.6%, AF23=16.1% y AF25=9.7% Nota 2: Estado AF25=18.6%; SCUSD=25.4%
4) Pregunta: ¿Los subgrupos de LAS lograron su meta de ausentismo crónico de estar dentro del 2% de la meta escolar?	Latinx	No	11.4%	Por determinarse	Por determinarse	Por determinarse; datos estarán basados en los resultados del Tablero de CA AF26
	Aprendices de ingles	No	15.1%	Por determinarse	Por determinarse	Por determinarse; datos estarán basados en los resultados del Tablero de CA AF26
	RFEP	No disponible	No disponible	No disponible	No disponible	No disponible; datos no incluidos en el Tablero de CA
	Aprendices de inglés de largo plazo (LTEL)	No	19.1%	Por determinarse	Por determinarse	AF25 Nuevo
	SPED	No	19.5%	Por determinarse	Por determinarse	Por determinarse; datos estaran basados en los resultados del Tablero de CA AF26; Nota 3: Datos historicos de educacion especial: AF21=8%, AF22=22.5%, AF23=22.9% y AF25=11.9%
	SED	No	12.4%	Por determinarse	Por determinarse	Por determinarse; datos estarán basados en los resultados del Tablero de CA AF26
Objetivo 3 Condiciones y ambiente						
CC.G3 (Illuminate) Infinite Campus, Tablero de CA, Data Quest, CALPADS Datos de suspensión y expulsión y Datos de la encuesta a las partes interesadas de LAS						
NOMBRE DEL MÉTRICO		Actualización de métricas a fin de año		Actualización de las métricas a mitad de año		
		Basado en datos del AF25	AF25	Basado en datos de mediados del AF26	Mitad del AF26	Notas
1) Pregunta: ¿LAS cumplió con su objetivo de tasa de suspensión menos del 2%?		Si	0.8%	Por determinarse	Por determinarse	Nota 4: Datos historicos de suspension en LAS: AF21=0.2%, AF22=2.8%, AF23=2.2% y AF25=0.5%
2) Pregunta: ¿Los subgrupos de LAS cumplieron con su objetivo de índice de suspensión de estar dentro del 2% del objetivo escolar?	Latinx	Si	0.8%	Por determinarse	Por determinarse	
	Aprendices de ingles	Si	1.1%	Por determinarse	Por determinarse	
	RFEP	No disponible	No disponible	No disponible	No disponible	
	Aprendices de inglés de largo plazo (LTEL)	No	4.3%	Por determinarse	Por determinarse	AF25 Nuevo
	SPED	Si	1.3%	Por determinarse	Por determinarse	
	SED	Si	1.1%	Por determinarse	Por determinarse	
4) Pregunta: ¿Cumplió LAS con su objetivo de participación de encuesta del 90% o más?		Si	96%	Por determinarse	Por determinarse	Encuestas de fin de año se realizan en abril; Datos basados en abril 2025
5) Pregunta: ¿Cumplió LAS con su objetivo de resultado de encuesta del 90% o más para las siguientes declaraciones?	Estudiantes "Me gusta mi escuela".	Si	92%	Por determinarse	Por determinarse	
	Familia "Recomendaría la escuela a otros".	Si	98%	Por determinarse	Por determinarse	
	Personal "Recomendaría la escuela a otros".	Si	97%	Por determinarse	Por determinarse	

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

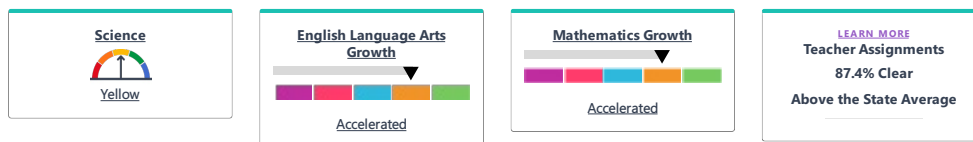
# The Language Academy of Sacramento

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



## Informational Purposes

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



## School Details

### Optional Narrative Summary

Completed By The Language Academy of Sacramento

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

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

### THE LANGUAGE ACADEMY OF SACRAMENTO

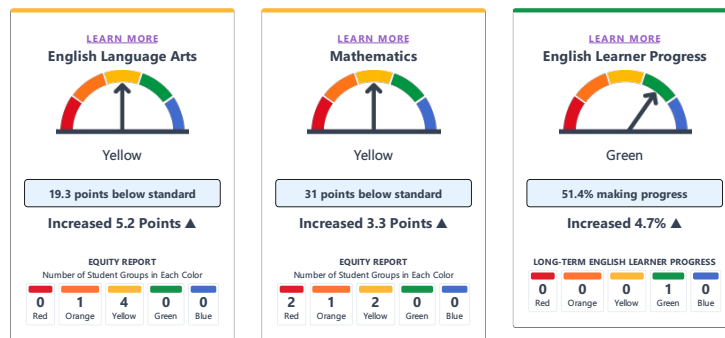
## Student Population

Explore information about this school's student population.

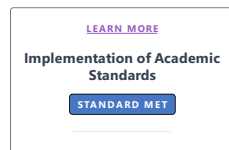
<b>Enrollment</b> <b>615</b>	<b>Socioeconomically Disadvantaged</b> <b>71.7%</b>	<b>English Learners</b> <b>45%</b>	<b>Foster Youth</b> <b>0%</b>
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## Academic Performance

View Student Assessment Results and other aspects of school performance.

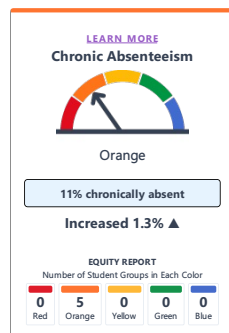


### Local Indicators

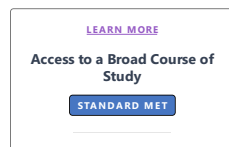


## Academic Engagement

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

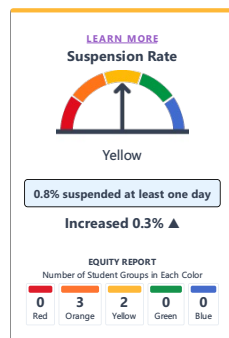


### Local Indicators

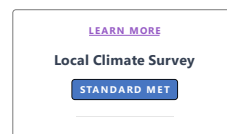
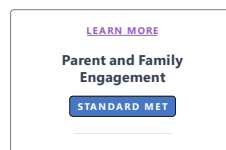
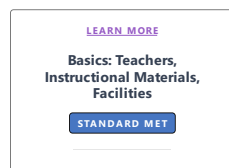


## Conditions & Climate

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

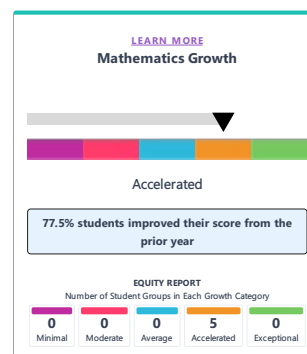
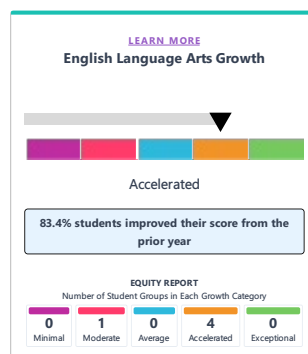
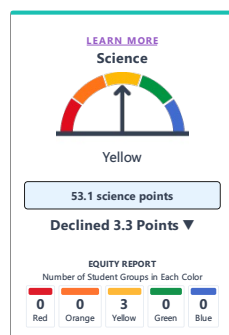


### Local Indicators



## Informational Purposes

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



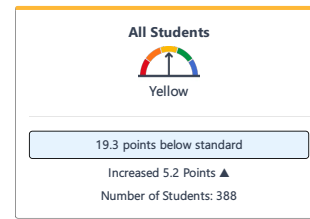
# Academic Performance

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

## English Language Arts

### All Students

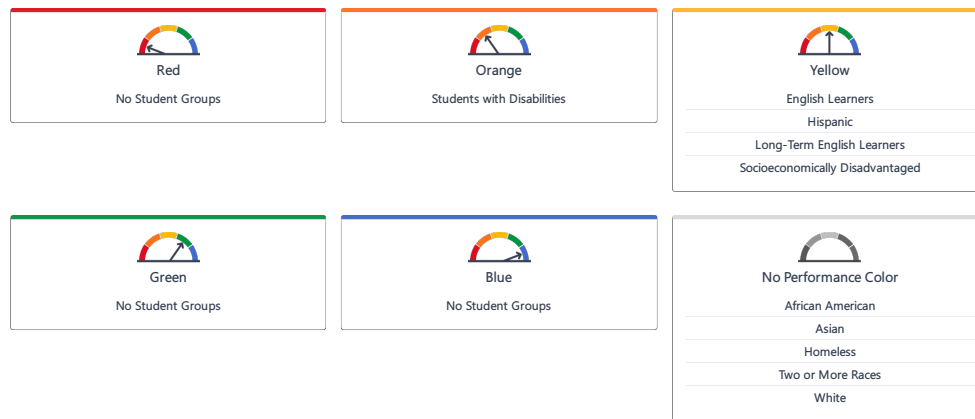
Explore how well students are meeting proficiency standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



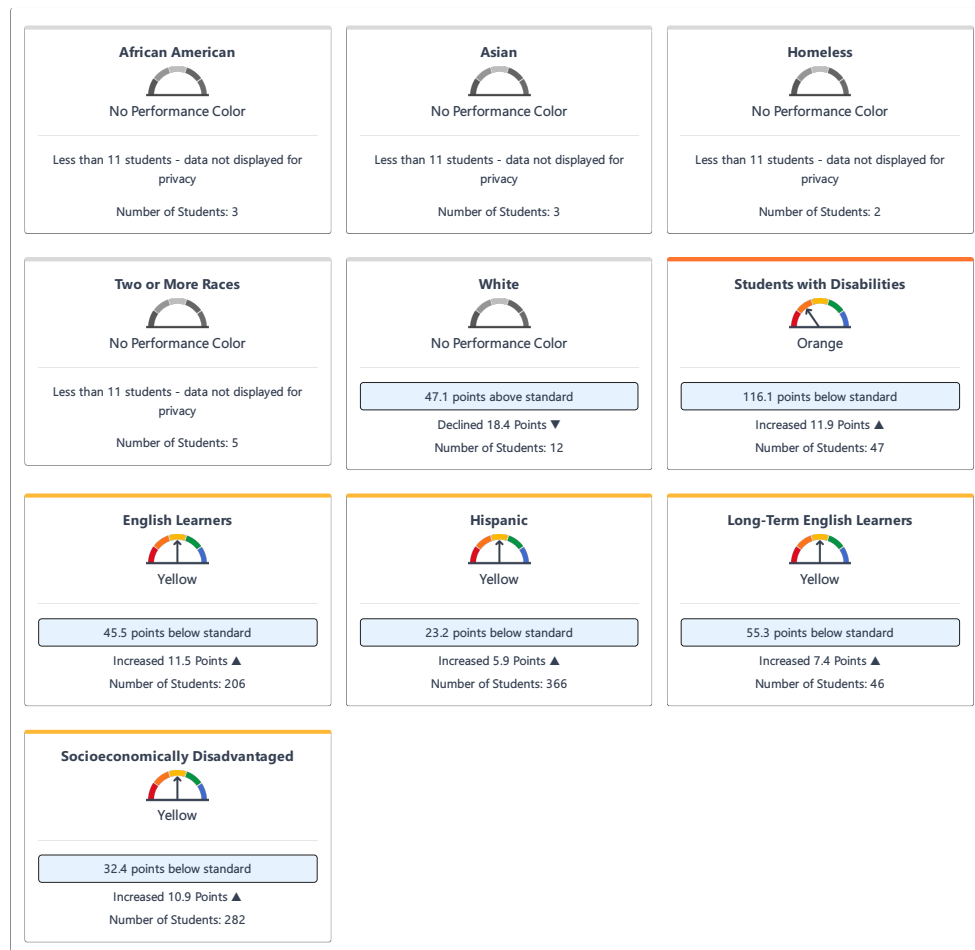
### Student Group Details

#### All Student Groups by Performance Level

10 Total Student Groups



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

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

English Language Arts Data Comparisons: English Learners

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

Current English Learners

86.1 points below standard

Maintained -1.7 Points

Number of Students: 131

Recently Reclassified English Learners

25.5 points above standard

Declined 4.1 Points ▼

Number of Students: 75

English Only

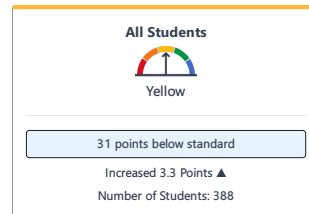
0.6 points above standard

Increased 4 Points ▲

Number of Students: 117

## All Students

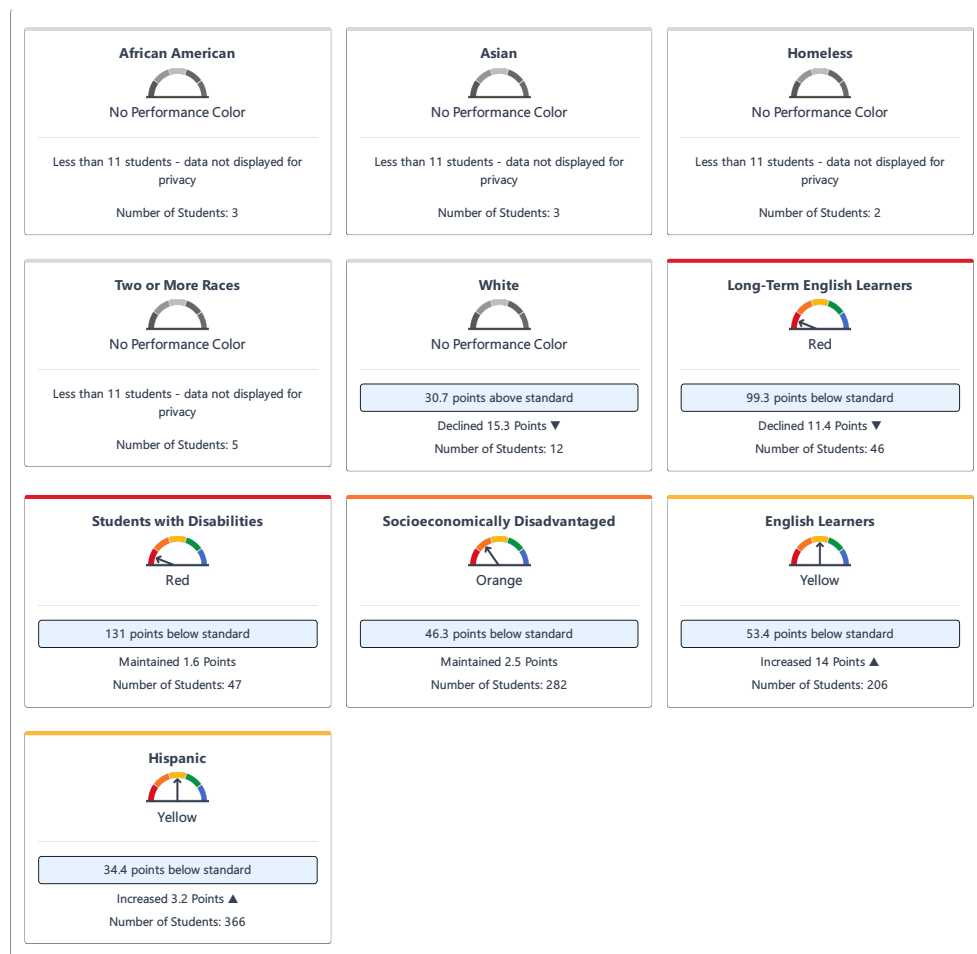
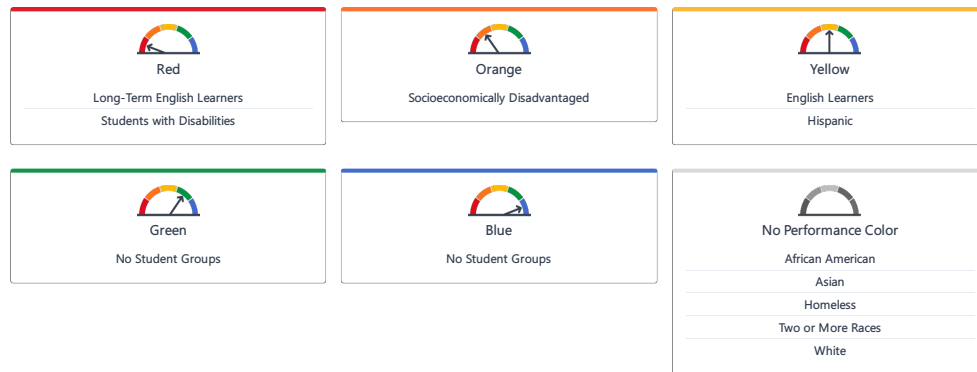
Explore how well students are meeting proficiency standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



## Student Group Details

### All Student Groups by Performance Level

10 Total Student Groups



## Distance From Standard (Mathematics)

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

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

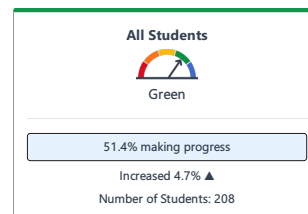
Mathematics Data Comparisons: English Learners

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

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

## All Students

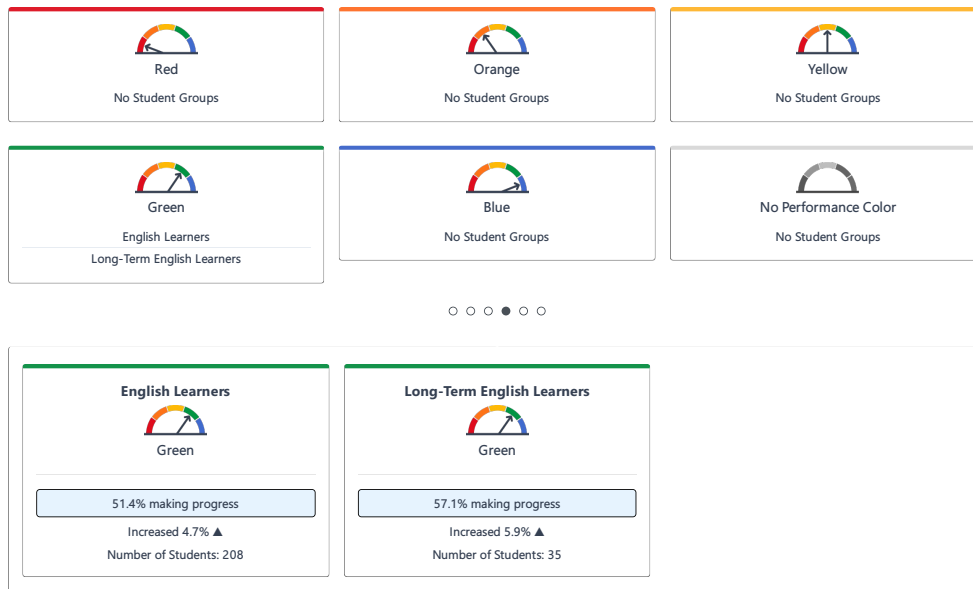
Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



## Student Group Details

### All Student Groups by Performance Level

2 Total Student Groups



## Student English Language Acquisition Results

### Summative ELPAC

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

### Summative Alternate ELPAC

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

## STANDARD MET

**Implementation of Academic Standards**

This measure covers the implementation of state academic standards.

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

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

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

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

**Professional Development**

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

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

<b>5</b>	Full Implementation And Sustainability
----------	--

Mathematics – Common Core State Standards for Mathematics

<b>5</b>	Full Implementation And Sustainability
----------	--

History - Social Science

<b>2</b>	Beginning Development
----------	-----------------------

English Language Development (Aligned to English Language Arts Standards)

<b>3</b>	Initial Implementation
----------	------------------------

Next Generation Science Standards

<b>4</b>	Full Implementation
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**Instructional Materials**

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

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

<b>5</b>	Full Implementation And Sustainability
----------	--

Mathematics – Common Core State Standards for Mathematics

<b>5</b>	Full Implementation And Sustainability
----------	--

History - Social Science

<b>2</b>	Beginning Development
----------	-----------------------

English Language Development (Aligned to English Language Arts Standards)

<b>2</b>	Beginning Development
----------	-----------------------

Next Generation Science Standards

<b>4</b>	Full Implementation
----------	---------------------

**Policy & Program Support**

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

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

<b>5</b>	Full Implementation And Sustainability
----------	--

Mathematics – Common Core State Standards for Mathematics

<b>5</b>	Full Implementation And Sustainability
----------	--

History - Social Science

<b>2</b>	Beginning Development
----------	-----------------------

English Language Development (Aligned to English Language Arts Standards)

<b>4</b>	Full Implementation
----------	---------------------

Next Generation Science Standards

<b>3</b>	Initial Implementation
----------	------------------------

**Implementation of Standards**

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

Career Technical Education

<b>1</b>	Exploration And Research Phase
----------	--------------------------------

Physical Education Model Content Standards

<b>5</b>	Full Implementation And Sustainability
----------	--

World Language

<b>5</b>	Full Implementation And Sustainability
----------	--

Health Education Content Standards

<b>3</b>	Initial Implementation
----------	------------------------

Visual and Performing Arts

<b>3</b>	Initial Implementation
----------	------------------------

**Engagement of School Leadership**

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

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

<b>5</b>	Full Implementation And Sustainability
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47 Identifying the professional learning needs of individual teachers

<b>3</b>	Initial Implementation
----------	------------------------

4	Full Implementation
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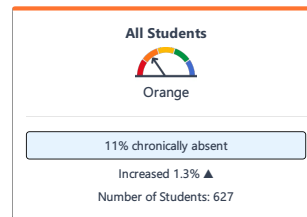
## Chronic Absenteeism

### All Students

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

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

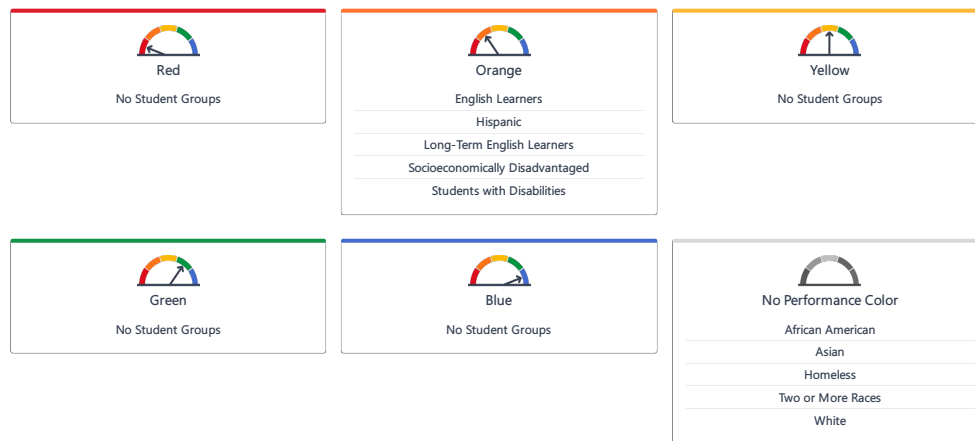
[agglevel=School&cds=34674390106898&year=2024-25](https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?agglevel=School&cds=34674390106898&year=2024-25)



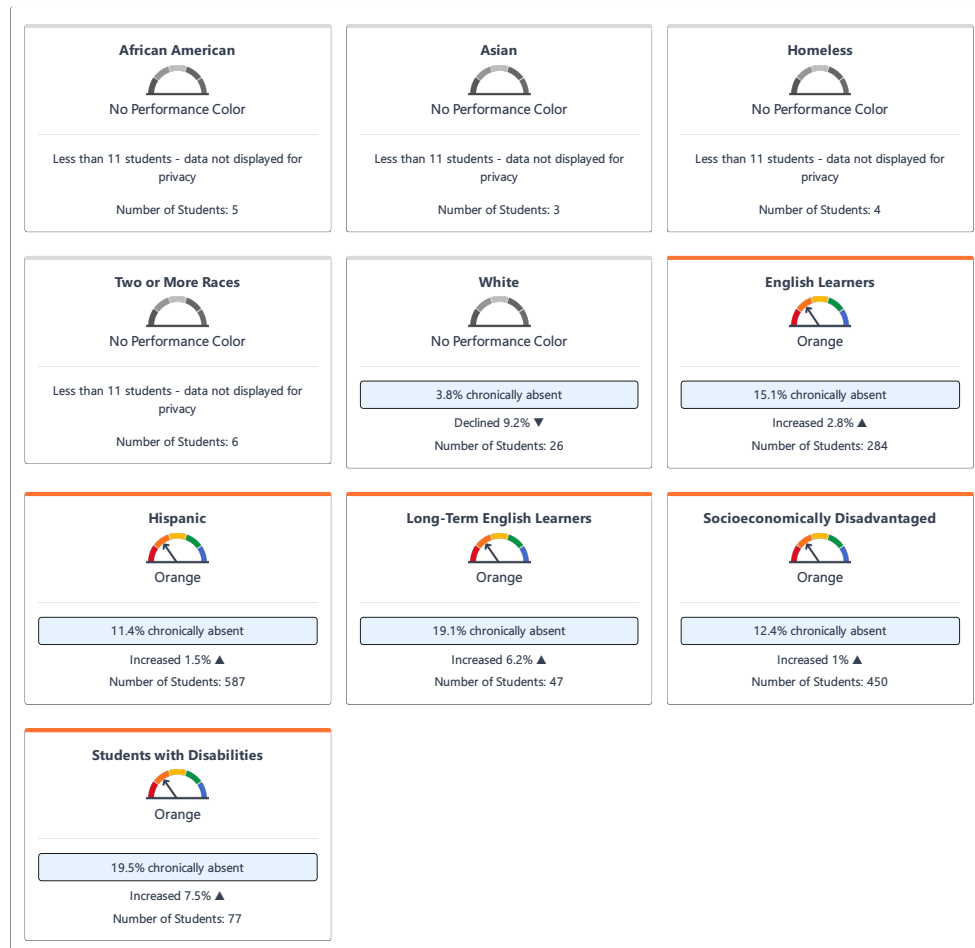
### Student Group Details

#### All Student Groups by Performance Level

10 Total Student Groups



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

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

## STANDARD MET

**Access to a Broad Course of Study**

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

LEAs report progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

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

**1. The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.**

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

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

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

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

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

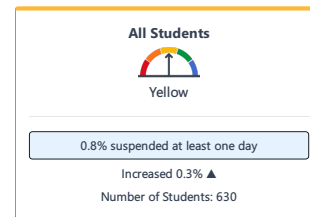
**4. Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.**

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

## Suspension Rate

### All Students

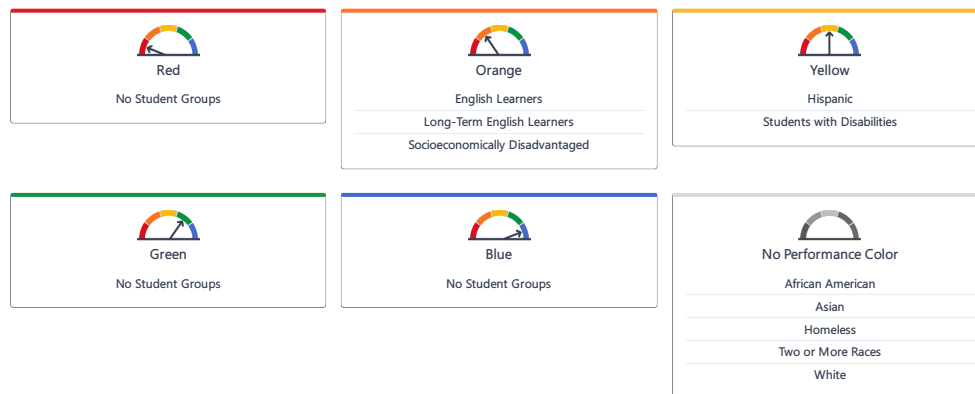
Explore information about the percentage of students in transitional kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.



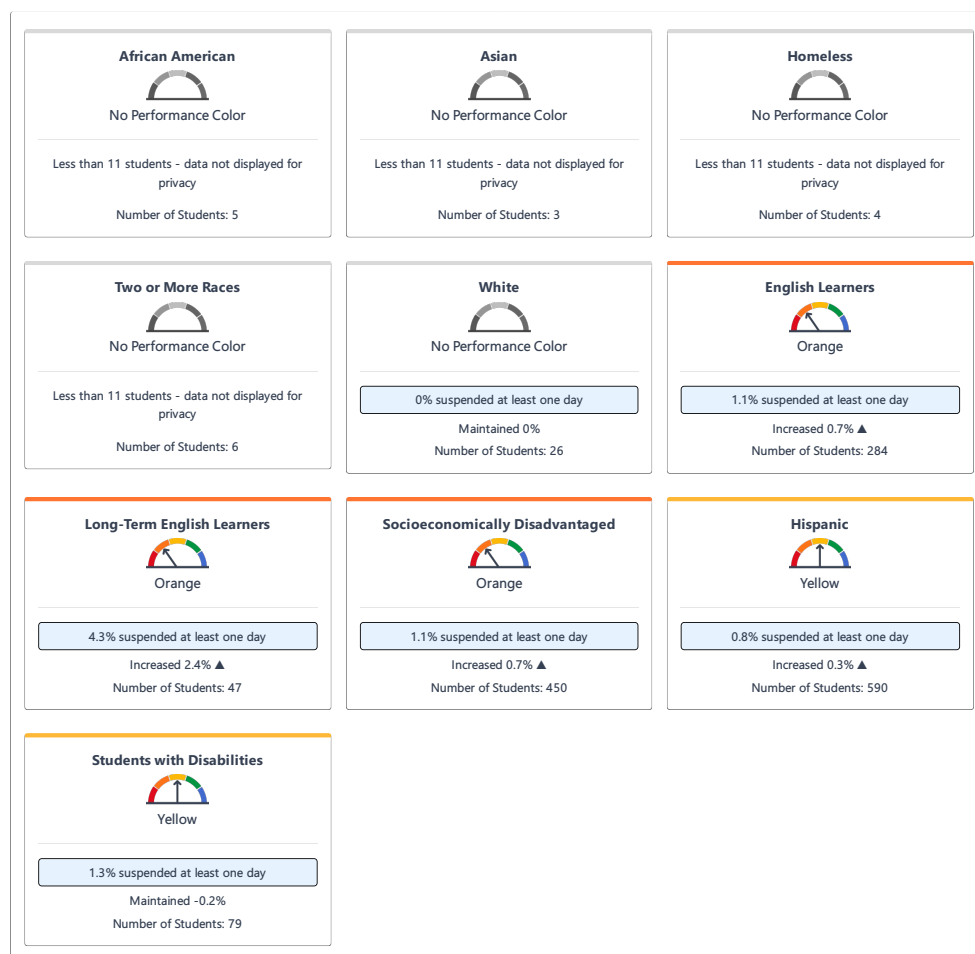
### Student Group Details

#### All Student Groups by Performance Level

10 Total Student Groups



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### Suspension Rate By Year

Percentage of students who were suspended.

	2019	2022	2023	2024	2025
Suspension Rate	<del>2019</del>	<del>2022</del>	<del>2023</del>	<del>2024</del>	<del>2025</del>

## STANDARD MET

**Basics: Teachers, Instructional Materials, Facilities**

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

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

**Appropriately Assigned Teachers**

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

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

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

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

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

0

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

0

**Additional Comments**

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

## STANDARD MET

**Parent and Family Engagement**

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

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

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

Full Implementation and Sustainability

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

Full Implementation

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

Full Implementation

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

Full Implementation

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

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

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

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

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

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

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

Full Implementation

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

Full Implementation

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

Full Implementation

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

Full Implementation

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

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

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

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

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

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

Full Implementation and Sustainability

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

Full Implementation

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

Full Implementation

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

Full Implementation and Sustainability

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

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

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

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

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

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

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STANDARD MET

## Local Climate Survey

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

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

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

### Local Climate Survey Summary

**Prompt 1 (DATA):** Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

LAS Priority 6 Data Summary:

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

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

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

Please see above.

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

Please see above.

### Additional Comments

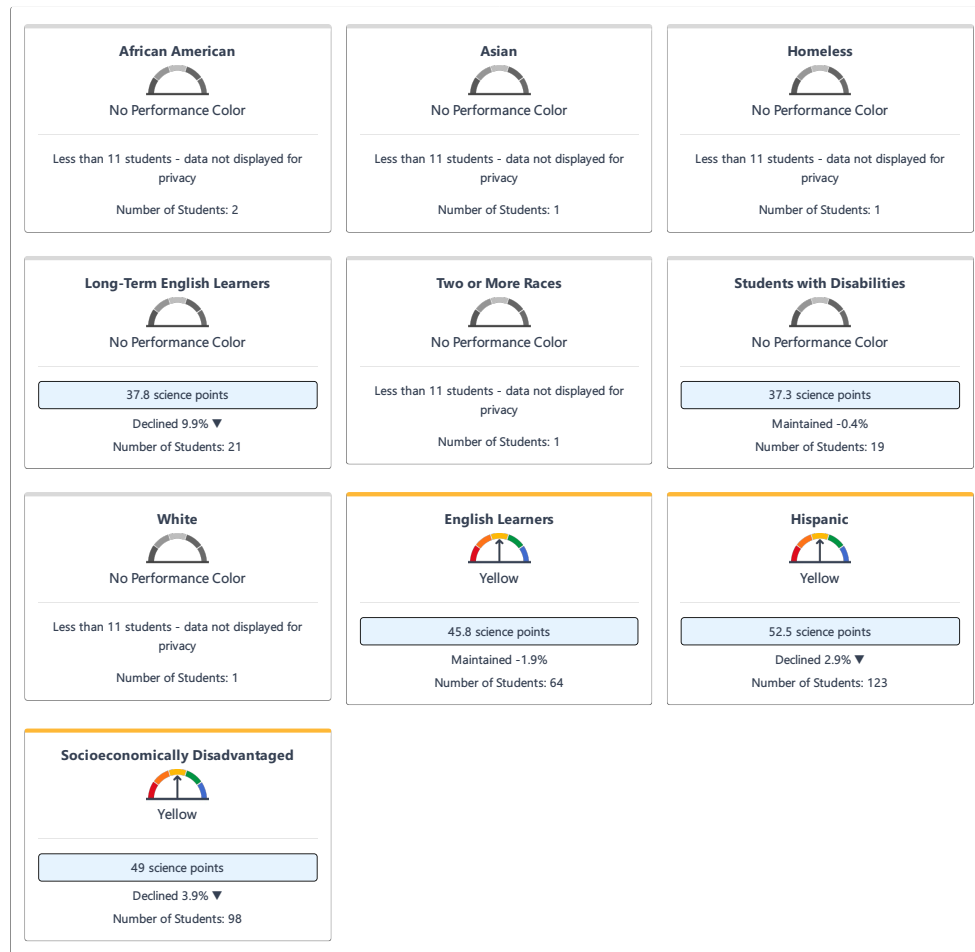
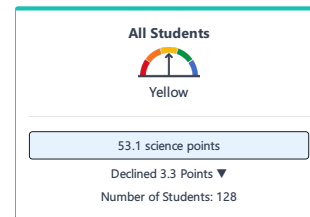
# Informational Purposes

Explore additional information.

## Science

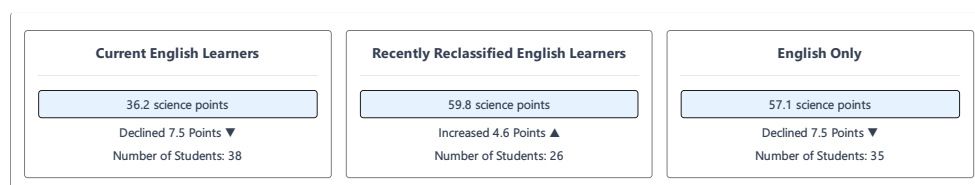
### All Students

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



### Science Data Comparisons: English Learners

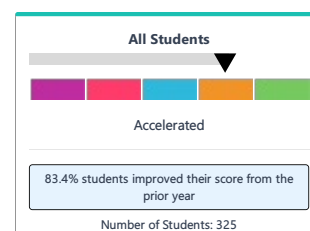
Additional information on science points for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in Science.



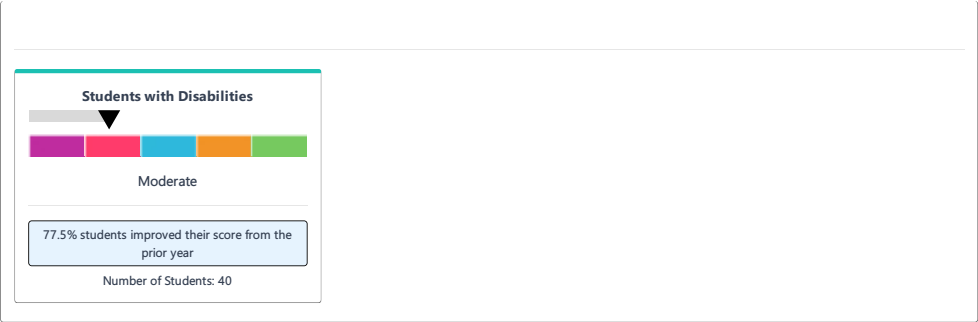
## English Language Arts Growth

### All Students

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

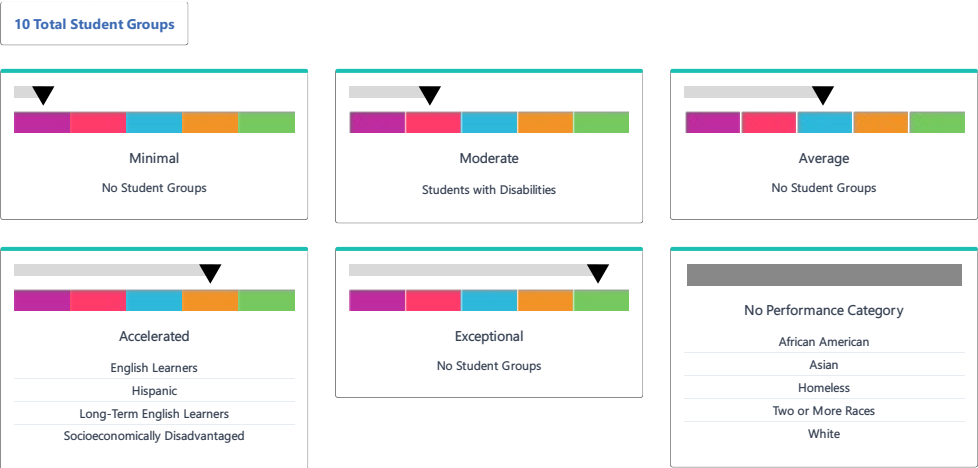


### Explore Groups By Growth



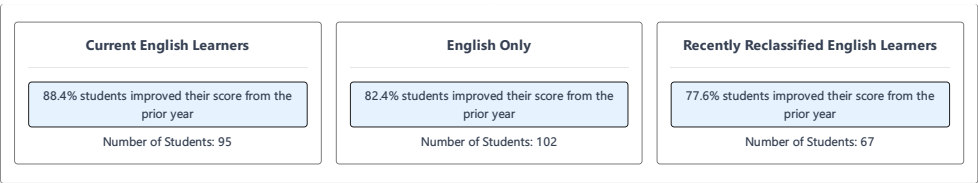
### Student Group Details (English Language Arts)

#### All Student Groups by Growth



### Growth Data Comparison: English Learners

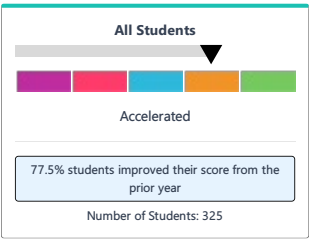
Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in Growth.



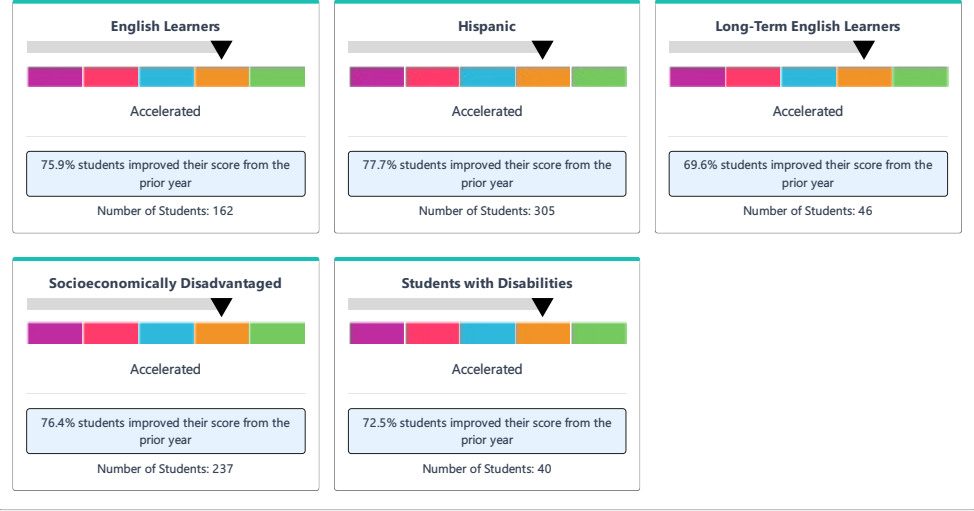
## Mathematics Growth

### All Students

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

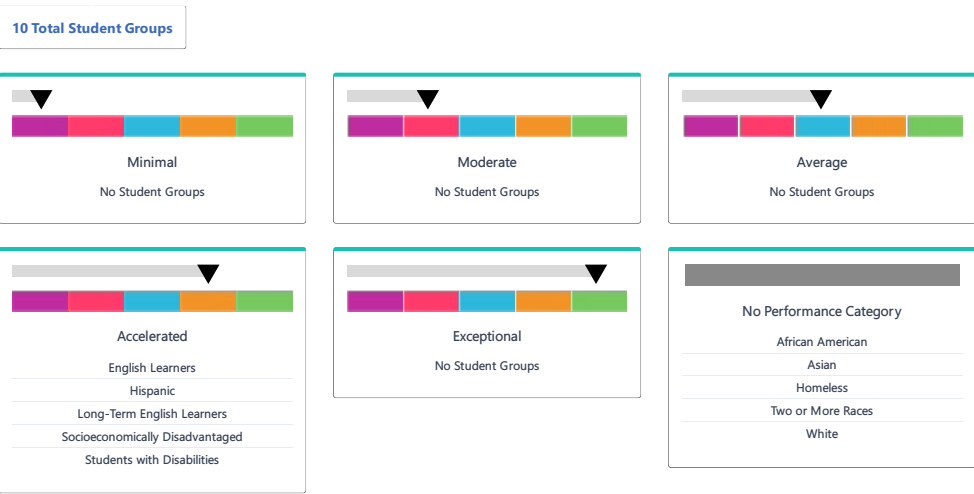


### Explore Groups By Growth



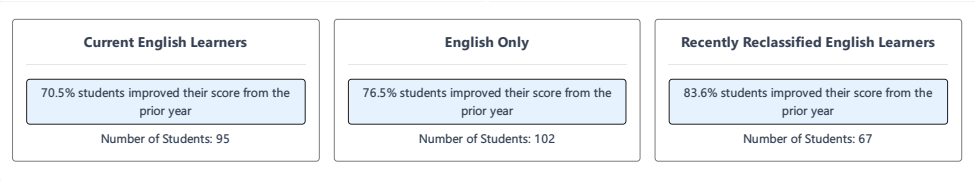
### Student Group Details (Mathematics)

#### All Student Groups by Growth



### Growth Data Comparison: English Learners

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



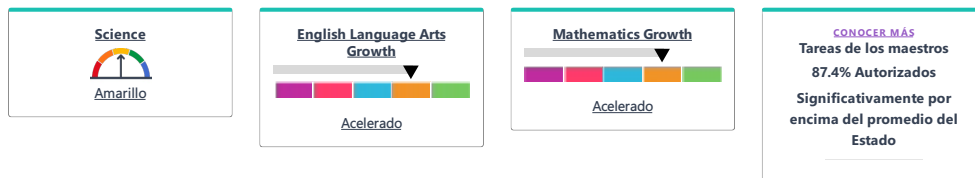
# The Language Academy of Sacramento

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



## Informational Purposes

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



## Escuela Detalles

### Resumen Descriptivo Opcional

Completado Por The Language Academy of Sacramento

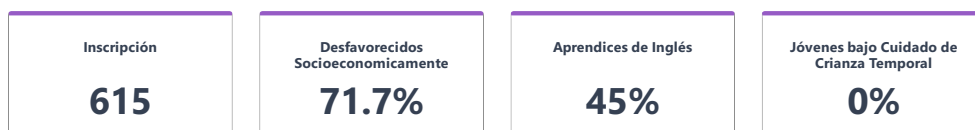
LAS is a dual language education (DLE) immersion program. Please note that CA Dashboard Gr3-8 aggregate results for ELA, Math and subgroups do not accurately represent the academic performance trajectory of students in DLE programs. Research indicates that it takes a minimum of 5-7 years before DLE students'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

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

## THE LANGUAGE ACADEMY OF SACRAMENTO

### Población Estudiantil

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



## Rendimiento Académico

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

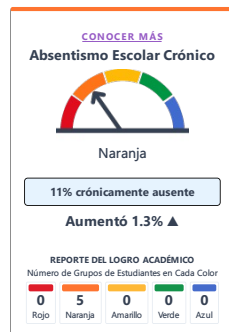


### Indicadores Locales

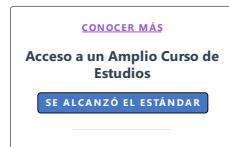


## Participación Académica

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

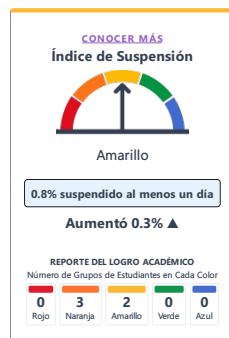


### Indicadores Locales

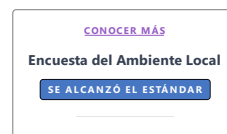


## Condiciones y Ambiente

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

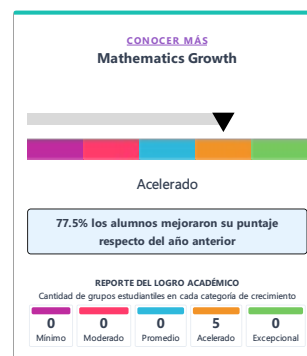
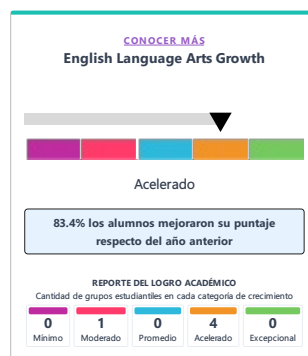


### Indicadores Locales



## Informational Purposes

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



# Rendimiento Académico

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

## Lengua y Literatura en Inglés

### Todos los Estudiantes

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



### Detalles del Grupo de Estudiantes

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

10 Total de Grupos de Estudiantes



○ ● ○ ○ ○ ○



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

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

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

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

**Aprendices de Inglés Actuales**

86.1 puntos por debajo del nivel estándar

Se Mantuvo -1.7 de Puntos

Número de Estudiantes: 131

**Aprendices de Inglés Reclasificados**

25.5 puntos por encima del nivel estándar

Disminuyó 4.1 de Puntos ▼

Número de Estudiantes: 75

**Inglés Solamente**

0.6 puntos por encima del nivel estándar

Aumentó 4 de Puntos ▲

Número de Estudiantes: 117

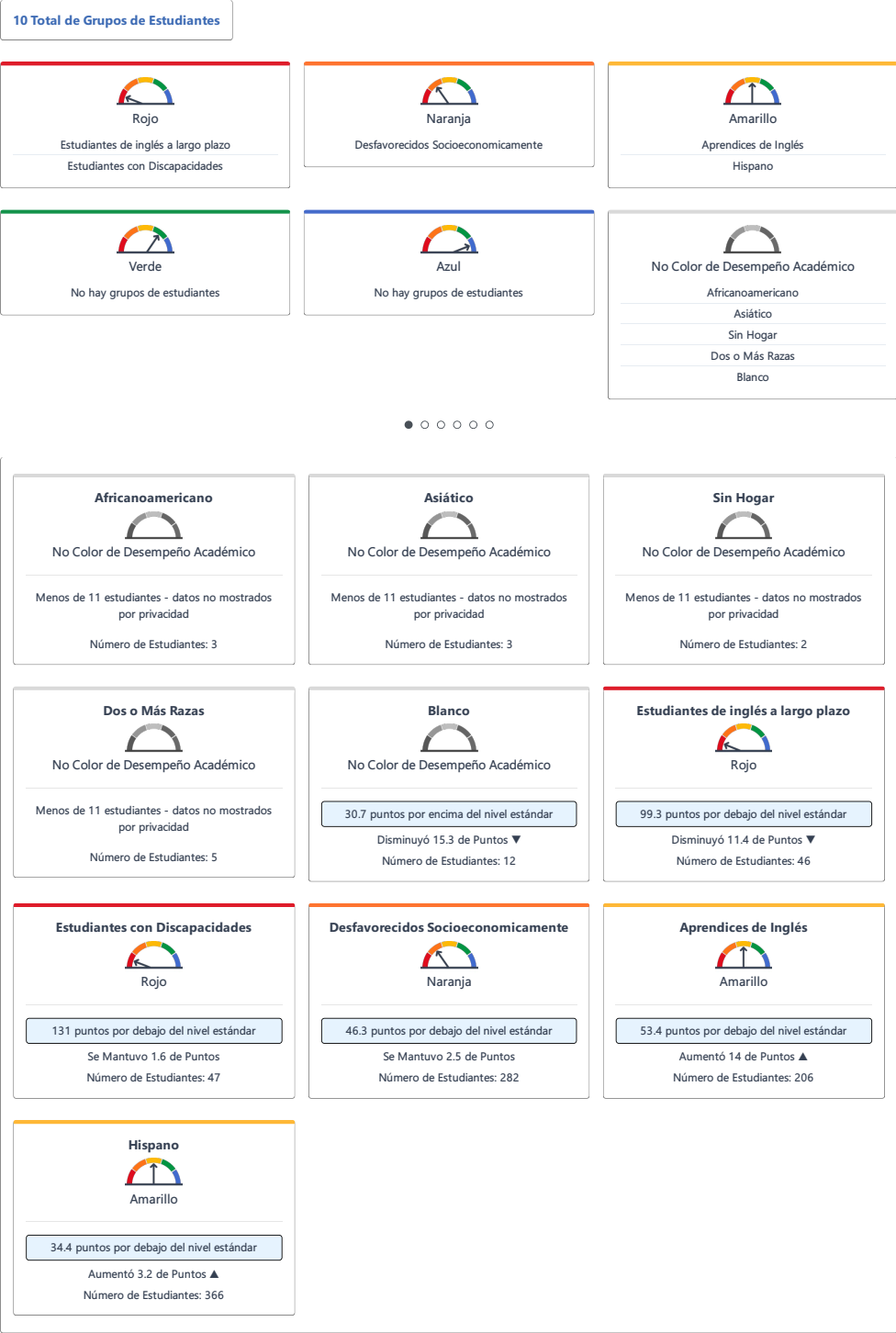
Todos los Estudiantes

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



Detalles del Grupo de Estudiantes

Todos los Grupos de Estudiantes por Nivel de Rendimiento Académico



Distancia del Nivel Estándar (Matemáticas)

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

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

Comparaciones de Datos de Matemáticas: Aprendices de Inglés

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

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

## Todos los Estudiantes

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



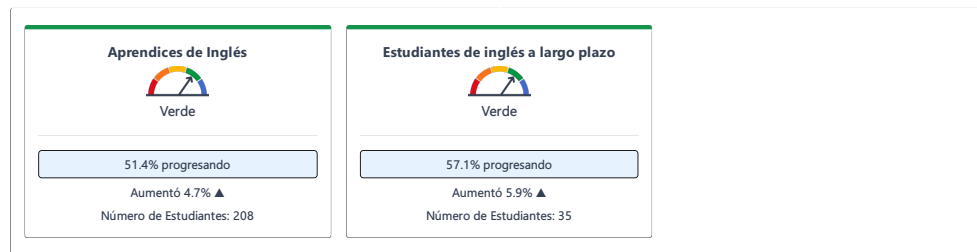
## Detalles del Grupo de Estudiantes

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

2 Total de Grupos de Estudiantes



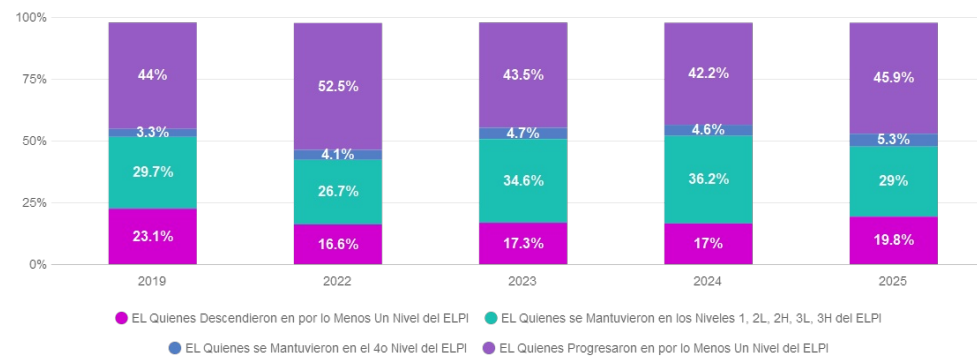
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## Resultados de la Adquisición del Idioma Inglés del Estudiante.

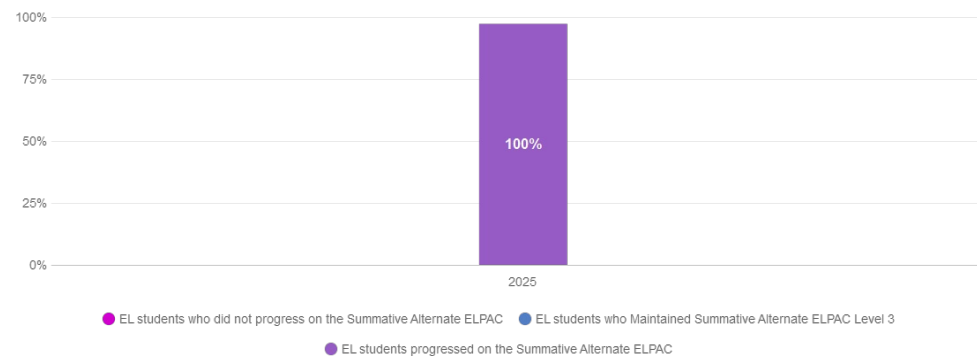
### Summative ELPAC

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



### Summative Alternate ELPAC

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



## SE ALCANZO EL ESTÁNDAR

**Implementación de los Estándares Académicos**

Esta medida cubre la implementación de los estándares académicos estatales.

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

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

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

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

**Desarrollo Profesional**

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

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

5	Implementación Completa Y Constante
---	-------------------------------------

Matemáticas – Estándares Estatales Básicos Comunes para Matemáticas

5	Implementación Completa Y Constante
---	-------------------------------------

Historia - Ciencias Sociales

2	Principio del Desarrollo
---	--------------------------

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

3	Implementación Inicial
---	------------------------

Estándares de Ciencias de la Próxima Generación

4	Implementación Completa
---	-------------------------

**Materiales de Instrucción**

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

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

5	Implementación Completa Y Constante
---	-------------------------------------

Matemáticas – Estándares Estatales Básicos Comunes para Matemáticas

5	Implementación Completa Y Constante
---	-------------------------------------

Historia - Ciencias Sociales

2	Principio del Desarrollo
---	--------------------------

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

2	Principio del Desarrollo
---	--------------------------

Estándares de Ciencias de la Próxima Generación

4	Implementación Completa
---	-------------------------

**Póliza y Programa de Apoyo**

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

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

5	Implementación Completa Y Constante
---	-------------------------------------

Matemáticas – Estándares Estatales Básicos Comunes para Matemáticas

5	Implementación Completa Y Constante
---	-------------------------------------

Historia - Ciencias Sociales

2	Principio del Desarrollo
---	--------------------------

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

4	Implementación Completa
---	-------------------------

Estándares de Ciencias de la Próxima Generación

3	Implementación Inicial
---	------------------------

**Implementación de los Estándares**

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

Educación de Carreras Técnicas

1	Exploración y Fase de Investigación
---	-------------------------------------

Estándares de Contenido del Modelo de Educación Física

5	Implementación Completa Y Constante
---	-------------------------------------

Idioma Mundial

5	Implementación Completa Y Constante
---	-------------------------------------

Estándares de Contenido de Educación para la Salud

3	Implementación Inicial
---	------------------------

Artes Visuales y de Actuación

3	Implementación Inicial
---	------------------------

**Participación de Liderazgo Escolar**

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

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

5	Implementación Completa Y Constante
---	-------------------------------------

Identificando las necesidades de aprendizaje profesional de maestros individuales

5	Implementación Completa Y Constante
---	-------------------------------------

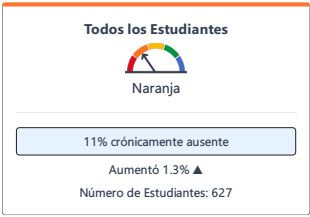
5	Implementación Completa Y Constante
Proporcionando apoyo a los maestros en los estándares que aún ellos no han dominado	
4	Implementación Completa

3	Implementación Inicial
---	------------------------

Absentismo Escolar Crónico

Todos los Estudiantes

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



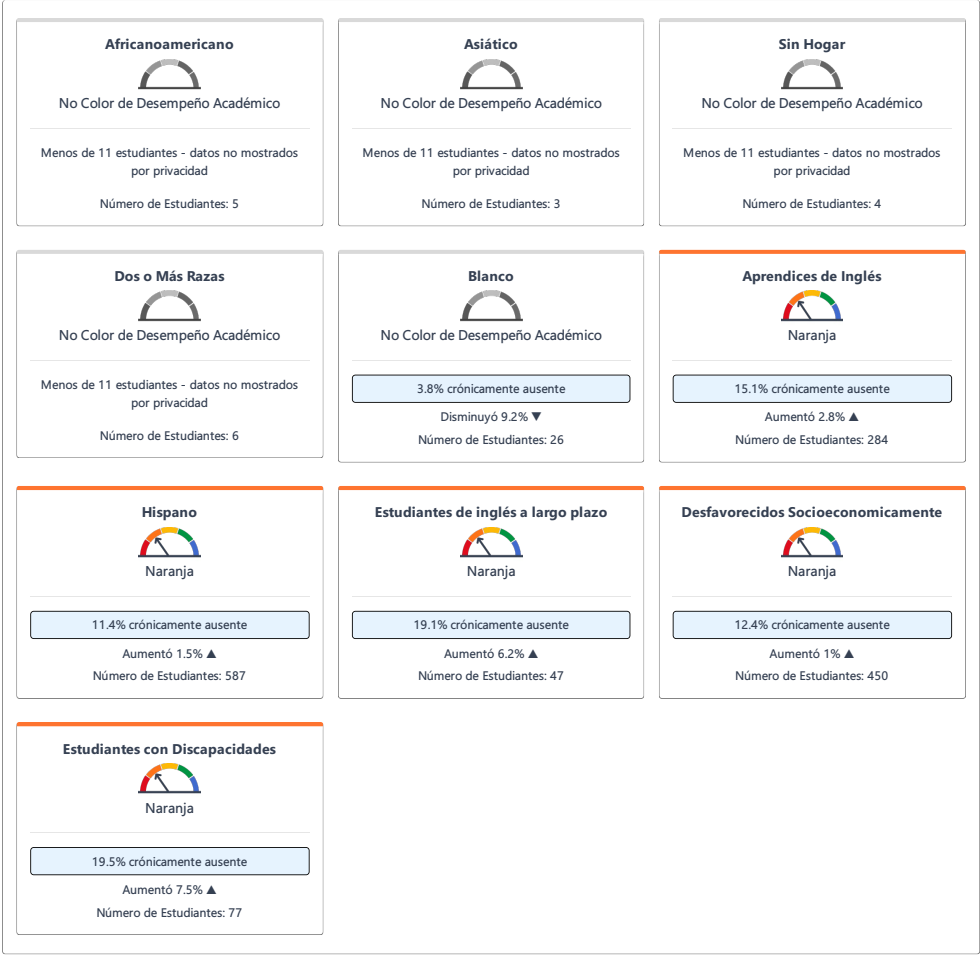
Detalles del Grupo de Estudiantes

Todos los Grupos de Estudiantes por Nivel de Rendimiento Académico

10 Total de Grupos de Estudiantes



○ ● ○ ○ ○ ○



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

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

## SE ALCANZÓ EL ESTÁNDAR

**Acceso a un Amplio Curso de Estudios**

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

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

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

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

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

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

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

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

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

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

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

# Condiciones y Ambiente

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

## Índice de Suspensión

### Todos los Estudiantes

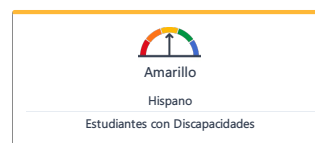
Examine la información sobre el porcentaje de estudiantes desde el kinder de transición hasta doceavo grado que han sido suspendidos durante al menos un día en un año escolar determinado. Aquellos estudiantes que fueron suspendidos varias veces o por varios días solo se contabilizan una vez.



### Detalles del Grupo de Estudiantes

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

10 Total de Grupos de Estudiantes



○ ● ○ ○ ○ ○



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

## SE ALCANZÓ EL ESTÁNDAR

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

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

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

**Maestros correctamente designados**

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

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

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

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

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

**Comentarios Adicionales**

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

## SE ALCANZÓ EL ESTÁNDAR

**Participación de los Padres y la Familia**

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

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

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

Full Implementation and Sustainability

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

Full Implementation

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

Full Implementation

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

Full Implementation

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

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

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

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

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

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

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

Full Implementation

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

Full Implementation

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

Full Implementation

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

Full Implementation

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

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

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

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

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

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

Full Implementation and Sustainability

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

Full Implementation

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

Full Implementation

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

Full Implementation and Sustainability

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

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

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

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

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

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

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SE ALCANZÓ EL ESTÁNDAR

## Encuesta del Ambiente Local

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

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

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

### Resumen de la Encuesta del Ambiente Local

**Prompt 1 (DATA):** Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

LAS Priority 6 Data Summary:

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

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

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

Please see above.

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

Please see above.

### Comentarios Adicionales

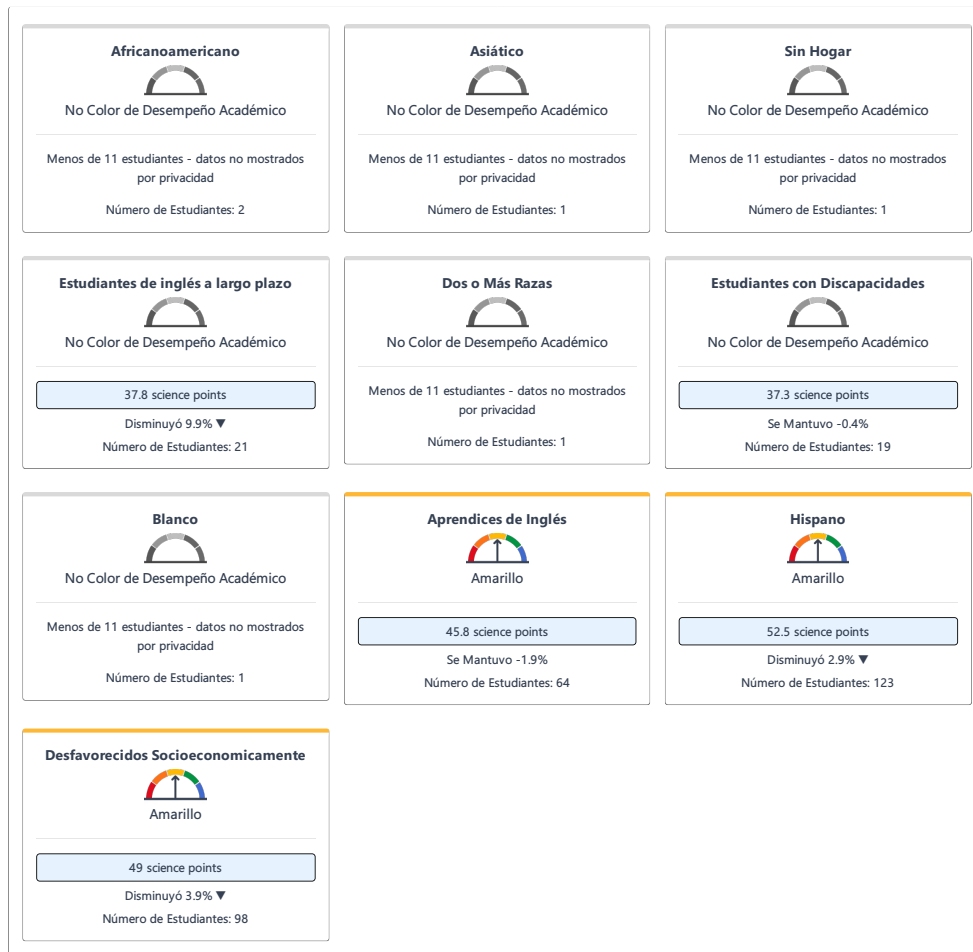
# Informational Purposes

Explore additional information.

## Science

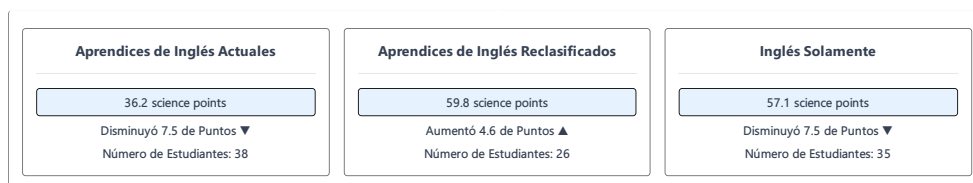
### Todos los Estudiantes

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



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

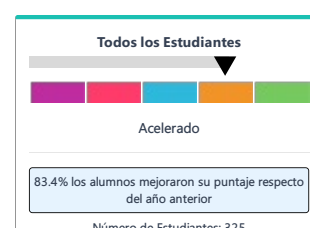
Additional information on science points for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in Science.



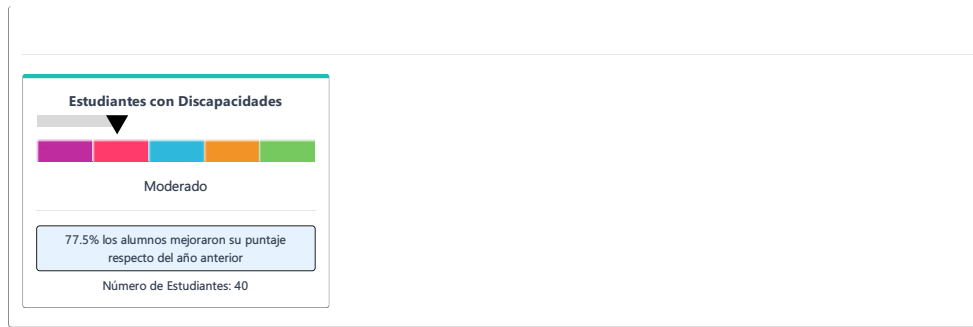
## English Language Arts Growth

### All Students

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



## Explore Groups By Growth



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

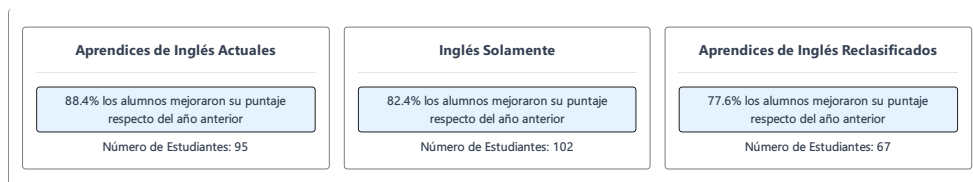
### All Student Groups by Growth

10 Total de Grupos de Estudiantes



## Growth Data Comparison: English Learners

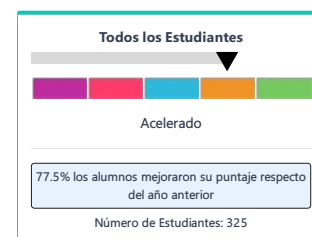
Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in Growth.



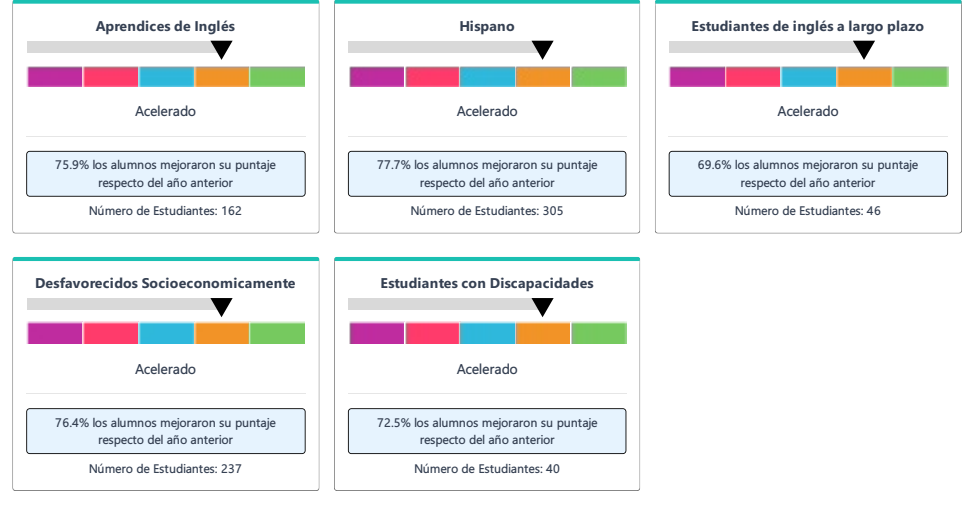
## Mathematics Growth

### All Students

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



## Explore Groups By Growth



### Detalles del Grupo de Estudiantes (Matemáticas)

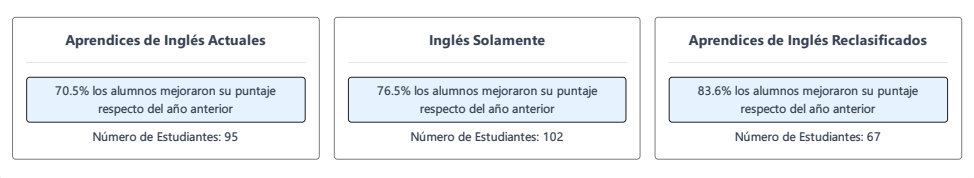
#### All Student Groups by Growth

10 Total de Grupos de Estudiantes



### Growth Data Comparison: English Learners

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





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

A California Public School

Agenda Item# IVB

**Board Meeting Date:** January 29, 2026

**Subject:** School Accountability Report Card (SARC)

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

**Committee:** School Leadership

**Summary:**

Since November 1988, state law has required all public schools receiving state funding to prepare and distribute a School Accountability Report Card (SARC). A similar requirement is also contained in the federal Elementary and Secondary Education Act (ESEA). The purpose of the report card is to provide parents and the community with important information about each public school. A SARC can be an effective way for a school to report on its progress in achieving goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators.

Although there is great variation in the design of school report cards, they generally begin with a profile that provides background information about the school and its students. The profile usually summarizes the school's mission, goals, and accomplishments. State law requires that the SARC contain all of the following:

- Demographic data
- School safety and climate for learning information
- Academic data
- School completion rates
- Class sizes
- Teacher and staff information
- Curriculum and instruction descriptions
- Postsecondary preparation information
- Fiscal and expenditure data

**Recommendation:**

It is recommended that the Board review and approve the attached SARC.

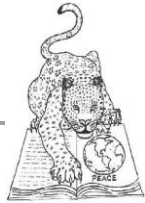
**Documents Attached:**

1. LAS SARC v012926

LAS SARC				
Members	Aye	Nay	Abstain	Absent
Dickson, Alex				
Garduño-Medina, Elena				
Novoa, Ana				
Yáñez-Gutiérrez, Adriana				
Rojas, Denisse				
Perez, Miguel				
González, Antonio				
Ramírez-Huamani, Yesenia				
Bermudez, Pablo				
Totals:				

**Estimated Time of Presentation:** 10 min  
**Submitted By:** Bersola  
**Date:** 012926

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



**Fecha de la Reunión:** 29 de enero de 2026

**Tema:** Reporte de progreso de responsabilidad escolar (SARC, por sus siglas en inglés)

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

**Comité:** Liderazgo escolar

**Resumen:**

Desde noviembre de 1988, la ley estatal ha requerido que todas las escuelas públicas que reciban fondos estatales preparen y distribuyan un reporte de progreso de responsabilidad escolar (SARC por sus siglas en inglés). Un requisito similar también está incluido en el acta federal de educación primaria y secundaria (ESEA por sus siglas en inglés). El propósito de este reporte de progreso es de darles a los padres y la comunidad información importante sobre cada escuela pública. Un SARC puede ser una manera efectiva de que las escuelas demuestren el progreso hecho hacia sus metas. El público también puede usar SARC para evaluar y comparar las escuelas en una variedad de indicadores.

Aunque hay gran variación entre los diseños de los reportes de progreso, generalmente comienzan con un perfil que presenta información básica sobre la escuela y sus estudiantes. El perfil usualmente da un resumen de la misión, metas y logros de la escuela. La ley estatal requiere que el SARC contenga los siguientes:

- Información demográfica
- Información sobre la seguridad escolar y el clima de aprendizaje
- Información académica
- Tasas de finalización
- Tamaños de las clases
- Información sobre los maestros y el personal
- Descripciones del plan de estudios y la instrucción
- Preparación para después de la secundaria
- Tasa fiscal y de gastos

**Recomendación**

El liderazgo escolar recomienda que la Mesa Directiva revise y apruebe el SARC

**Documentos adjuntos**

1. SARC de LAS v012926

**Tiempo estimado para la presentación:** 10 min.  
**Entregado por:** Bersola  
**Fecha:** 12926

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

# **The Language Academy of Sacramento**

## **2024–25 School Accountability Report Card**

### **Reported Using Data from the 2024–25 School Year**

#### **California Department of Education**

**Address:** 2850 49th St.  
Sacramento, CA , 95817-2303

**Principal:** Mr. Eduardo De Leon, Executive  
Director/Superintendent

**Phone:** (916) 277-7137

**Grade Span:** K-8

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

## California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

## Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

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## About This School

### Mr. Eduardo De Leon, Executive Director/Superintendent

📍 Principal, The Language Academy of Sacramento

#### Contact

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The Language Academy of Sacramento  
2850 49th St.  
Sacramento, CA 95817-2303

Phone: [\(916\) 277-7137](tel:(916)277-7137)

Email: [edeleon@lasac.info](mailto:edeleon@lasac.info)

## Contact Information (School Year 2025–26)

### District Contact Information (School Year 2025–26)

<b>District Name</b>	Sacramento City Unified
<b>Phone Number</b>	(916) 643-7400
<b>Superintendent</b>	Allen, Lisa
<b>Email Address</b>	<a href="mailto:superintendent@scusd.edu">superintendent@scusd.edu</a>
<b>Website</b>	<a href="http://www.scusd.edu">www.scusd.edu</a>

### School Contact Information (School Year 2025–26)

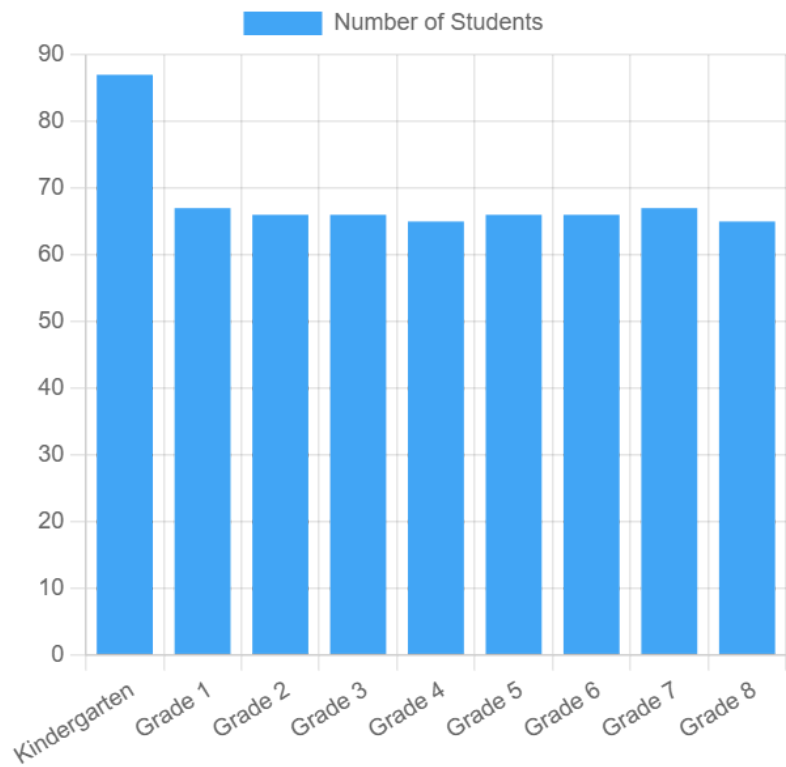
<b>School Name</b>	The Language Academy of Sacramento
<b>Street</b>	2850 49th St.
<b>City, State, Zip</b>	Sacramento, CA , 95817-2303
<b>Phone Number</b>	(916) 277-7137
<b>Principal</b>	Mr. Eduardo De Leon, Executive Director/Superintendent
<b>Email Address</b>	<a href="mailto:edeleon@lasac.info">edeleon@lasac.info</a>
<b>Website</b>	<a href="http://www.language-academy-sac.com">http://www.language-academy-sac.com</a>
<b>Grade Span</b>	K-8
<b>County-District-School (CDS) Code</b>	34674390106898

## School Description and Mission Statement (School Year 2025–26)

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)

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Kindergarten	87
Grade 1	67
Grade 2	66
Grade 3	66
Grade 4	65
Grade 5	66
Grade 6	66
Grade 7	67
Grade 8	65
Total Enrollment	615



## Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	51.40%
Male	48.60%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.50%
Black or African American	0.80%
Filipino	0.00%
Hispanic or Latino	93.50%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	1.00%
White	4.20%

Student Group (Other)	Percent of Total Enrollment
English Learners	45.00%
Foster Youth	0.00%
Homeless	0.70%
Migrant	0.00%
Socioeconomically Disadvantaged	71.70%
Students with Disabilities	10.10%

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.90	87.22%	1686.00	84.45%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	37.10	1.86%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.50	7.81%	144.80	7.25%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	1.81%	67.40	3.38%	11953.10	4.28%
Unknown/Incomplete/NA	1.00	3.13%	61.00	3.06%	15831.90	5.67%
Total Teaching Positions	32.00	100.00%	1996.40	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.60	70.81%	1596.70	82.40%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	26.20	1.35%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	3.13%	159.10	8.21%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	66.00	3.41%	11746.90	4.23%
Unknown/Incomplete/NA	8.30	26.03%	89.70	4.63%	14303.80	5.15%
Total Teaching Positions	32.00	100.00%	1937.80	100.00%	277698.00	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teacher Preparation and Placement (School Year 2023–24)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.80	87.36%	1568.00	80.08%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	49.70	2.54%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.60	11.09%	162.70	8.31%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	60.20	3.08%	12112.80	4.34%
Unknown/Incomplete/NA	0.50	1.52%	117.30	5.99%	13705.80	4.91%
Total Teaching Positions	33.00	100.00%	1958.10	100.00%	278927.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	1.00	0	0.00
Misassignments	1.50	1	3.60
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	2.50	1	3.60

## Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.00
Local Assignment Options	0.50	0	0.00
Total Out-of-Field Teachers	0.50	0	0.00

## Class Assignments

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.5%	5.1%	10.80%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.2%	0%	0.00%

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: September 2025

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Estrellitas; Heinemann TCRWP Units of Study; Heggerty; WestED/SCOE: Joyful Literacy (Pilot); CSU Expository Reading and Writing Curriculum (ERWC); Hola; Digital: RazKids, Epic; Handwriting Without Tears: El poder de la imprenta; Digital: Newsela	0
Mathematics	Eureka Math; Bridges Math (Pilot); College Preparatory Mathematics	0
Science	Amplify Science; Accelerate Learning: CA Integrated Model: STEM Scopes	0
History-Social Science	Impact/Impacto (Pilot Exploration; Harcourt brace; UCD/Berkeley/Irvine: History Blueprint; Stanford: Reading Like A Historian; iCivics	0
Foreign Language	Estrellitas; Heinemann TCRWP Units of Study; Heggerty; WestED/SCOE: Joyful Literacy (Pilot); CSU Expository Reading and Writing Curriculum (ERWC); Hola; Digital: RazKids, Epic; Handwriting Without Tears: El poder de la imprenta; Digital: Newsela	0
Health		0
Visual and Performing Arts		0
Science Lab Eqpmt (Grades 9-12)	N/A	0

Note: Cells with N/A values do not require data.

## School Facility Conditions and Planned Improvements

The core building areas, including the multi-purpose room, kitchen, and office, are currently in fair condition.

In 2015, LAS completed significant upgrades to the back of the campus, adding 16 new classrooms, a gymnasium, a soccer field, a playground, and a blacktop. These areas remain in excellent condition.

Modernization of the core building, which serves Transitional Kindergarten through 3rd-grade students, commenced in summer 2024. This project included comprehensive upgrades to floors, ceilings, learning walls, technology, as well as the remodeling of the school library, adult restrooms, and student restrooms. These areas are currently in excellent condition.

Despite these improvements, additional critical upgrades are required to ensure the long-term functionality and safety of the facilities:

**Replacement of Mammoth Rooftop Air Handlers:** The current air chillers and air handlers are outdated, weathered, and inefficient, leading to high operational costs due to electric resistance heating. Immediate replacement is essential.

**Roof Replacement:** The single-ply roofing has sustained water damage, causing leaks and ceiling collapses during heavy rains. Poor drainage has also led to the growth of grass and weeds on the rooftop, compromising its structural integrity.

**Multi-Purpose Room Improvements:** Entryways are not compliant with California Building Codes standards, and water damage is evident throughout the space. The serving counter also requires modernization to ensure accessibility.

To address these pressing needs, LAS seeks financial support from the district to rehabilitate and modernize the remaining core building areas, particularly the HVAC system and roof. Given the heightened importance of indoor air quality and facility safety in the wake of COVID-19, these improvements are both urgent and critical.

## School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: October 2025

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Fair	Core building HVAC needs modernization updates
<b>Interior:</b> Interior Surfaces	Good	MP, office, kitchen, need modernization updates
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Fair	Core building roofing need to be modernized
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: October 2025

Overall Rating	Good
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## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2023– 24</b>	<b>School 2024– 25</b>	<b>District 2023– 24</b>	<b>District 2024– 25</b>	<b>State 2023– 24</b>	<b>State 2024– 25</b>
English Language Arts / Literacy (grades 3-8 and 11)	41%	41%	38%	40%	47%	48%
Mathematics (grades 3-8 and 11)	34%	38%	29%	31%	35%	37%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	396	395	99.75%	0.25%	41.01%
Female	203	203	100.00%	0.00%	42.36%
Male	193	192	99.48%	0.52%	39.58%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	372	372	100.00%	0.00%	38.71%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	12	11	91.67%	8.33%	90.91%
English Learners	133	133	100.00%	0.00%	10.53%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	282	282	100.00%	0.00%	35.46%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	45	45	100.00%	0.00%	8.89%

Note: ELA test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement

score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	396	395	99.75%	0.25%	37.72%
Female	203	203	100.00%	0.00%	31.53%
Male	193	192	99.48%	0.52%	44.27%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	372	372	100.00%	0.00%	36.29%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	12	11	91.67%	8.33%	72.73%
English Learners	133	133	100.00%	0.00%	18.80%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	282	282	100.00%	0.00%	33.33%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	45	45	100.00%	0.00%	11.11%

Note: Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a

Note: The number of students tested includes all students who participated in the test whether they received a

score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	38.17%	28.46%	25.04%	26.94%	30.73%	32.52%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2024–25)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	130	130	100.00%	0.00%	28.46%
Female	67	67	100.00%	0.00%	23.88%
Male	63	63	100.00%	0.00%	33.33%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	125	125	100.00%	0.00%	27.20%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	38	38	100.00%	0.00%	2.63%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	99	99	100.00%	0.00%	19.19%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	18	18	100.00%	0.00%	5.56%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

#### Opportunities for Parental Involvement (School Year 2025–26)

##### **Governing Board**

The Governing Board helps decide the goals and plans for the school, along with the budget. This group is made up of nine voting members: three community members, three parents, and three teachers or staff members. This mix of people makes sure that everyone's ideas are heard. The Governing Board meets every month. Meeting agendas and packets are available at the school office, on the school website ([www.lasac.info](http://www.lasac.info)), and in printed copies, as requested. Parents and community members are welcome to come to the meetings. Information on how to share ideas and concerns at the meetings is available at all of them.

##### **Parent Council/Parent Association**

The Parent Council is a group of parents who help get other parents involved in the school. They help make the school community stronger. The Parent Council has officers: President, Vice-President, Secretary, and Treasurer, who are chosen by the other Parent Council members. There are also classroom representatives for each grade, who are elected by the parents. The Parent Council tries to make sure there is a good mix of different backgrounds and languages. All parents are invited to the Parent Council meetings. School leaders, teachers, parents, and students join these meetings.

Every parent with a child at the school is a member of the Parent Association. The Parent Association's job is to help support the goals of the Language Academy of Sacramento. Parent Association meetings are held once a month. The school leaders and the Parent Council plan and lead these meetings. Parents can share ideas for what to discuss at the meetings. These meetings help parents talk with teachers and staff and meet other parents.

The school, teachers, Parent Council, and other volunteers work together to create fun academic and artistic events for students and families. Examples of these events include Family Literacy Night, the Winter Festival, the Health and Science Fair, Día del Niño, and Student Enrichment Presentations.

##### **Participation in Advisory Councils**

Parents or guardians can join groups like the English Language Advisory Committee, Parental Council, School Site Council, or Governing Board. These groups help decide important parts of the school's plans and rules.

##### **English Learners Advisory Committee**

Every year, the Language Academy of Sacramento meets with parents and other school groups to talk about the English Learners Advisory Committee (ELAC). This group gives advice on how to teach English Learners, help teachers get better at their jobs, and make policies about attendance. The school works with parents of both English Learners and English-speaking students to make decisions and create helpful strategies for all students.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

### Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	630	627	69	11.0%
Female	319	319	35	11.0%
Male	311	308	34	11.0%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	590	587	67	11.4%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	26	26	1	3.8%
English Learners	284	284	43	15.1%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	450	450	56	12.4%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	79	77	15	19.5%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	2.25%	0.49%	0.79%	6.16%	6.04%	6.04%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.05%	0.01%	0.05%	0.08%	0.07%	0.06%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.79%	0.00%
Female	1.25%	0.00%
Male	0.32%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.85%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	1.06%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	1.11%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	1.27%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## School Safety Plan (School Year 2025–26)

### School Safety Plan (School Year 2024–2025; June 26, 2025)

**The Language Academy of Sacramento (LAS) has made a complete plan to keep everyone safe and healthy. This plan includes rules about health, safety, and how to prevent risks. The plan was made with the help of the school's insurance experts, following the laws, and was approved by the LAS Governing Board.**

#### **Immunizations**

All students at LAS must provide proof that they have received the required vaccinations.

#### **Screenings**

LAS checks students for vision, hearing, and scoliosis (a curved spine) as needed, based on their grade level.

#### **Administration of Medications**

LAS follows the rules about giving medicine to students at school, according to the California Department of Education.

#### **Zero Tolerance for Drugs and Tobacco**

LAS is a school where drugs, alcohol, marijuana, and tobacco are not allowed. This helps keep the school a safe place for everyone.

#### **Background Check**

All employees, vendors, and volunteers at LAS must pass a criminal background check. This ensures that the staff are safe to work with children.

#### **Mandated Reporting**

All LAS staff members, including teachers and others, are required to report any signs of child abuse. They also take annual mandated training on how to report child abuse.

#### **Earthquake and Natural Disaster Preparedness**

LAS trains all staff to respond to emergencies like earthquakes, floods, fires, and other natural disasters. This training helps everyone stay safe in case of an emergency.

#### **Bloodborne Pathogens**

LAS follows state and federal rules to prevent contact with bloodborne pathogens, which are harmful germs that can be spread through blood.

#### **Staff Training in Emergencies and First Aid**

All LAS staff are trained to respond to emergencies and know how to give first aid if someone is hurt.

#### **Safety Training**

LAS follows safety rules, like practicing fire drills. The school partners with SCUSD to check the sprinkler system, fire alarms, and fire extinguishers are working properly. Fire drills are done regularly as required by law.

#### **Facilities ADA Compliance and Seismic Safety**

LAS leases its building from the Sacramento City Unified School District (SCUSD). SCUSD makes sure the building is safe for earthquakes and has passed safety checks. The school also works to make sure the building is accessible to everyone, including people with disabilities.

#### **Tuberculosis**

Before starting work at LAS, all staff members must submit proof of negative TB test within the last two years.

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

## D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
K	22.00	0	4	0
1	22.00	0	3	0
2	22.00	0	3	0
3	22.00	0	3	0
4	22.00	0	3	0
5	22.00	0	3	0
6	15.00	18	12	0
Other**	0.00	0	0	0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	22.00		3	
1	22.00		3	
2	22.00		3	
3	22.00		3	
4	22.00		3	
5	22.00		3	
6	16.00	17	12	
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	22.00		3	
1	22.00		3	
2	22.00		3	
3	22.00		3	
4	22.00		3	
5	22.00		3	
6	17.00	16	12	
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	22.00	6	0	0
Mathematics	22.00	7	3	0
Science	25.00	3	3	0
Social Science	25.00	1	3	0

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	18.00	8	1	
Mathematics	22.00	3	3	
Science	17.00	8		
Social Science	17.00	8		

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
English Language Arts	21.00	7	1	
Mathematics	22.00	2	4	
Science	17.00	8		
Social Science	17.00	8		

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Ratio of Pupils to Academic Counselor (School Year 2024–25)**

<b>Title</b>	<b>Ratio</b>
Pupils to Academic Counselor*	410.67

\* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

**Student Support Services Staff (School Year 2024–25)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>
Counselor (Academic, Social/Behavioral or Career Development)	1.50
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.80
Psychologist	1.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.57
Resource Specialist (non-teaching)	
Other**	3.00

\* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

\*\* "Other" category is for all other student support services staff positions not listed.

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$14077.00	\$4756.00	\$9321.00	\$69198.00
District	N/A	N/A	--	\$102712.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$11146.18	\$100333.00
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

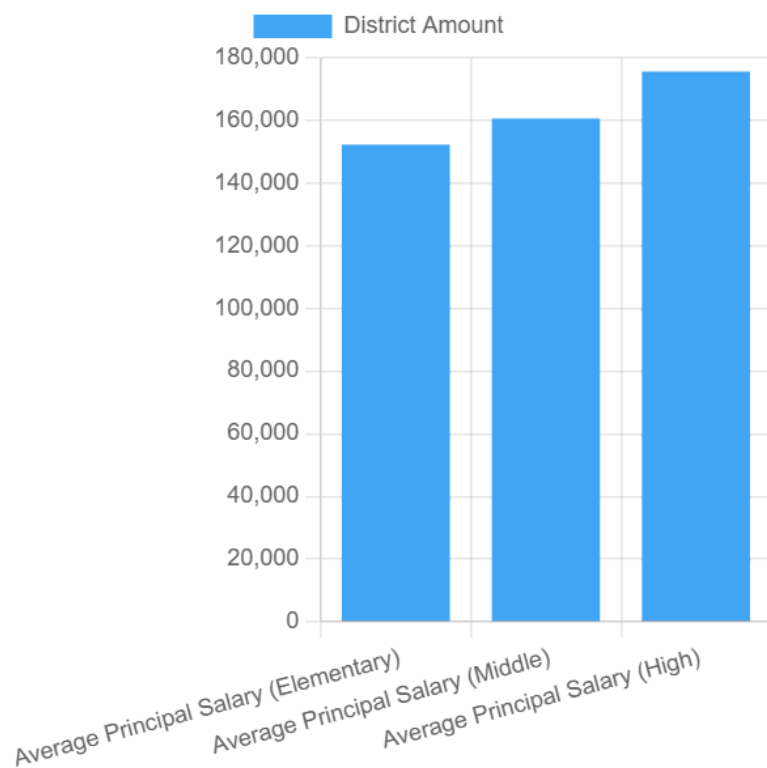
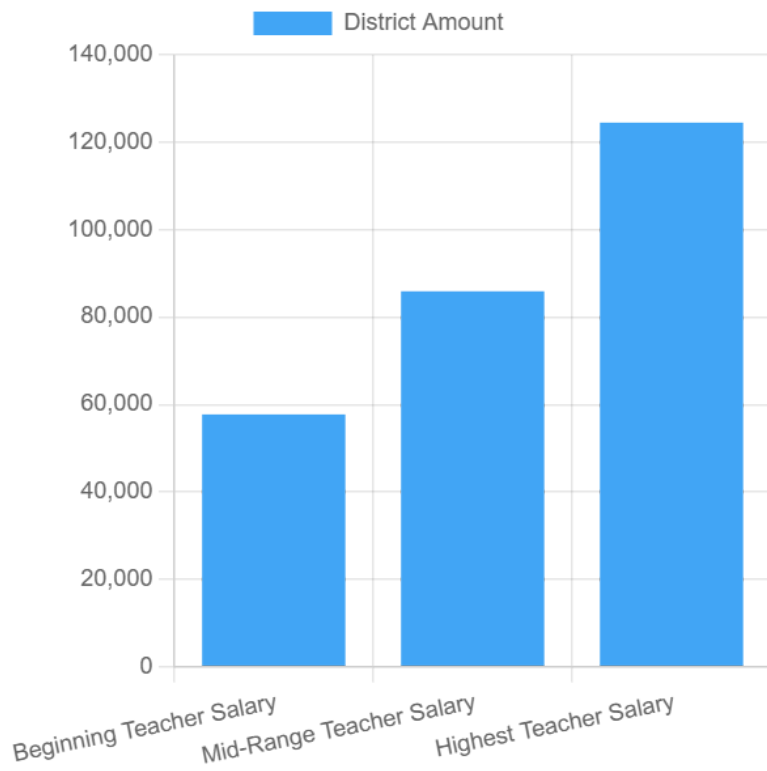
**Types of Services Funded (Fiscal Year 2024–25)**

Recent year's funding was directed to ensuring small group interventions are provided to students identified as academically at-risk based on state SBAC 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, as well as core-day, after-school and summer kick-off and summer school program certificated and classified staff.

**Teacher and Administrative Salaries (Fiscal Year 2023–24)**

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
Beginning Teacher Salary	\$57715.00	\$60862.67
Mid-Range Teacher Salary	\$85887.00	\$93575.04
Highest Teacher Salary	\$124477.00	\$125548.29
Average Principal Salary (Elementary)	\$152281.00	\$157644.72
Average Principal Salary (Middle)	\$160625.00	\$165340.66
Average Principal Salary (High)	\$175611.00	\$182579.89
Superintendent Salary	\$325000.00	\$357064.20
Percent of Budget for Teacher Salaries	29.65%	30.36%
Percent of Budget for Administrative Salaries	5.43%	4.88%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



### Professional Development

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	30	32	27

**La Academia de Idiomas de Sacramento**  
**Informe de responsabilidad escolar 2024-25**  
**Informado utilizando datos del año escolar 2024-25**  
**Departamento de Educación de California**

<b>Dirección:</b>	2850 49th St. Sacramento, CA , 95817-2303	<b>Director</b>	Sr. Eduardo De León, Director Ejecutivo/Superintendente
<b>Teléfono:</b>	(916) 277-7137	<b>Niveles educativos:</b>	K-8

Para el 1 de febrero de cada año, todas las escuelas de California están obligadas por ley estatal a publicar un Informe de Responsabilidad Escolar (SARC, por sus siglas en inglés) a la página web del Departamento de Educación de California. En virtud de la Fórmula de Financiación de Control Local (LCFF), todas las agencias educativas locales (LEA) deben preparar un Plan de Control y Responsabilidad Local (LCAP), en el que se describe cómo pretenden cumplir los objetivos anuales específicos de cada escuela para todos los alumnos, con actividades concretas para abordar las prioridades estatales y locales. Además, los datos que se incluyen en un LCAP deben ser coherentes con los datos que se incluyen en el SARC.

- Para obtener más información sobre los requisitos del SARC y acceder a los informes de años anteriores, consulte la página web del Departamento de Educación de California (CDE) sobre el SARC en <https://www.cde.ca.gov/ta/ac/sa/>.
- Para obtener más información sobre la LCFF o el LCAP, consulte la página web del CDE sobre la LCFF en <https://www.cde.ca.gov/fg/aa/lc/>.
- Para obtener información adicional sobre la escuela, los padres/tutores y los miembros de la comunidad deben ponerse en contacto con el director de la escuela o la oficina del distrito.

## DataQuest

DataQuest es una herramienta de datos en línea que se encuentra en la página web del CDE DataQuest en <https://dq.cde.ca.gov/dataquest/> y que contiene información adicional sobre esta escuela y comparaciones de la escuela con el distrito y el condado. Concretamente, DataQuest es un sistema dinámico que proporciona informes para la rendición de cuentas (por ejemplo, datos de exámenes, matriculación, graduados de secundaria, abandonos escolares, matriculaciones en cursos, personal y datos sobre estudiantes de inglés).

## Panel de control escolar de California

El Panel de control escolar de California (Dashboard) <https://www.caschooldashboard.org/> refleja el nuevo sistema de rendición de cuentas y mejora continua de California y proporciona información sobre cómo las LEA y las escuelas están satisfaciendo las necesidades de la diversa población estudiantil de California. El Panel de control contiene informes que muestran el rendimiento de las LEA, las escuelas y los grupos de estudiantes en una serie de medidas estatales y locales para ayudar a identificar los puntos fuertes, los retos y las áreas que necesitan mejorar.

## Acceso a Internet

El acceso a Internet está disponible en bibliotecas públicas y otros lugares de acceso público (por ejemplo, la Biblioteca Estatal de California). El acceso a Internet en bibliotecas y lugares públicos se proporciona generalmente por orden de llegada. Otras restricciones de uso pueden incluir el horario de funcionamiento, el tiempo de uso de una estación de trabajo (dependiendo de la disponibilidad), los tipos de programas de software disponibles en una estación de trabajo y la posibilidad de imprimir documentos.

## Requisitos de admisión para la Universidad de California (UC)

Los requisitos de admisión para la UC siguen las directrices establecidas en el Plan Maestro, que exige que el 12.5 % de los mejores graduados de secundaria del estado, así como aquellos estudiantes transferidos que hayan completado con éxito los cursos universitarios especificados, sean elegibles para la admisión en la UC. Estos requisitos están diseñados para garantizar que todos los estudiantes elegibles estén adecuadamente preparados para el trabajo de nivel universitario. Para conocer los requisitos generales de admisión, visite el sitio web de información sobre admisiones de la UC en <https://admission.universityofcalifornia.edu/>.

## Requisitos de admisión para la Universidad Estatal de California (CSU)

La elegibilidad para la admisión en la CSU se determina en función de tres factores: (1) cursos específicos de secundaria, (2) calificaciones en cursos específicos y resultados de exámenes, y (3) graduación de secundaria. Algunos campus tienen requisitos más estrictos para determinadas especialidades o para los estudiantes que viven fuera del área del campus local. Debido al número de estudiantes que solicitan plaza, algunos campus tienen requisitos más estrictos (criterios de admisión complementarios) para todos los solicitantes. La mayoría de los campus de la CSU tienen políticas locales de admisión garantizada para los estudiantes que se gradúan o se transfieren de escuelas secundarias y universidades que históricamente han sido atendidas por un campus de la CSU en esa región. Para obtener información sobre la admisión, la solicitud y las tasas, consulte el sitio web de la CSU en <https://www2.calstate.edu/>.

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## Sobre esta escuela

### Sr. Eduardo De León, director ejecutivo/superintendente

 Director, The Language Academy of Sacramento

#### Contacto

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The Language Academy of Sacramento  
2850 49th St.  
Sacramento, CA 95817-2303

Teléfono: [\(916\) 277-7137](tel:(916)277-7137)

Correo electrónico [edeleon@lasac.info](mailto:edeleon@lasac.info)

## Información de contacto (año escolar 2025-26)

### Información de contacto del distrito (año escolar 2025-26)

Nombre del distrito	Sacramento City Unified
Número	(916) 643-7400
Superintendente	Allen, Lisa
Dirección de correo electrónico	<a href="mailto:superintendent@scusd.edu">superintendent@scusd.edu</a>
Sitio web	<a href="http://www.scusd.edu">www.scusd.edu</a>

### Información de contacto de la escuela (año escolar 2025-26)

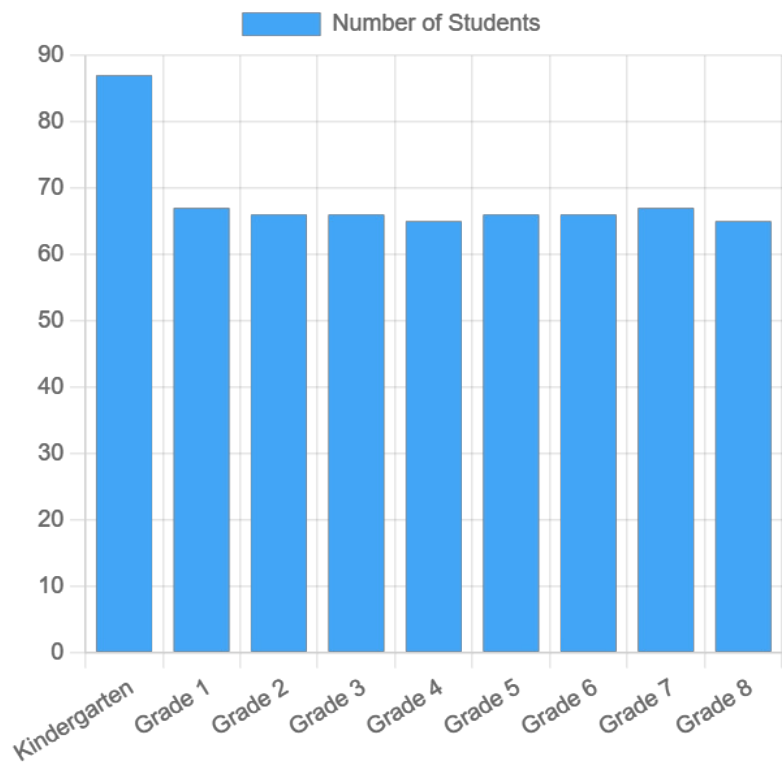
Nombre de la escuela	The Language Academy of Sacramento
Dirección	2850 49th St.
Ciudad, estado, código postal	Sacramento, CA , 95817-2303
Número de teléfono	(916) 277-7137
Director	Sr. Eduardo De León, director ejecutivo/superintendente
Dirección de correo electrónico	<a href="mailto:edeleon@lasac.info">edeleon@lasac.info</a>
Sitio web	<a href="http://www.language-academy-sac.com">http://www.language-academy-sac.com</a>
Niveles educativos	K-8
Condado-Distrito-Escuela (CDS)	34674390106898
Código	

## Descripción de la escuela y declaración de misión (año escolar 2025-26)

La misión de LAS es crear un entorno de aprendizaje en el que los alumnos: 1) Utilicen el bilingüismo y la alfabetización bilingüe (español e inglés) para alcanzar la excelencia académica y aplicar sus habilidades en situaciones reales y entornos diversos. (ALFABETIZACIÓN BILINGÜE); 2) Desarrollen y demuestren una autoestima positiva, orgullo, confianza y respeto por sí mismos y por los demás. (CONFIANZA Y HABILIDADES PARA LA VIDA); y 3) Demuestren habilidades de liderazgo para tender puentes entre comunidades y aplicar habilidades de pensamiento crítico para resolver problemas, promover la justicia social y generar cambios en la sociedad. (LIDERAZGO Y PENSAMIENTO CRÍTICO)

Matrícula de alumnos por nivel de grado (año escolar 2024-25)

Nivel de grado	Número de alumnos
Kínder	87
Grado 1	67
Grado 2	66
Grado 3	66
Grado 4	65
Grado 5	66
Grado 6	66
Grado 7	67
Grado 8	65
Matrícula total	615



## Matrícula por grupo de estudiantes (año escolar 2024-25)

Grupo de estudiantes	Porcentaje del total de matriculados
Mujeres	51.40%
Hombres	48.60%
No binario	0.00 %
Indígena americano o nativo de Alaska	0.00%
Asiático	0.50%
Negros o afroamericanos	0.80%
Filipinos	0.00%
Hispanos o latinos	93.50%
Nativos de Hawái o islas del Pacífico	0.00%
Dos o más razas	1.00%
Blanco	4.20%

Grupo de estudiantes (otros)	Porcentaje del total de matriculados
Aprendices de inglés	45.00%
Jóvenes en acogida	0.00%
Personas sin hogar	0.70%
Migrantes	0.00%
Desfavorecidos socioeconómicamente	71.70%
Estudiantes con discapacidades	10.10%

## A. Condiciones de aprendizaje

### Prioridad estatal: Básica

El SARC proporciona la siguiente información relevante para la prioridad estatal: Básica (Prioridad 1):

- Grado en que los profesores están adecuadamente asignados y plenamente acreditados en la materia y para los alumnos a los que enseñan;
- Los alumnos tienen acceso a materiales didácticos alineados con los estándares; y
- Las instalaciones escolares se mantienen en buen estado.

## Preparación y asignación de profesores (año escolar 2021-22 )

Autorización/Asignación	Número de escuelas	Porcentaje de escuela	Número del distrito	Porcentaje del distrito	Número estatal	Porcentaje del estado
Acreditación completa (preliminar o definitiva) para la asignación de materias y alumnos (asignados correctamente)	27.90	87.22%	1686.00	84.45%	234405.20	84.00%
Titulares de credenciales de pasantes asignados correctamente	0.00	0.00%	37.10	1.86%	4853.00	1.74%
Profesores sin credenciales y asignaciones erróneas ("ineficaces" bajo la ESSA)	2.50	7.81%	144.80	7.25%	12001.50	4.30%
Profesores acreditados asignados fuera de su especialidad ("fuera de su especialidad" bajo la ESSA)	0.50	1.81%	67.40	3.38%	11953.10	4.28%
Desconocido/Incompleto/N/A	1.00	3.13%	61.00	3.06	15831.90	5.67%
Total de puestos docentes	32.00	100.00%	1996.40	100.00%	279044.80	100.00%

Nota: Los datos de esta tabla se basan en el estatus de equivalente a tiempo completo (FTE). Un FTE equivale a un miembro del personal que trabaja a tiempo completo; un FTE también podría representar a dos miembros del personal que trabajan cada uno el 50 % de un tiempo completo. Además, una asignación se define como un puesto que se asigna a un educador en función del entorno, la materia y el nivel de grado. Una autorización se define como los servicios que un educador está autorizado a prestar a los estudiantes.

## Preparación y asignación de profesores (año escolar 2022-23 )

Autorización/Asignación	Número de escuelas	Porcentaje de la escuela	Número de distrito	Porcentaje del distrito	Número estatal	Porcentaje del estado
Acreditación completa (preliminar o definitiva) para la asignación de materias y alumnos (asignados correctamente)	22.60	70.81%	1596.70	82.40%	231142.40	83.24%
Titulares de credenciales de pasantes asignados correctamente	0.00	0.00%	26.20	1.35%	5566.40	2.00%
Profesores sin credenciales y asignaciones erróneas ("ineficaces" bajo la ESSA)	1.00	3.13%	159.10	8.21%	14938.30	5.38%
Profesores acreditados asignados fuera de su campo ("fuera de su campo" según la ESSA)	0.00	0.00	66.00	3.41%	11746.90	4.23%
Desconocido/Incompleto/N/A	8.30	26.03%	89.70	4.63%	14303.80	5.15%
Total de puestos docentes	32.00	100.00%	1937.80	100.00%	277698.00	100.00%

Nota: Los datos de esta tabla se basan en el estatus de equivalente a tiempo completo (FTE). Un FTE equivale a un miembro del personal que trabaja a tiempo completo; un FTE también podría representar a dos miembros del personal que trabajan cada uno el 50 % de un tiempo completo. Además, una asignación se define como un puesto que se asigna a un educador en función del entorno, la materia y el nivel de grado. Una autorización se define como los servicios que un educador está autorizado a prestar a los estudiantes.

## Preparación y asignación de profesores (año escolar 2023-24 )

Autorización/Asignación	Número de escuela	Porcentaje de la escuela	Número de distrito	Porcentaje del distrito	Número estatal	Porcentaje del estado
Acreditación completa (preliminar o definitiva) para la asignación de materias y alumnos (asignados correctamente)	28.80	87.36%	1568.00	80.08%	230039.40	100.00%
Titulares de credenciales de pasantes asignados correctamente	0.00	0.00%	49.70	2.54%	6213.80	2.23%
Profesores sin credenciales y asignaciones erróneas ("ineficaces" bajo la ESSA)	3.60	11.09%	162.70	8.31%	16855.00	6.04%
Profesores acreditados asignados fuera de su especialidad ("fuera de su especialidad" según la ESSA)	0.00	0.00%	60.20	3.08%	12112.80	4.34%
Desconocido/Incompleto/N/A	0.50	1.52%	117.30	5.99%	13705.80	4.91%
Total de puestos docentes	33.00	100.00%	1958.10	100.00%	278927.10	100.00%

Nota: Los datos de esta tabla se basan en el estatus de equivalente a tiempo completo (FTE). Un FTE equivale a un miembro del personal que trabaja a tiempo completo; un FTE también podría representar a dos miembros del personal que trabajan cada uno el 50 % de un tiempo completo. Además, una asignación se define como un puesto que se asigna a un educador en función del entorno, la materia y el nivel de grado. Una autorización se define como los servicios que un educador está autorizado a prestar a los estudiantes.

**Profesores sin credenciales y asignaciones erróneas  
(considerado "ineficaz" según la ESSA)**

Autorización/Asignación	2021-22 Número	2022-23 Número	2023-24 Número
Permisos y exenciones	1.00	0	0.00
Asignaciones erróneas	1.50	1	3.60
Puestos vacantes	0.00	0	0.00
Total de profesores sin titulación y asignaciones erróneas	2.50	1	3.60

**Profesores con credenciales asignados fuera de su  
campo (considerados "fuera de su campo" según  
la ESSA)**

Indicador	2021-22 Número	2022-23 Número	2023-24 Número
Profesores acreditados autorizados con permiso o exención	0.00	0	0.00
Opciones de asignación local	0.50	0	0.00
Total de profesores fuera de su especialidad	0.50	0	0.00

**Asignaciones de clases**

Indicador	2021- 22 Porcentaje	2022- 23 Porcentaje	2023- 24 Porcentaje
Asignaciones erróneas para estudiantes de inglés (porcentaje de todas las clases con estudiantes de inglés impartidas por profesores asignados erróneamente)	6.5%	5.1%	10.80%
Sin credencial, permiso o autorización para enseñar (porcentaje de todas las clases impartidas por profesores sin registro de autorización para enseñar)	1.2%	0%	0.00%

Nota: Para obtener más información, consulte la página web Definiciones actualizadas de equidad docente en <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## Calidad, actualidad y disponibilidad de libros de texto y otros materiales didácticos (año escolar 2025-26)

Año y mes en que se recopilaron los datos: septiembre de 2025

Asignatura	Lista de libros de texto y otros materiales didácticos/Indique si se trata de la adopción más reciente/Año de adopción	Porcentaje de alumnos que carecen de su propio copia asignada
Lectura/Artes del lenguaje	Estrellitas; Heinemann TCRWP Unidades de estudio; Heggerty; WestED/SCOE: Joyful Literacy (Piloto); CSU Expository Reading and Writing Curriculum (ERWC); Hola; Digital: RazKids, Epic; Handwriting Without Tears: El poder de la imprenta; Digital: Newsela	0
Matemáticas	Eureka Math; Bridges Math (piloto); Matemáticas preparatorias para la universidad	0
Ciencias	Amplify Science; Accelerate Learning: Modelo integrado de California: Ámbitos STEM	0
Historia y Ciencias Sociales	Impacto/Impacto (Exploración piloto; Harcourt Brace; UCD/Berkeley/Irvine: History Blueprint; Stanford: Reading Like A Historian; iCivics	0
Idiomas extranjeros	Estrellitas; Heinemann TCRWP Units of Study; Heggerty; WestED/SCOE: Joyful Literacy (piloto); CSU Expository Reading and Writing Curriculum (ERWC); Hola; Digital: RazKids, Epic; Handwriting Without Tears: El poder de la imprenta; Digital: Newsela	0
Salud		0
Artes visuales y escénicas		0
Equipo de laboratorio de ciencias (grados 9-12)	N/A	0

Nota: Las celdas con valores N/A no requieren datos.

## Condiciones de las instalaciones escolares y mejoras previstas

Las áreas principales del edificio, incluyendo la sala multiusos, la cocina y la oficina, se encuentran actualmente en buen estado.

En 2015, LAS completó importantes mejoras en la parte trasera del campus, añadiendo 16 nuevas aulas, un gimnasio, un campo de fútbol, un parque infantil y una pista asfaltada. Estas áreas se mantienen en excelentes condiciones.

La modernización del edificio principal, que acoge a alumnos desde preescolar hasta 3.º de primaria, comenzó en el verano de 2024. Este proyecto incluyó mejoras integrales en los suelos, techos, paredes de aprendizaje y tecnología, así como la remodelación de la biblioteca de la escuela y los baños para adultos y estudiantes. Estas áreas se encuentran actualmente en excelentes condiciones.

A pesar de estas mejoras, se requieren otras mejoras críticas para garantizar la funcionalidad y la seguridad a largo plazo de las instalaciones:

**Sustitución de los climatizadores del tejado Mammoth:** Los actuales enfriadores y climatizadores están obsoletos, deteriorados y son ineficientes, lo que provoca altos costes operativos debido a la calefacción por resistencia eléctrica. Es imprescindible su sustitución inmediata.

**Sustitución del tejado:** El tejado de una sola capa ha sufrido daños por agua, lo que ha provocado goteras y derrumbes del techo durante las lluvias intensas. El mal drenaje también ha provocado el crecimiento de hierba y maleza en la azotea, lo que compromete su integridad estructural.

**Mejoras en la sala multiusos:** Las entradas no cumplen con las normas del Código de Construcción de California y los daños causados por el agua son evidentes en todo el espacio. El mostrador de servicio también requiere una modernización para garantizar la accesibilidad.

Para abordar estas necesidades urgentes, LAS solicita apoyo financiero al distrito para rehabilitar y modernizar las áreas centrales restantes del edificio, en particular el sistema de climatización y el techo. Dada la mayor importancia de la calidad del aire interior y la seguridad de las instalaciones a raíz de la COVID-19, estas mejoras son urgentes y fundamentales.

Buen estado de conservación de las instalaciones escolares

Utilizando los datos **más recientes recopilados con** la herramienta de inspección de instalaciones (FIT) (o equivalente), proporcione lo siguiente:

- Determinación del estado de reparación de los sistemas enumerados
- Descripción de cualquier mantenimiento necesario para garantizar un buen estado de reparación
- El año y el mes en que se recopilaron los datos.
- La tasa para cada sistema inspeccionado
- La calificación general

Año y mes del informe FIT más reciente: octubre de 2025

Sistema inspeccionado	Calificación	Reparaciones necesarias y medidas tomadas o previstas
<b>Sistemas:</b> fugas de gas, mecánica/HVAC, alcantarillado	Aceptable	El sistema HVAC del edificio central necesita actualizaciones de modernización
<b>Interior:</b> Superficies interiores	Bueno	MP, oficina, cocina, necesitan actualizaciones de modernización
<b>Limpieza:</b> Limpieza general, infestación de plagas/parásitos	Bueno	
<b>Electricidad:</b> Electricidad	Bueno	
<b>Aseos/Fuentes:</b> Aseos, Lavabos/Fuentes	Bueno	
<b>Seguridad:</b> Seguridad contra incendios, materiales peligrosos	Bueno	
<b>Estructural:</b> daños estructurales, techos	Aceptable	Es necesario modernizar el tejado del edificio principal.
<b>Exterior:</b> Patio de recreo/terrenos escolares, ventanas/puertas/portones/cercas	Bueno	

Calificación general de las instalaciones

Año y mes del informe FIT más reciente: octubre de 2025

Calificación general	Bueno
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## B. Resultados de los alumnos

### Prioridad estatal: Rendimiento de los alumnos

El SARC proporciona la siguiente información relevante para la prioridad estatal: Rendimiento de los alumnos (Prioridad 4):

- **Las evaluaciones estatales** (es decir, el Sistema de Evaluación del Rendimiento y Progreso de los Estudiantes de California [CAASPP] incluye evaluaciones de lengua y literatura inglesas [ELA], matemáticas y ciencias para los estudiantes de la población de educación general y la Evaluación Alternativa de California [CAA]). Solo los estudiantes que reúnen los requisitos pueden participar en la administración de la CAA. Los elementos de la CAA se ajustan a los estándares de rendimiento alternativos, que están vinculados con los Estándares Comunes [CCSS] o los Estándares de Ciencias de Próxima Generación de California [CA NGSS] para estudiantes con discapacidades cognitivas más significativas).

El sistema CAASPP abarca las siguientes evaluaciones y requisitos de participación de los estudiantes:

1. **Evaluaciones sumativas Smarter Balanced y CAA para ELA** en los grados tercero a octavo y undécimo.
2. **Evaluaciones sumativas Smarter Balanced y CAA para matemáticas** en los grados tercero a octavo y undécimo.
3. **Prueba de Ciencias de California (CAST) y CAA para Ciencias** en los grados quinto, octavo y una vez en la escuela secundaria (es decir,

décimo, undécimo o duodécimo grado).

- **Preparación para la universidad y la carrera profesional:** El porcentaje de estudiantes que han completado con éxito cursos que satisfacen los requisitos de admisión en la Universidad de California y la Universidad Estatal de California, o secuencias o programas de estudios de formación profesional técnica.

Resultados de las pruebas CAASPP en ELA y matemáticas para todos los estudiantes que realizan y completan las evaluaciones administradas por el estado desde tercer grado hasta octavo grado y undécimo grado. Porcentaje de estudiantes que cumplen o superan el estándar estatal.

Asignatura	Escuela 2023- 24	Escuela 2024- 25	Distrito 2023- 24	Distrito 2024- 25	Estado 2023- 24	Estado 2024- 25
Artes de lenguaje inglés / Alfabetización (grados 3-8 y 11)	41%	41%	38%	40%	47%	48%
Matemáticas (grados 3-8 y 11)	34%	38%	29%	31%	35%	37%

Nota: Para proteger la privacidad de los estudiantes, se utilizan dos guiones (--) en la tabla cuando el tamaño de la celda dentro de una población estudiantil seleccionada es de diez o menos.

Nota: Los resultados de las pruebas de ELA y matemáticas incluyen las evaluaciones sumativas Smarter Balanced y la CAA. El «porcentaje alcanzado o superado» se calcula tomando el número total de estudiantes que alcanzaron o superaron el estándar en la evaluación sumativa Smarter Balanced más el número total de estudiantes que alcanzaron el estándar (es decir, lograron el nivel 3-Alternativo) en la CAA, dividido por el número total de estudiantes que participaron en ambas evaluaciones.

**Resultados de las pruebas CAASPP en ELA por grupo de estudiantes para los estudiantes que realizan y completan la evaluación administrada por el estado desde tercer grado hasta octavo grado y undécimo grado (año escolar 2024-25)**

Grupo de estudiantes	Total Matrícula	Número de alumnos evaluados	Porcentaje evaluado	Porcentaje no evaluado	Porcentaje que cumplió o superó
Todos los estudiantes	396	395	99.75%	0.25%	41.01%
Mujer	203	203	100.00%	0.00%	42.36%
Hombres	193	192	99.48%	0.52%	39.58%
Indígenas americanos o nativos de Alaska	0	0	0%	0%	0%
Asiático	--	--	--	--	--
Negro o afroamericano	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispano o latino	372	372	100.00%	0%	38.71%
Hawaiano nativo o isleño del Pacífico	0	0	0%	0%	0%
Dos o más razas	--	--	--	--	--
Blanco	12	11	91.67%	8.33%	90.91%
Estudiantes de inglés	133	133	100.00%	0.00%	10.53%
Jóvenes en acogida	0	0	0%	0%	0%
Sin hogar	--	--	--	--	--
Militar	0	0	0%	0%	0%
Desfavorecidos socioeconómicamente	282	282	100.00%	0%	35.46%
Estudiantes que reciben servicios educativos para migrantes	0	0	0%	0%	0
Estudiantes con discapacidades	45	45	100.00%	0.00%	8.89%

Nota: Los resultados de las pruebas ELA incluyen las evaluaciones sumativas Smarter Balanced y la CAA. El "porcentaje alcanzado o superado" se calcula tomando el número total de estudiantes que alcanzaron o superaron el estándar en la evaluación sumativa Smarter Balanced más el número total de estudiantes que alcanzaron el estándar (es decir, alcanzaron el nivel 3-Alternativo) en la CAA, dividido por el número total de estudiantes que participaron en ambas evaluaciones.

Nota: Para proteger la privacidad de los estudiantes, se utilizan dos guiones (--) en la tabla cuando el tamaño de la celda dentro de una población estudiantil seleccionada es de diez o menos.

Nota: El número de estudiantes evaluados incluye a todos los estudiantes que participaron en la prueba, independientemente de si recibieron una puntuación o no; sin embargo, el número de alumnos evaluados no es el número que se utilizó para calcular la puntuación de rendimiento.

. Los porcentajes de nivel de rendimiento se calculan utilizando únicamente a los alumnos que obtuvieron puntuaciones.

**Resultados de las pruebas CAASPP en matemáticas por grupo de estudiantes para los alumnos que realizan y completan la evaluación administrada por el estado desde tercer grado hasta octavo grado y undécimo grado (año escolar 2024-25)**

Grupo de alumnos	Total Matrícula	N° mero de alumnos evaluados	Porcentaje evaluado	Porcentaje no evaluado	Porcentaje que cumplió o superó
Todos los estudiantes	396	395	99.75%	0.25%	37.72%
Mujer	203	203	100.00%	0.00%	31.53%
Hombres	193	192	99.48%	0.52%	44.27%
Indígenas americanos o nativos de Alaska	0	0	0	0	0
Asiático	--	--	--	--	--
Negro o afroamericano	--	--	--	--	--
Filipino	0	0	0	0	0
Hispano o latino	372	372	100.00%	0.00 %	36.29 %
Hawaiano nativo o isleño del Pacífico	0	0	0	0	0
Dos o más razas	--	--	--	--	--
Blanco	12	11	91.67%	8.33%	72.73%
Estudiantes de inglés	133	133	100.00%	0.00%	18.80%
Jóvenes en acogida	0	0	0	0	0
Sin hogar	--	--	--	--	--
Militar	0	0	0	0	0
Desfavorecidos socioeconómicamente	282	282	100.00%	0	33.33%
Estudiantes que reciben servicios educativos para migrantes	0	0	0	0	0
Estudiantes con discapacidades	45	45	100.00%	0	11.11%

Nota: Los resultados de las pruebas de matemáticas incluyen las evaluaciones sumativas Smarter Balanced y la CAA. El "porcentaje alcanzado o superado" se calcula tomando el número total de alumnos que alcanzaron o superaron el estándar en la evaluación sumativa Smarter Balanced más el número total de alumnos que alcanzaron el estándar (es decir, alcanzaron el nivel 3-Alternativo) en la CAA, dividido por el número total de alumnos que participaron en ambas evaluaciones.

Nota: Para proteger la privacidad de los estudiantes, se utilizan dos guiones (--) en la tabla cuando el tamaño de la celda dentro de una población estudiantil seleccionada es de diez o menos.

puntuación o no; sin embargo, el número de alumnos evaluados no es el número que se utilizó para calcular los porcentajes de nivel de rendimiento. Los porcentajes de nivel de rendimiento se calculan utilizando únicamente a los alumnos que obtuvieron puntuaciones.

**Resultados de la prueba CAASPP en ciencias para todos los  
estudiantes de quinto, octavo y último año de secundaria**  
**Porcentaje de alumnos que cumplen o superan el estándar estatal**

Asignatura	Escuela 2023-24	Escuela 2024-25	Distrito 2023-24	Distrito 2024-25	Estado 2023-24	Estado 2024-25
Ciencias (5.º, 8.º y secundaria)	38.17%	28.46%	25.04%	26.94%	30.73%	32.52%

Nota: Los resultados de las pruebas de ciencias incluyen el CAST y el CAA para ciencias. El "porcentaje alcanzado o superado" se calcula tomando el número total de estudiantes que alcanzaron o superaron el estándar en el CAST más el número total de estudiantes que alcanzaron el estándar (es decir, alcanzaron el nivel 3-Alternativo) en el CAA para ciencias, dividido por el número total de estudiantes que participaron en una evaluación de ciencias.

Nota: Para proteger la privacidad de los estudiantes, se utilizan dos guiones (--) en la tabla cuando el tamaño de la celda dentro de una población estudiantil seleccionada es de diez o menos.

Nota: El número de alumnos evaluados incluye a todos los alumnos que participaron en la prueba, independientemente de si obtuvieron una puntuación o no; sin embargo, el número de alumnos evaluados no es el número que se utilizó para calcular los porcentajes de nivel de rendimiento. Los porcentajes de nivel de rendimiento se calculan utilizando únicamente los alumnos que obtuvieron puntuaciones.

**Resultados de las pruebas CAASPP en ciencias por grupo de estudiantes**  
**Quinto, octavo y secundaria (año escolar 2024-25)**

Grupo de alumnos	Total Matrícula	Número evaluado	Porcentaje evaluado	Porcentaje no evaluado	Porcentaje que cumplió o superó
Todos los estudiantes	130	130	100.00%	0	28.46%
Mujer	67	67	100.00%	0.00%	23.88%
Hombres	63	63	100.00%	0.00%	33.33%
Indígenas americanos o nativos de Alaska	0	0	0	0	0
Asiático	--	--	--	--	--
Negro o afroamericano	--	--	--	--	--
Filipino	0	0	0	0	0
Hispano o latino	125	125	100.00%	0	27.20%
Hawaiano nativo o isleño del Pacífico	0	0	0	0	0
Dos o más razas	--	--	--	--	--
Blanco	--	--	--	--	--
Estudiantes de inglés	38	38	100.00%	0.00%	2.63%
Jóvenes en acogida	0	0	0	0	0
Sin hogar	--	--	--	--	--
Militar	0	0	0	0	0
Desfavorecidos socioeconómicamente	99	99	100.00%	0	19.19%
Estudiantes que reciben servicios educativos para migrantes	0	0	0	0	0
Estudiantes con discapacidades	18	18	100.00%	0.00%	5.56%

Nota: Para proteger la privacidad de los estudiantes, se utilizan dos guiones (--) en la tabla cuando el tamaño de la celda dentro de una población estudiantil seleccionada es de diez o menos.

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### **Prioridad estatal: Otros resultados académicos**

El SARC proporciona la siguiente información relevante para la prioridad estatal: Otros resultados de los alumnos (Prioridad 8):

- Resultados de los alumnos en la materia de educación física

## C. Participación

### Prioridad estatal: Participación de los padres

El SARC proporciona la siguiente información relevante para la prioridad estatal: Participación de los padres (Prioridad 3):

- Esfuerzos que realiza el distrito escolar para recabar la opinión de los padres en la toma de decisiones relativas al distrito escolar y a cada centro escolar

#### Oportunidades para la participación de los padres (año escolar 2025-26)

##### Mesa Directiva

La Mesa Directiva ayuda a decidir los objetivos y planes de la escuela, así como el presupuesto. Este grupo está compuesto por nueve miembros con derecho a voto: tres miembros de la comunidad, tres padres y tres profesores o miembros del personal. Esta combinación de personas garantiza que se escuchen las ideas de todos. La Mesa Directiva se reúne todos los meses. Las agendas y los paquetes de las reuniones están disponibles en la oficina de la escuela, en el sitio web de la escuela ([www.lasac.info](http://www.lasac.info)) y en copias impresas, según se solicite. Los padres y los miembros de la comunidad son bienvenidos a asistir a las reuniones.

En todas ellas se ofrece información sobre cómo compartir ideas y preocupaciones.

##### Concilio de Padres/Asociación de Padres

El Concilio de Padres es un grupo de padres que ayudan a que otros padres se involucren en la escuela. Contribuyen a fortalecer la comunidad escolar. El Concilio de Padres tiene cargos: presidente, vicepresidente, secretario y tesorero, que son elegidos por los demás miembros del Concilio de Padres. También hay representantes de aula para cada grado, que son elegidos por los padres. El Concilio de Padres trata de garantizar que haya una buena mezcla de diferentes orígenes y lenguas. Todos los padres están invitados a las reuniones del Concilio de Padres. Los directivos de la escuela, los profesores, los padres y los alumnos participan en estas reuniones.

Todos los padres con hijos en la escuela son miembros de la Asociación de Padres. La función de la Asociación de Padres es ayudar a apoyar los objetivos de la Academia de Idiomas de Sacramento. Las reuniones de la Asociación de Padres se celebran una vez al mes. Los directivos de la escuela y el Concilio de Padres planifican y dirigen estas reuniones. Los padres pueden compartir ideas sobre lo que se debatirá en las reuniones. Estas reuniones ayudan a los padres a hablar con los profesores y el personal y a conocer a otros padres.

La escuela, los maestros, el Concilio de Padres y otros voluntarios trabajan juntos para crear eventos académicos y artísticos divertidos para los estudiantes y las familias. Algunos ejemplos de estos eventos son la Noche de Lectoescritura Familiar, el Festival de Invierno, la Feria de Salud y Ciencias, el Día del Niño y las Presentaciones de Enrichcimiento Estudiantil.

##### Participación en los concilios consultivos

Los padres o tutores pueden unirse a grupos como el Comité Asesor del Idioma Inglés, el Consejo de Padres, el Consejo Escolar o la Junta Directiva. Estos grupos ayudan a decidir partes importantes de los planes y las normas de la escuela.

##### Comité Asesor para Estudiantes de Inglés

Cada año, la Academia de Idiomas de Sacramento se reúne con los padres y otros grupos escolares para hablar sobre el Comité Asesor para Estudiantes de Inglés (ELAC). Este grupo ofrece asesoramiento sobre cómo enseñar a los estudiantes de inglés, ayuda a los profesores a mejorar en su trabajo y elabora políticas sobre la asistencia. La escuela colabora con los padres tanto de los estudiantes de inglés como de los estudiantes angloparlantes para tomar decisiones y crear estrategias útiles para todos los estudiantes.

### Prioridad estatal: Participación de los alumnos

El SARC proporciona la siguiente información relevante para la prioridad estatal: Participación de los alumnos (Prioridad 5):

- Tasas de graduación de la escuela secundaria;
- Tasas de abandono escolar en la escuela secundaria; y
- Absentismo crónico

**Absentismo crónico por grupo de estudiantes (año escolar 2024-25)**

Grupo de estudiantes	Matrícula acumulada	Absentismo crónico Absentismo Elegible Matrícula	Absentismo crónico Ausentismo crónico Recuento	Absentismo crónico Tasa de absentismo
Todos los estudiantes	630	627	69	11.0%
Mujeres	319	319	35	11.0%
Hombre	311	308	34	11.0%
No binario	--	--	--	--
Indígena americano o nativo de Alaska	--	--	--	--
Asiático	--	--	--	--
Negro o afroamericano	--	--	--	--
Filipino	--	--	--	--
Hispano o latino	590	587	67	11.4%
Nativo de Hawái o de las islas del Pacífico	--	--	--	--
Dos o más razas	--	--	--	--
Blanca	26	26	1	3.8%
Estudiantes de inglés	284	284	43	15.1%
Jóvenes en acogida	--	--	--	--
Personas sin hogar	--	--	--	--
Desfavorecidos socioeconómicamente	450	450	56	12.4%
Estudiantes que reciben servicios educativos para migrantes	--	--	--	--
Estudiantes con discapacidades	79	77	15	19.5%

Nota: Para proteger la privacidad de los estudiantes, se utilizan dos guiones (--) en la tabla cuando el tamaño de la celda dentro de una población estudiantil seleccionada es de diez o menos.

Prioridad estatal: clima escolar

El SARC proporciona la siguiente información relevante para la prioridad estatal: Clima escolar (Prioridad 6):

- Tasas de suspensión de alumnos;
- Tasas de expulsión de alumnos; y
- Otras medidas locales sobre la sensación de seguridad

Suspensiones y expulsiones

Tasa	Escuela 2022– 23	Escuela 2023– 24	Escuela 2024– 25	Distrito 2022– 23	Distrito 2023– 24	Distrito 2024– 25	Estado 2022- 23	Estado 2023- 24	Estado 2024- 25
Suspensiones	2.25%	0.49%	0.79%	6.16%	6.04%	6.04%	3.60%	3.28%	2.94%
Expulsión	0.00%	0.00%	0.00%	0.05%	0.01%	0.05%	0.08%	0.07%	0.06%

Nota: Para proteger la privacidad de los estudiantes, se utilizan dos guiones (--) en la tabla cuando el tamaño de la celda dentro de una población estudiantil seleccionada es de diez o menos.

**Suspensiones y expulsiones por grupo de estudiantes (año escolar 2024-25)**

Grupo de estudiantes	Tasa de suspensiones	Tasa de expulsiones
Todos los estudiantes	0.79%	0.00%
Mujeres	1.25%	0.00%
Hombres	0.32%	0.00%
No binario	0.00%	0.00%
Indígenas americanos o nativos de Alaska	0.00%	0.00%
Asiático	0.00%	0.00%
Negros o afroamericanos	0.00%	0.00%
Filipino	0.00%	0.00%
Hispano o latino	0.85%	0.00%
Nativo de Hawái o de las islas del Pacífico	0.00%	0.00%
Dos o más razas	0.00%	0.00%
Blanca	0.00%	0.00%
Estudiantes de inglés	1.06%	0.00 %
Jóvenes en acogida	0.00%	0.00%
Personas sin hogar	0.00%	0.00%
Desfavorecidos socioeconómicamente	1.11%	0.00%
Estudiantes que reciben servicios educativos para migrantes	0.00%	0.00%
Estudiantes con discapacidades	1.27%	0.00%

Nota: Para proteger la privacidad de los estudiantes, se utilizan dos guiones (--) en la tabla cuando el tamaño de la celda dentro de una población estudiantil seleccionada es de diez o menos.

#### **Plan de seguridad escolar (año escolar 2024-2025; 26 de junio de 2025)**

La Academia de Idiomas de Sacramento (LAS) ha elaborado un plan completo para garantizar la seguridad y la salud de todos. Este plan incluye normas sobre salud, seguridad y cómo prevenir riesgos. El plan se elaboró con la ayuda de los expertos en seguros de la escuela, siguiendo la legislación vigente, y fue aprobado por la Mesa Directiva de LAS.

#### **Vacunas**

Todos los estudiantes de LAS deben presentar pruebas de que han recibido las vacunas requeridas.

#### **Revisiones**

LAS revisa la vista, el oído y la escoliosis (curvatura de la columna vertebral) de los alumnos según sea necesario, en función de su nivel académico.

#### **Administración de medicamentos**

LAS sigue las normas sobre la administración de medicamentos a los alumnos en la escuela, de acuerdo con el Departamento de Educación de California.

#### **Tolerancia cero con las drogas y el tabaco**

LAS es una escuela en la que no se permiten las drogas, el alcohol, la marihuana ni el tabaco. Esto ayuda a que la escuela sea un lugar seguro para todos.

#### **Verificación de antecedentes**

Todos los empleados, proveedores y voluntarios de LAS deben pasar una verificación de antecedentes penales. Esto garantiza que el personal sea apto para trabajar con niños.

#### **Obligación de informar**

Todo el personal de LAS, incluidos los profesores y demás empleados, está obligado a denunciar cualquier indicio de maltrato infantil. Además, cada año deben realizar una formación obligatoria sobre cómo denunciar los casos de maltrato infantil.

#### **Preparación para terremotos y desastres naturales**

LAS capacita a todo el personal para responder a emergencias como terremotos, inundaciones, incendios y otros desastres naturales. Esta capacitación ayuda a todos a mantenerse a salvo en caso de una emergencia.

#### **Patógenos transmitidos por la sangre**

LAS sigue las normas estatales y federales para prevenir el contacto con patógenos transmitidos por la sangre, que son gérmenes nocivos que pueden propagarse a través de la sangre.

#### **Formación del personal en emergencias y primeros auxilios**

Todo el personal de LAS está capacitado para responder a emergencias y sabe cómo prestar primeros auxilios si alguien resulta herido.

#### **Formación en seguridad**

LAS sigue las normas de seguridad, como la realización de simulacros de incendio. La escuela colabora con el SCUSD para comprobar que el sistema de rociadores, las alarmas contra incendios y los extintores funcionan correctamente. Los simulacros de incendio se realizan periódicamente, tal y como exige la ley.

#### **Instalaciones: cumplimiento de la ADA y seguridad sísmica**

LAS alquila su edificio al Distrito Escolar Unificado de la Ciudad de Sacramento (SCUSD). El SCUSD se asegura de que el edificio sea seguro en caso de terremotos y haya superado las comprobaciones de seguridad. La escuela también se esfuerza por garantizar que el edificio sea accesible para todos, incluidas las personas con discapacidad.

#### **Tuberculosis**

Antes de comenzar a trabajar en LAS, todos los miembros del personal deben presentar una prueba de tuberculosis negativa realizada en los últimos dos años.

El Plan Integral de Seguridad Escolar está disponible para su consulta en el [sitio web de LAS](#) y en la oficina principal.

## **D. Otra información del SARC**

La información de esta sección debe figurar en el SARC, pero no está incluida en las prioridades estatales para la LCFF.

### **Tamaño medio de las clases y distribución del tamaño de las clases (primaria) (año escolar 2022-23)**

Nivel de grado	Tamaño promedio de las clases	Número de clases* 1-20	Número de clases* 21-32	Número de clases* 33+
K	22.00	0	4	0
1	22.00	0	3	0
2	22.00	0	3	0
3	22.00	0	3	0
4	22.00	0	3	0
5	22.00	0	3	0
6	15.00	18	12	0
Otros**	0.00	0	0	0

\* El número de clases indica cuántas clases entran en cada categoría de tamaño (un rango del total de alumnos por clase).

\*\* La categoría "Otros" es para clases con varios niveles de grado.

**Tamaño promedio de las clases y distribución del tamaño de las clases (primaria) (año escolar 2023-24)**

Nivel de grado	Tamaño medio de la clase	Número de clases* 1-20	Número de clases* 21-32	Número de clases* 33+
K	22.00		3	
1	22.00		3	
2	22.00		3	
3	22.00		3	
4	22.00		3	
5	22.00		3	
6	16.00	17	12	
Otros**				

\* El número de clases indica cuántas clases entran en cada categoría de tamaño (un rango del total de alumnos por clase).

\*\* La categoría "Otros" corresponde a clases con varios niveles.

**Tamaño promedio de las clases y distribución del tamaño de las clases (primaria) (año escolar 2024-25)**

Nivel de grado	Tamaño medio de las clases	Número de clases* 1-20	Número de clases* 21-32	Número de clases* 33+
K	22.00		3	
1	22.00		3	
2	22.00		3	
3	22.00		3	
4	22.00		3	
5	22.00		3	
6	17.00	16	12	
Otros**				

\* El número de clases indica cuántas clases entran en cada categoría de tamaño (un rango del total de alumnos por clase).

\*\* La categoría "Otros" corresponde a clases con varios niveles.

**Tamaño medio de las clases y distribución del tamaño de las clases (secundaria) (año escolar 2022-23)**

Asignatura	Tamaño medio de la clase	Número de clases* 1-22	Número de clases* 23-32	Número de clases* 33+
Artes de lenguaje en inglés	22.00	6	0	0
Matemáticas	22.00	7	3	0
Ciencias	25.00	3	3	0
Ciencias sociales	25.00	1	3	0

\* El número de clases indica cuántas aulas se incluyen en cada categoría de tamaño (un rango del total de alumnos por aula). En el nivel de secundaria, esta información se presenta por materia en lugar de por curso.

**Tamaño medio de las clases y distribución del tamaño de las clases (secundaria) (año escolar 2023-24)**

Asignatura	Tamaño medio de las clases	Número de clases* 1-22	Número de clases* 23-32	Número de clases* 33+
Lengua y literatura inglesas	18.00	8	1	
Matemáticas	22.00	3	3	
Ciencias	17.00	8		
Ciencias sociales	17.00	8		

\* El número de clases indica cuántas aulas entran en cada categoría de tamaño (un rango del total de alumnos por aula). En el nivel de secundaria, esta información se presenta por materia en lugar de por curso.

**Tamaño medio de las clases y distribución del tamaño de las clases (secundaria) (año escolar 2024-25)**

Asignatura	Tamaño medio de las clases	Número de clases* 1-22	Número de clases* 23-32	Número de clases* 33+
Lengua y literatura inglesas	21.00	7	1	
Matemáticas	22.00	2	4	
Ciencias	17.00	8		
Ciencias sociales	17.00	8		

\* El número de clases indica cuántas aulas entran en cada categoría de tamaño (un rango del total de alumnos por aula). En el nivel de secundaria, esta información se presenta por materia en lugar de por curso.

**Proporción de alumnos por orientador académico (año escolar 2024-25)**

Título	Proporción
Alumnos por orientador académico*	410.67

\* Un equivalente a tiempo completo (FTE) equivale a un miembro del personal que trabaja a tiempo completo; un FTE también podría representar a dos miembros del personal que trabajan cada uno el 50 % de un tiempo completo.

**Personal de servicios de apoyo al estudiante (año escolar 2024-25)**

<b>Título</b>	<b>Número de FTE* asignados a la escuela</b>
Orientador (académico, social/conductual o de desarrollo profesional)	1.50
Profesor de medios bibliotecarios (bibliotecario)	
Personal de servicios bibliotecarios (auxiliar)	0.80
Psicólogo	1.00
Trabajador social	
Enfermera	
Especialista en habla, lenguaje y audición	0.57
Especialista en recursos (no docente)	
Otros**	3.00

\* Un equivalente a tiempo completo (FTE) equivale a un miembro del personal que trabaja a tiempo completo; un FTE también podría representar a dos miembros del personal que trabajan cada uno el 50 % de un tiempo completo.

\*\* La categoría "Otros" incluye todos los demás puestos de personal de servicios de apoyo al estudiante que no se enumeran.

**Gastos por alumno y salarios de los profesores de los centros escolares (ejercicio fiscal 2023-24)**

Nivel	Total Gastos por alumno	Gastos por alumno (restringidos)	Gastos por alumno (sin restricciones)	Salario medio de los profesores
Centro escolar	\$14 077.00	\$4756.00	\$9321.00	\$69198.00
Distrito	N/A	N/A	--	\$102712.00
Diferencia porcentual: centro escolar y distrito	N/A	N/A	--	--
Estado	N/A	N/A	\$11146.18	\$100333.00
Diferencia porcentual: centro escolar y estado	N/A	N/A	--	--

Nota: Las celdas con valores N/A no requieren datos.

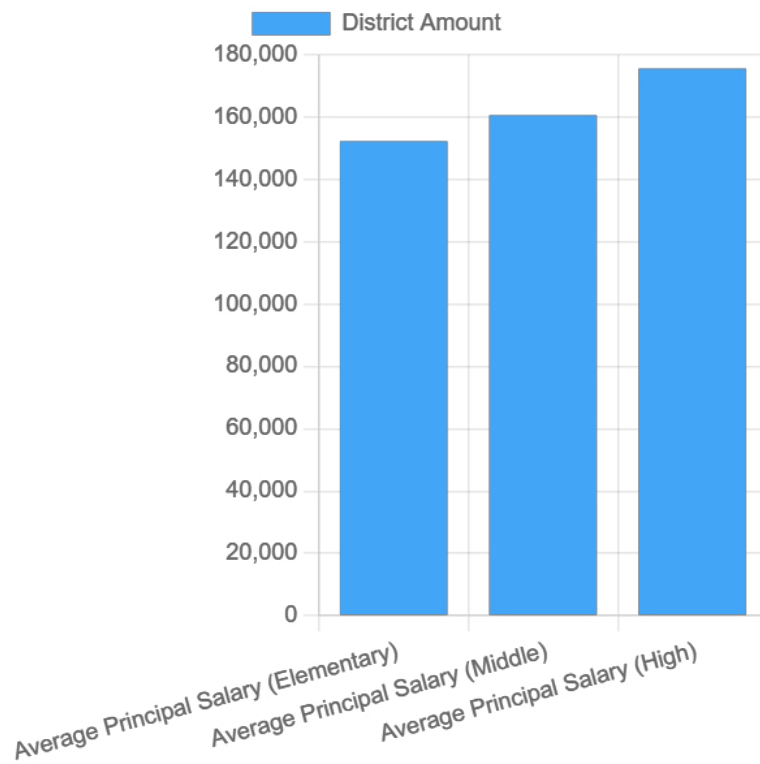
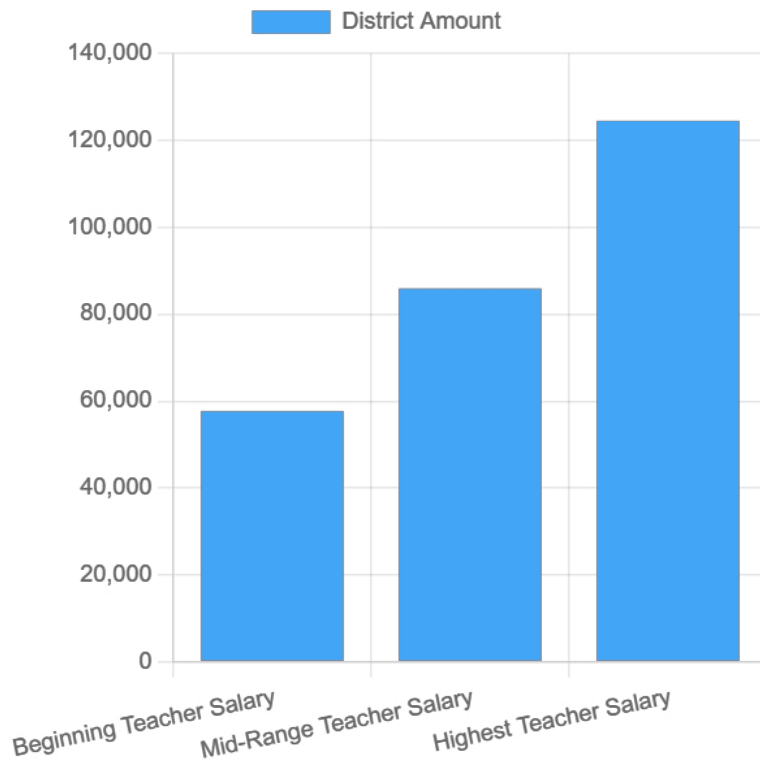
**Tipos de servicios financiados (año fiscal 2024-25)**

La financiación de los últimos años se destinó a garantizar que se proporcionaran intervenciones en grupos reducidos a los estudiantes identificados como en riesgo académico según los datos estatales SBAC y MAP Growth, dando prioridad a aquellos que se encuentran en situación de desventaja socioeconómica/bajos ingresos y a los estudiantes de inglés como segunda lengua (EL). Los servicios directos para centrarse en los estudiantes incluía: personal certificado adicional que apoye la alfabetización y las matemáticas, auxiliares de instrucción en primaria calificaciones, así como personal certificado y clasificado para programas escolares diurnos, extraescolares y de verano, y para programas de inicio de verano y escuelas de verano.

**Salarios de docentes y personal administrativo (año fiscal 2023-24)**

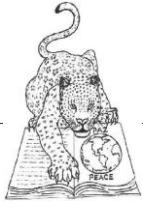
<b>Categoría</b>	<b>Importe del distrito</b>	<b>Media estatal para distritos de la misma categoría</b>
Salario inicial de los profesores	\$57715.00	\$60862.67
Salario medio de los profesores	\$85887.00	\$93575.04
Salario más alto de un profesor	\$124477.00	\$125548.29
Salario medio de un director (primaria)	\$152281.00	\$157644.72
Salario medio de los directores (secundaria)	\$160625.00	\$165340.66
Salario medio de los directores (alto)	\$175611.00	\$182579.89
Salario del superintendente	\$325000.00	\$357064.20
Porcentaje del presupuesto destinado a los salarios de los profesores	29.65%	30.36%
Porcentaje del presupuesto destinado a los salarios administrativos	5.43%	4.88%

Para obtener información detallada sobre los salarios, consulte la página web de salarios y prestaciones certificados del CDE en <https://www.cde.ca.gov/ds/fd/cs/>.



#### Desarrollo profesional

Medida	2023– 24	2024– 25	2025– 26
Número de días lectivos dedicados al desarrollo del personal y la mejora continua	30	32	27



A California Public School

# Academia de Idiomas de Sacramento

## Language Academy of Sacramento

A Two-Way Spanish Immersion Charter School

Agenda Item# IVC

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

**Subject:** Fiscal Audit 2024-2025

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

**Committee:** EdTec/School Leadership

**Information:**

Charter School's are required to submit an annual fiscal audit by December 15<sup>th</sup> to Sacramento City Unified School District, Sacramento County Office of Education, California Department of Education, and State Treasures office.

The audit includes examining whether financial statements are free of misstatement; review of supporting documents; assessing accounting principles, testing of internal controls, accuracy of state compliance reports and payroll.

BakerTilley, US, LLP, have completed their preliminary financial audit of the Language Academy of Sacramento. Per the final audit report, **all prior year findings have been corrected and no new findings** were noted for 2024-2025 fiscal year.

**Documents available for review:**

1. Fiscal Audit Report

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

**Estimated Time of Presentation:** 10 min.  
**Submitted By:** School Leadership  
**Date:** 1.23.2026

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



A California Public School

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

Agenda Artículo # IVC

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

**Tema:** Auditoria Fiscal 2024-2025

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

**Comité:** EdTec/Liderazgo escolar

**Información:**

Las escuelas subvencionadas deben presentar una auditoría fiscal anual antes del 15 de diciembre al Distrito Escolar Unificado de la Ciudad de Sacramento, a la Oficina de Educación del Condado de Sacramento, al Departamento de Educación de California y a la oficina del Tesoro del Estado.

La auditoría incluye el examen de que los estados financieros están libres de errores; la revisión de los documentos justificativos; la evaluación de los principios contables, la comprobación de los controles internos, la exactitud de los informes de cumplimiento del estado y las nóminas.

BakerTilley, US, LLP, ha completado su auditoría financiera preliminar de la Academia de Idiomas de Sacramento. Según el informe final de auditoría, **no se observaron** hallazgos para el ejercicio fiscal 2024-2025.

**Documentos disponibles para revisión:**

1. Auditoría Fiscal

**Tiempo estimado para la presentación:** 10 min.  
**Entregado por:** School Leadership  
**Fecha:** 1.23.2026

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

# **Reporting and insights from 2025 audit:**

**The Language Academy of  
Sacramento**

**June 30, 2025**

# Executive summary

December 15, 2025

The Board of Directors  
c/o Mr. Eduardo De Leon, Executive Director  
The Language Academy of Sacramento  
2850 49<sup>th</sup> Street  
Sacramento, California 95817

We have completed our audit of the financial statements of The Language Academy of Sacramento (the Organization) for the year ended June 30, 2025, and have issued our report thereon dated December 15, 2025. This letter presents communications required by our professional standards.

Your audit should provide you with confidence in your financial statements. The audit was performed based on information obtained from meetings with management, data from your systems, knowledge of your Organization's operating environment and our risk assessment procedures. We strive to provide you with clear, concise communication throughout the audit process and the final results of our audit.

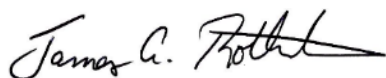
Additionally, we have included information on key risk areas the Organization should be aware of in your strategic planning. We are available to discuss these risks as they relate to your Organization's financial stability and future planning.

If you have questions at any point, please connect with us:

- Jim Rotherham, Principal: [Jim.Rotherham@bakertilly.com](mailto:Jim.Rotherham@bakertilly.com) or +1 (858) 320-6773
- Anand Soni, Senior Manager: [Anand.soni@bakertilly.com](mailto:Anand.soni@bakertilly.com)

Sincerely,

Baker Tilly US, LLP



Jim Rotherham, Principal

THIS COMMUNICATION IS INTENDED SOLELY FOR THE INFORMATION AND USE OF THOSE CHARGED WITH GOVERNANCE, AND, IF APPROPRIATE, MANAGEMENT, AND IS NOT INTENDED TO BE AND SHOULD NOT BE USED BY ANYONE OTHER THAN THESE SPECIFIED PARTIES.

Baker Tilly Advisory Group, LP and Baker Tilly US, LLP, trading as Baker Tilly, are members of the global network of Baker Tilly International Ltd., the members of which are separate and independent legal entities. Baker Tilly US, LLP is a licensed CPA firm that provides assurance services to its clients. Baker Tilly Advisory Group, LP and its subsidiary entities provide tax and consulting services to their clients and are not licensed CPA firms.

# Responsibilities

## Our responsibilities

As your independent auditor, our responsibilities include:

- Planning and performing the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement. Reasonable assurance is a high level of assurance.
- Assessing the risks of material misstatement of the financial statements, whether due to fraud or error. Included in that assessment is a consideration of the Organization's internal control over financial reporting.
- Performing appropriate procedures based upon our risk assessment.
- Evaluating the appropriateness of the accounting policies used and the reasonableness of significant accounting estimates made by management.
- Forming and expressing an opinion based on our audit about whether the financial statements prepared by management with the oversight of those charged with governance:
  - Are free from material misstatement.
  - Are presented fairly, in all material respects and in accordance with accounting principles generally accepted in the United States of America.
- Performing an audit in accordance with the standards for financial audits contained in *Government Auditing Standards* including reporting on:
  - Internal control over financial reporting.
  - Compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts.
- Our audit does not relieve management or those charged with governance of their responsibilities.

We are also required to communicate significant matters related to our audit that are relevant to the responsibilities of those charged with governance, including:

- Internal control matters
- Qualitative aspects of the Organization's accounting practice including policies, accounting estimates and financial statement disclosures
- Significant unusual transactions
- Significant difficulties encountered
- Disagreements with management
- Circumstances that affect the form and content of the auditors' report
- Audit consultations outside the engagement team
- Corrected and uncorrected misstatements
- Other audit findings or issues

# Audit status

## Significant changes to the audit plan

There were no significant changes made to either our planned audit strategy or to the significant risks and other areas of emphasis identified during the performance of our risk assessment procedures.

# Audit approach and results

## Planned scope and timing

### Audit focus

Based on our understanding of the Organization and the environment in which you operate, we focused our audit on the following key areas:

- Key transaction cycles
- Areas with significant estimates
- Review, recompute and substantiate financial statement amounts and disclosures
- Review application and disclosures for new accounting standards adopted
- Existence, valuation and proper classification of contributions and pledges receivable
- Payroll and other expenses
- Net assets and compliance with donor restriction (including endowments)
- Test of compliance over certain provisions of laws, regulations, contracts and grant agreements

Our areas of audit focus were informed by, among other things, our assessment of materiality. Materiality in the context of our audit was determined based on specific qualitative and quantitative factors combined with our expectations about the Organization's current year results.

## Key areas of focus and significant issues

### Significant risks of material misstatement

A significant risk is an identified and assessed risk of material misstatement that, in the auditors' professional judgment, requires special audit consideration. Within our audit, we focused on the following areas below.

Significant risk areas	Testing approach	Conclusion
Management override of controls	<ul style="list-style-type: none"><li>- We obtained understanding of the Organization's processes and controls over journal entries.</li><li>- We obtained the population of all journal entries and tested the appropriateness of specific journal entries.</li><li>- We assessed the journal entries recorded during the audit during our substantive fieldwork for appropriateness.</li></ul>	We applied the procedures noted under testing approach. No issues were noted based on our samples selected and procedures performed.
Improper revenue recognition due to fraud	<ul style="list-style-type: none"><li>- We obtained understanding of the Organization's processes and controls over the revenue cycle and performed walkthrough with specific transactions.</li><li>- We substantively tested revenue transactions.</li><li>- We reviewed disclosures for completeness and accuracy</li></ul>	We applied the procedures noted under testing approach. No issues were noted based on our samples selected and procedures performed.

## Internal control matters

In planning and performing our audit of the financial statements, we considered the Organization's internal control over financial reporting as a basis for designing our audit procedures for the purpose of expressing an opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control.

Our consideration of internal control was for the limited purpose described above and was not designed to identify all deficiencies in internal control that might be significant deficiencies or material weaknesses.

A material weakness is a deficiency or combination of deficiencies in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. We did not identify any deficiencies in internal control that we consider to be material weaknesses.

A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

## Required communications

### Qualitative aspect of accounting practices

- Accounting policies: Management is responsible for the selection and use of appropriate accounting policies. In accordance with the terms of our engagement letter, we have advised management about the appropriateness of accounting policies and their application. The significant accounting policies used by the Organization are described in Note 2 to the financial statements. No new accounting policies were adopted, and the application of existing accounting policies was not changed during 2025. We noted no transactions entered into by the Organization during the year for which accounting policies are controversial or for which there is a lack of authoritative guidance or consensus or diversity in practice.
- Accounting estimates: Accounting estimates, including fair value estimates, are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements, the degree of subjectivity involved in their development and because of the possibility that future events affecting them may differ significantly from those expected. The following estimates are of most significance to the financial statements.

Estimate	Management's process to determine	Baker Tilly's conclusions regarding reasonableness
Functional allocation of expenses	Management's estimate is based on the determination of programs and supporting services benefited based on employee time estimates and usage of resources.	We evaluated the key factors and assumptions used in developing the estimate and determined that it was reasonable.
Estimated useful lives of long-lived assets	Management estimates using straight line method over the estimated useful lives of the assets.	We evaluated the key factors and assumptions used in developing the estimate and determined that it was reasonable.
Determination of right-of-use assets and lease liabilities	All leases with term longer than 12 months are classified as either an operating or finance lease, with the corresponding right of use asset and lease liability recorded under ASC 842.  When the implicit rate is not readily determinable, the Company has made the private company election to utilize a risk free discount rate	We evaluated the key factors and assumptions used in developing the estimate and determined that it was reasonable.

There have been no significant changes made by management to either the processes used to develop the particularly sensitive accounting estimates, or to the significant assumptions used to develop the estimates, noted above.

- Financial statement disclosures: The disclosures in the financial statements are neutral, consistent and clear.

### **Significant unusual transactions**

There have been no significant transactions that are outside the normal course of business for the Organization or that otherwise appear to be unusual due to their timing, size or nature.

### **Significant difficulties encountered during the audit**

We encountered no significant difficulties in dealing with management and completing our audit.

### **Disagreements with management**

Professional standards define a disagreement with management as a matter, whether or not resolved to our satisfaction, concerning a financial accounting, reporting, or auditing matter that could be significant to the financial statements or the auditors' report. We are pleased to report that no such disagreements arose during the course of our audit.

### **Audit report**

There have been no departures from the auditors' standard report.

### **Audit consultations outside the engagement team**

We encountered no difficult or contentious matters for which we consulted outside of the engagement team.

### **Uncorrected misstatements and corrected misstatements**

Professional standards require us to accumulate misstatements identified during the audit, other than those that are clearly trivial, and to communicate accumulated misstatements to management. The attached schedule summarizes the uncorrected misstatements that we presented to management, other than those that are clearly trivial, that, in our judgment, may not have been detected except through our auditing procedures. In our judgment, none of the uncorrected misstatements, either individually or in the aggregate, indicate matters that could have had a significant effect on the Organization's financial reporting process.

Management has determined that the effects of the uncorrected misstatements are immaterial, both individually and in the aggregate, to the financial statements as a whole. The uncorrected misstatements or the matters underlying them could potentially cause future period financial statements to be materially misstated, even though, in our judgment, such uncorrected misstatements are immaterial to the financial statements under audit.

## **Other audit findings or issues**

We encountered no other audit findings or issues that require communication at this time.

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the Organization's auditors. However, these discussions occurred in the normal course of our professional relationship, and our responses were not a condition to our retention.

## **Management's consultations with other accountants**

In some cases, management may decide to consult with other accountants about auditing and accounting matters. Management informed us that, and to our knowledge, there were no consultations with other accountants regarding auditing or accounting matters.

## **Written communications between management and Baker Tilly**

The Appendix includes copy of the management representation letter.

## **Compliance with laws and regulations**

We did not identify any non-compliance with laws and regulations during our audit.

## **Fraud**

We did not identify any known or suspected fraud during our audit.

## **Going concern**

Pursuant to professional standards, we are required to communicate to you, when applicable, certain matters relating to our evaluation of the Organization's ability to continue as a going concern for a reasonable period of time but no less than 12 months from the date the financial statements are issued or available to be issued, including the effects on the financial statements and the adequacy of the related disclosures, and the effects on the auditors' report. No such matters or conditions have come to our attention during our engagement.

## **Independence**

We are not aware of any relationships between Baker Tilly and the Organization that, in our professional judgment, may reasonably be thought to bear on our independence.

## **Related parties**

We did not have any significant issues arise during the audit in connection with the organization's related parties.

## **Other matters**

With respect to the supplementary information accompanying the financial statements, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or the financial statements themselves.

## Nonattest services

The following nonattest services were provided by Baker Tilly:

- Assistance with the preparation of the financial statements for the year ended June 30, 2025
- Assistance with the preparation of federal and state exempt organization tax returns for the year ended June 30, 2025

*\*Non-attest services are provided by Baker Tilly Advisory Group, LP.*

# Audit committee resources

Visit our resource page for regulatory updates, trending challenges and opportunities in your industry and other timely updates.

Visit the not-for-profit resource page at <https://www.bakertilly.com/page/audit-committee-resource-center>.

# **Appendix A: Summary schedule of uncorrected misstatements**

Number	Date	Name	Account No	Debit	Credit	Recurrence	Misstatement
PAJE #1	6/30/2025	AR - State Aid	9230		-26,821.00		
PAJE #1	6/30/2025	Deferred Revenue	9650	26,821.00			
		Difference amount as per Deferred revenue working at Wp CC.4 for Prop 28					
				26,821.00	-26,821.00		

Number	Date	Name	Account No	Debit	Credit	Recurrence	Misstatement
PAJE #2	6/30/2025	Depreciation	6900		-62,347.00		
PAJE #2	6/30/2025	Accumulated Depreciation - Building Improvements 2	9437	62,347.00			
		To reverse depreciation on CIP					
				62,347.00	-62,347.00		

## **Appendix B:**

# **Management representation letter**



A California Public School

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

2850 49<sup>th</sup> Street  
Sacramento, CA. 95817  
Phone 916.277.7137  
Fax 277.7141

December 15, 2025

Baker Tilly US, LLP  
3655 Nobel Drive, Suite 300 San  
Diego, CA 92122

Dear Baker Tilly US, LLP:

This representation letter is provided in connection with your audit of the financial statements of The Language Academy of Sacramento (the Organization), which comprise the statement of financial position as of June 30, 2025, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, for the purpose of expressing an opinion as to whether the financial statements are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States of America (U.S. GAAP).

Certain representations in this letter are described as being limited to matters that are material. Items are considered material, regardless of size, if they involve an omission or misstatement of accounting information that, in the light of surrounding circumstances, makes it probable that the judgment of a reasonable person relying on the information would be changed or influenced by the omission or misstatement. An omission or misstatement that is monetarily small in amount could be considered material as a result of qualitative factors.

We confirm that, to the best of our knowledge and belief, as of December 15, 2025, the following representations made to you during your audit.

**Financial Statements**

- 1) We have fulfilled our responsibilities, as set out in the terms of the audit engagement letter dated March 10, 2025 including our responsibility for the preparation and fair presentation of the financial statements in accordance with U.S. GAAP.
- 2) We acknowledge our responsibility for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.
- 3) We acknowledge our responsibility for the design, implementation, and maintenance of internal control to prevent and detect fraud.
- 4) Significant assumptions we used in making accounting estimates, including those measured at fair value, are reasonable.



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- 5) Related party relationships and transactions, if any, have been appropriately accounted for and disclosed in accordance with U.S. GAAP.
- 6) All events subsequent to the date of the financial statements and for which U.S. GAAP require adjustment or disclosure have been adjusted or disclosed.
- 7) The effects of all known actual or possible litigation, claims, and assessments, if any, have been accounted for and disclosed in accordance with U.S. GAAP.
- 8) Significant estimates and material concentrations have been appropriately disclosed in accordance with U.S. GAAP.
- 9) Guarantees, whether written or oral, under which the Organization is contingently liable, if any, have been properly recorded or disclosed in accordance with U.S. GAAP.
- 10) We have identified all accounting estimates that could be material to the financial statements, including the key factors and significant assumptions underlying those estimates, and we believe the estimates are reasonable in the circumstances.
- 11) The effects of the uncorrected financial statement misstatements are immaterial, both individually and in the aggregate, to the financial statements taken as a whole. A list of uncorrected misstatements is attached below to the representation letter:
- 12) In connection with your audit conducted in accordance with *Government Auditing Standards*, we confirm that management:
- a) Is responsible for the preparation and fair presentation of the financial statements in accordance with the applicable financial reporting framework,
  - b) Is responsible for compliance with the laws, regulations, and provisions of contracts and grant agreements applicable to the auditee,
  - c) Has identified and disclosed to the auditor all instances that have occurred, or are likely to have occurred, of fraud and noncompliance with provisions of laws, regulations, and grant agreements that have a material effect on the financial statements or other financial data significant to the audit objectives, and any other instances that warrant the attention of those charged with governance,
  - d) Has identified and disclosed to the auditor all instances that have occurred, or are likely to have occurred, of abuse that could be quantitatively or qualitatively material to the financial statements,
  - e) Is responsible for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error,
  - f) Acknowledges its responsibility the design, implementation, and maintenance of internal controls to prevent and detect fraud,
  - g) Has taken timely and appropriate steps to remedy fraud; noncompliance with provision of laws, regulations, contracts and grant agreements; or abuse that the auditor reports,
  - h) Has a process to track the status of audit findings and recommendations,



A California Public School

# Academia de Idiomas de Sacramento

## Language Academy of Sacramento

A Two-Way Spanish Immersion Charter School

2850 49<sup>th</sup> Street  
Sacramento, CA. 95817  
Phone 916.277.7137  
Fax 916.277.7141

i) Has identified for the audit, previous audits, attestation engagements and other studies related to the audit objectives and whether related recommendations have been implemented,  
j) Has provided views on the auditors' reported findings, conclusions, and recommendations, as well as management's planned corrective actions, for the report,

k) With respect to any non-attest services provided by Baker Tilly US, LLP or Baker Tilly Advisory Group, LP, including, but not limited to providing assistance in drafting of the Organization's financial statements and related disclosures, we confirm that we have complied with our responsibilities with respect to such non attest services which include us being responsible for: (a) making all management decisions and performing all management functions; (b) designating an individual who possesses suitable skill, knowledge, and/or experience to oversee the services; (c) evaluating the adequacy and results of the services performed; and (d) accepting responsibility for the results of the services, and

l). Acknowledges its responsibilities as it relates to non-audit services performed by the auditor, including a statement that it assumes all management responsibilities; that it oversees the services by designating an individual, preferably within senior management, who possess suitable skill, knowledge or experience; that it evaluates the adequacy and results of the services performed; and that it accepts responsibility for the results of the services.

### Information Provided

13) We have provided you with:

- > Access to all information, of which we are aware that is relevant to the preparation and fair presentation of the financial statements such as records, documentation and other matters, and all audit or relevant monitoring reports, if any, received from funding sources.
- > Additional information that you have requested from us for the purpose of the audit;
- > Unrestricted access to persons within the Organization from whom you determined it necessary to obtain audit evidence.
- > Communications from regulatory agencies, if any, concerning noncompliance with, or deficiencies in, financial reporting practices
- > All minutes of the meetings of the Board of Directors, or summaries of actions of recent meetings for which minutes have not yet been prepared.

14) All material transactions have been recorded in the accounting records and are reflected in the financial statements.

15) We have disclosed to you the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud.

16) We have no knowledge of any fraud or suspected fraud that affects the Organization and involves:

- > Management;
- > Employees who have significant roles in internal control; or



A California Public School

# Academia de Idiomas de Sacramento

## Language Academy of Sacramento

A Two-Way Spanish Immersion Charter School

2850 49<sup>th</sup> Street  
Sacramento, CA. 95817  
Phone 916.277.7137  
Fax 277.7141

> Others where the fraud could have a material effect on the financial statements.

- 17) We have no knowledge of any allegations of fraud, or suspected fraud, affecting the Organization's financial statements communicated by employees, former employees, grantors, regulators or others.
- 18) We are responsible for compliance with the laws, regulations, and provisions of contracts and grant agreements applicable to us.
- 19) We have no knowledge of any instances of noncompliance or suspected noncompliance with provisions of laws, regulations, contracts or grant agreements, or abuse, whose effects should be considered when preparing the financial statements.
- 20) We have disclosed to you all known actual or possible litigation, claims, and assessment whose effects should be considered when preparing the financial statements and we have not consulted legal counsel concerning litigation, claims, or assessments.
- 21) We have disclosed to you the identity of all the Organization's related parties, if any, and all the related party relationships and transactions, including any side agreements, of which we are aware that have not been disclosed to you.
- 22) The auditing standards define an annual report as "a document, or combination of documents, typically prepared on an annual basis by management or those charged with governance in accordance with law, regulation, or custom, the purpose of which is to provide owners (or similar stakeholders) with information on the entity's operations and the entity's financial results and financial position as set out in the financial statements." Among other items, an annual report contains, accompanies, or incorporates by reference the financial statements and the auditor's report thereon. We do not prepare an annual report.
- 23) We have no knowledge of any significant deficiencies, including material weaknesses, in the design or operation of internal controls that could adversely affect the Organization's ability to record, process, summarize and report financial data.
- 24) There have been no communications from regulatory agencies concerning noncompliance with, or deficiencies in, financial reporting practices.
- 25) In connection with Accounting Standards Codification (ASC) 205-40, Presentation of Financial Statements-Going Concern, management has concluded that as of date of this letter, there are no conditions or events that raise substantial doubt regarding the Organization's ability to continue as a going concern within one year from the date of the financial statements are issued. For the purpose of this determination, substantial doubt would exist when conditions or events, considered in the aggregate, indicate it is probable that the Organization would be unable to meet its obligations as they become due within one year after the financial statements' issuance date.
- 26) During the course of your audit, you may have accumulated records containing data that should be reflected in our books and records. All such data have been so reflected. Accordingly, copies of such records in your possession are no longer needed by us.

### General

- 27) We have complied with all aspects of contractual agreements that would have a material effect on the



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financial statements in the event of non-compliance.

- 28) We have no plans or intentions that may materially affect the carrying value or classification of assets, liabilities, or net asset balances.
- 29) There are no estimates that may be subject to a material change in the near term that have not been properly disclosed in the financial statements. We understand that near term means the period within one year of the date of the financial statements.
- 30) We understand that concentrations include individual or group concentrations of customers, suppliers, lenders, products, services, sources of labor or materials, licenses or other rights, or operating areas or markets. We further understand that severe impact means a significantly disruptive effect on the normal functioning of the Organization.
- 31) We have no relationships with variable interest entities.

**Assets**

- 32) The Organization has satisfactory title to all owned assets, and there are no liens or encumbrances on such assets nor has any asset been pledged as collateral, other than as disclosed in the notes to the financial statements.

**Liabilities**

- 33) The Organization's is an exempt organization under Section 501(c)(3) of the Internal Revenue Code. Any activities, if any, of which we are aware that would jeopardize the Organization's tax-exempt status, and all activities subject to tax on unrelated business income or excise or other tax, have been disclosed to you. All required filings with tax authorities are up-to-date.
- 34) We are not aware of any debt or financial covenant requirements.

**Other**

- 35) We acknowledge our responsibility for presenting the supplemental information in accordance with U.S. GAAP, and we believe the supplemental information, including its form and content, is fairly presented in accordance with U.S. GAAP. The methods of measurement and presentation of the supplemental information have not changed from those used in the prior period, and we have disclosed to you any significant assumptions or interpretations underlying the measurement and presentation of the supplementary information.
- 36) We have provided and/or will provide you with all documents, if any, to which we have attached and/or intend to attach the audited financial statements, including your independent auditors' report thereon, for the year ended June 30, 2025, for your review and comment prior to publication by our Organization.
- 37) As part of your audit, you assisted with the preparation of the financial statements and related notes and schedule of expenditures of federal awards. We acknowledge our responsibility as it relates to those non-audit services, including that we assume all management responsibilities; oversee the services by designating an individual, preferably within senior management, who possesses suitable skill, knowledge, or experience; evaluate the adequacy and results of the services performed; and accept responsibility for the results of the services. We have reviewed, approved, and accepted responsibility for those financial statements and related notes and schedule of expenditures of federal



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awards.

- 38) We have made all management decisions and performed all management functions in relation to the nonattest services provided by Baker Tilly US, LLP or Baker Tilly Advisory Group, LP, as identified in the engagement letter or an addendum to the engagement letter. We have designated Judy Morales, Direction of Business and Operations, an employee with suitable skill, knowledge, and/or experience to oversee the services received. Furthermore, we have established and maintained internal controls, including monitoring activities related to the nonattest services provided by Baker Tilly US, LLP or Baker Tilly Advisory Group, LP, and we have evaluated and accept responsibility for the adequacy and results of the nonattest services received.
- 39) Expenditures of federal awards were below the \$750,000 threshold and we were not required to have an audit in accordance with the Uniform Guidance.
- 40) We have forwarded a copy of these representations to Baker Tilly US, LLP's primary contact in the governance structure.
- 41) We acknowledge our responsibility for presenting the compliance requirements described in the *2024-25 Guide for Annual Audits of K 12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel, that could have a direct and material effect on each Organization's state programs for the fiscal year ended June 30, 2025. We believe the compliance requirements, including its form and content, is properly presented.
- 42) No events, including instances of noncompliance, have occurred subsequent to the statement of financial position date and through the date of this letter that would require adjustment to or disclosure in the aforementioned financial statements or in the schedule of findings and question costs.

**THE LANGUAGE ACADEMY OF SACRAMENTO**

  
\_\_\_\_\_  
Eduardo De Leon  
Executive Director

  
\_\_\_\_\_  
Judy Morales-Sue  
Director of Business and Operations

**The Language Academy  
of Sacramento  
#0640**

Financial Statements and  
Supplementary Information

June 30, 2025

# The Language Academy of Sacramento

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## **Independent Auditors' Report**

To the Board of Directors of  
The Language Academy of Sacramento

### **Report on the Audit of the Financial Statements**

#### ***Opinion***

We have audited the financial statements of The Language Academy of Sacramento (the Organization), which comprise the statement of financial position as of June 30, 2025, and the related statement of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Organization as of June 30, 2025, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

#### ***Basis for Opinion***

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards (Government Auditing Standards)* issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the Organization and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

#### ***Responsibilities of Management for the Financial Statements***

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Organization's ability to continue as a going concern within one year after the date that the financial statements are available to be issued.

## ***Auditors' Responsibilities for the Audit of the Financial Statements***

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Organization's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings and certain internal control-related matters that we identified during the audit.

## **Supplementary Information**

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying Schedule of Average Daily Attendance, Schedule of Instructional Time and Reconciliation of Charter School Unaudited Actuals Financial Report - Alternative Form With Audited Financial Statements are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

## **Other Information**

Management is responsible for the other information included in the annual report. The other information comprised of the Organization Structure, but does not include the financial statements and our auditor's report thereon. Our opinion on the financial statements does not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

## **Other Reporting Required by *Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated December 15, 2025, on our consideration of the Organization's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control over financial reporting and compliance.

A handwritten signature in black ink that reads "Baker Tilly US, LLP". The signature is written in a cursive, flowing style.

San Diego, California  
December 15, 2025

# The Language Academy of Sacramento

## Statement of Financial Position

June 30, 2025

### Assets

#### Current Assets

Cash	\$ 6,662,963
Accounts receivable	2,674,902
Prepaid expenses	124,194

Total current assets	9,462,059
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#### Property and Equipment, Net

11,069,587

#### Right-of-Use Assets, Net

85,814

Total assets	\$ 20,617,460
--------------	---------------

### Liabilities and Net Assets

#### Current Liabilities

Accrued expenses	\$ 862,031
Deferred revenue	1,763,948
Loan payable, current portion	210,620
Operating lease liability, current portion	34,028

Total current liabilities	2,870,627
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#### Long-Term Liabilities

Loan payable, net of current portion	3,084,973
Operating lease liability, net of current portion	52,209

Total liabilities	6,007,809
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#### Net Assets

Net assets without donor restrictions, undesignated	14,609,651
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Total net assets	14,609,651
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Total liabilities and net assets	\$ 20,617,460
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See notes to financial statements

# The Language Academy of Sacramento

## Statement of Activities

Year Ended June 30, 2025

	<b>Without Donor Restrictions</b>
<b>Revenues</b>	
Revenue limit sources:	
State aid	\$ 3,952,782
Education protection account	2,036,621
In-lieu of property taxes	1,874,850
Federal revenues	317,089
State revenues	2,499,226
Local revenues:	
Donations	75,338
Miscellaneous	44,875
	<hr/>
Total revenues	10,800,781
	<hr/>
<b>Expenses</b>	
Program services:	
Education	9,143,758
Support services:	
Management and general	1,031,531
Other services:	
Fundraising activities	80,059
	<hr/>
Total expenses	10,255,348
	<hr/>
Change in net assets	545,433
<b>Net Assets, Beginning</b>	14,064,218
	<hr/>
<b>Net Assets, Ending</b>	\$ 14,609,651
	<hr/>

See notes to financial statements

## The Language Academy of Sacramento

### Statement of Functional Expenses

Year Ended June 30, 2025

	Program Services	Support Services	Other Services	
	Education	Management and General	Fundraising	Total
Certificated salaries	\$ 3,628,518	\$ 139,248	\$ -	\$ 3,767,766
Classified salaries	1,660,194	80,101	-	1,740,295
Employee benefits	1,896,055	78,123	-	1,974,178
Books and supplies	333,297	15,186	-	348,483
Travel and conferences	23,075	-	-	23,075
Dues and memberships	19,388	-	-	19,388
Insurance	-	148,856	-	148,856
Operation and housekeeping services	149,075	9,774	-	158,849
Rental, leases, repairs and noncapitalized improvements	117,682	45,656	-	163,338
Direct support/indirect cost charges	-	79,491	-	79,491
Professional/consulting services and operating expenditures	730,070	173,959	80,059	984,088
Communications	11,175	2,795	-	13,970
Depreciation	575,229	191,742	-	766,971
Interest expense	-	66,600	-	66,600
Total expenses	<u>\$ 9,143,758</u>	<u>\$ 1,031,531</u>	<u>\$ 80,059</u>	<u>\$ 10,255,348</u>

See notes to financial statements

# The Language Academy of Sacramento

## Statement of Cash Flows

Year Ended June 30, 2025

### Cash Flows From Operating Activities

Change in net assets	\$ 545,433
Adjustments to reconcile change in net assets to net cash provided by operating activities:	
Depreciation	766,971
Change in operating assets and liabilities	
Accounts receivable	927,696
Prepaid expenses	29,900
Right of use assets, net	32,232
Accrued expenses	(752,517)
Due to grantors	(859,871)
Operating lease liability	(32,691)
Deferred revenue	(402,693)
Net cash flows provided by operating activities	254,460

### Cash Flows From Investing Activities

Purchase of property and equipment	(4,706,858)
Net cash flows used in investing activities	(4,706,858)

### Cash Flows From Financing Activities

Payments on loan payable	(136,960)
Net cash flows used in financing activities	(136,960)
Net decrease in cash	(4,589,358)

Cash, Beginning	11,252,321
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Cash, Ending	\$ 6,662,963
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### Supplemental Disclosures of Cash Flow Information

Cash paid for interest	\$ 67,969
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# The Language Academy of Sacramento

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## Notes To Financial Statements

June 30, 2025

### 1. Organization and Mission

The Language Academy of Sacramento (the Organization) is a nonprofit public benefit corporation. The Organization was petitioned and approved through the Sacramento City Unified School District for a five-year period ending on June 30, 2025 further extended by two years till June 30, 2027 under education code section 47607.4. The Organization was incorporated in the State of California on December 17, 2003.

The Organization commenced operations during the 2004-2005 fiscal year and currently serves approximately 600 students in Transitional kindergarten through Grade 8. The Organization is a two-way Spanish immersion charter school offering educational programs which develop high academic achievement, bilingualism and bi-literacy, multi-cultural competence, social responsibility, background knowledge, experiential learning and home and school partnership.

### 2. Summary of Significant Accounting Policies

#### Financial Statement Presentation

In accordance with Financial Accounting Standards Board (FASB) Accounting Standards Update (ASU) No. 2016-14, *Not for Profit Entities (Topic 958), Presentation of Financial Statements of Not-for-Profit Entities*, the Organization reports information regarding its financial position and activities according to two classes of net assets: net assets without donor restrictions and net assets with donor restrictions.

**Net Assets Without Donor Restrictions** - Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions. As of June 30, 2025, the Organization has no assets that have been designated by the Board of Directors for operating reserves and future program development.

**Net Assets With Donor Restrictions** - Net assets subject to donor imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both. As of June 30, 2025, the Organization had no net assets with donor restrictions.

#### Basis of Accounting

The financial statements were prepared in accordance with accounting principles generally accepted in the United States of America (GAAP) as applicable to not-for-profit Organizations. The Organization uses the accrual basis of accounting, under which revenues are recognized when they are earned and expenditures are recognized in the accounting period in which the liability is incurred.

#### Use of Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

# The Language Academy of Sacramento

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## Notes To Financial Statements

June 30, 2025

### Income Taxes

The Organization is exempt from income taxes under Internal Revenue Code Section 501(c)(3). It is, however, subject to income taxes from activities unrelated to its tax-exempt purpose. The Organization uses the same accounting methods for tax and financial reporting.

GAAP provides accounting and disclosure guidance about positions taken by an entity in its tax returns that might be uncertain. Management has considered its tax positions and believes that all of the positions taken in its federal and state exempt Organization tax returns are more likely than not to be sustained upon examination. The Organization's returns are subject to examination by federal and state taxing authorities, generally for three years and four years, respectively, after they are filed.

### Cash and Cash Equivalents

Cash and cash equivalents are from time to time variously composed of cash on hand and liquid investments with original maturities of three months or less. At June 30, 2025, the Organization had no cash equivalents.

### Property and Equipment

Property and equipment are recorded at cost and depreciated under the straight-line method over their estimated useful lives of three years. Repair and maintenance costs, which do not extend the useful lives of the asset, are charged to expense. The cost of assets sold or retired, and related amounts of accumulated depreciation are eliminated from the accounts in the year of disposal, and any resulting gain or loss is included in the earnings. Management has elected to capitalize and depreciate all assets costing \$5,000 or more; all other assets are charged to expense in the year incurred.

### Revenue Sources and Recognition

The Organization primarily receives funds from the California Department of Education (CDE). Revenue limit sources and state revenues received from the CDE are determined based on the Organization's average daily attendance (ADA) of students and recognized in the period the ADA occurs.

### Contributions and Grants

The Organization receives federal, state and local revenues for the enhancement of various educational programs. This assistance is generally received based on applications submitted to and approved by various granting agencies.

The Organization recognizes federal revenue to the extent that eligible expenditures have been incurred.

Revenue from contributions and grant income is evaluated under ASU No. 2018-08 and is accounted for as nonreciprocal transactions. Unconditional contributions and grants received are recorded as net assets with donor restrictions or net assets without donor restrictions depending on the existence and nature of any donor restrictions. Support that is not restricted by the donor is reported as an increase in net assets without restrictions. All other donor restricted support is reported as an increase in net assets with donor restrictions. When a restriction expires (that is when a stipulated time restrictions ends or purpose restriction is accomplished), net assets with donor restrictions are reclassified to net assets without donor restrictions.

# The Language Academy of Sacramento

## Notes To Financial Statements

June 30, 2025

### Deferred Revenue

Deferred revenue represents grant funds received, but not expended. These funds must be expended in accordance with the provisions of the contract to which they apply or refunded if not expended under the terms of the contract. As of June 30, 2025, the Organization had \$1,763,948 in deferred revenue which related to state funding as shown below:

Expanded Learning Opportunities Program	\$	734,234
Learning Recovery Emergency Block Grant (Prop 98)		611,567
Arts, Music and Instructional Materials Discretionary Block Grant		183,203
Proposition 28 Arts and Music in Schools (FY 2025)		72,516
Universal Pre-kindergarten Planning & Implementation Grant		69,208
Proposition 28 Arts and Music in Schools (FY 2024)		57,350
Educator Effectiveness Block Grant		35,870
		<hr/>
Total funds received but not expended	\$	<u>1,763,948</u>

### Accounts Receivable

Accounts receivable are recorded based on the amount expected to be collected from the federal and state government agencies. The amount recorded is based on apportionment schedules issued by the CDE throughout the fiscal year. Management believes that collections of accounts receivable is reasonably assured based on the nature of the receivable coming from government agencies. As such, no allowance for doubtful accounts has been provided.

### Functional Allocation of Expenses

The costs of providing the program services have been summarized on a functional basis in the statement of activities. Accordingly, certain costs have been allocated among the program services based on employees' time incurred and management's estimates of the usage of resources.

### Leases

At lease inception, leases are classified as either finance leases or operating leases with the associated right-of-use asset and lease liability measured at the net present value of future lease payments. Operating leases are expensed on a straight-line basis as lease expense over the noncancelable lease term. Expenses for finance leases are comprised of the amortization of the right-of-use asset and interest expense recognized based on the effective interest method.

The Organization does not separate lease and nonlease components for all asset classes. In determining the discount rate used to measure the right-of-use assets and lease liabilities, the Organization uses a risk-free rate based on U.S. Treasury notes for similar terms for the initial and subsequent measurement of lease liabilities for all asset classes. The Organization does not apply the recognition requirements to all leases with an original term of 12 months or less, for which the Organization is not likely to exercise a renewal option or purchase the asset at the end of the lease; rather, short-term leases will continue to be recorded on a straight-line basis over the lease term.

Right-of-use assets are assessed for impairment in accordance with the Organization's long-lived asset policy. The Organization reassesses lease classification and remeasures right-of-use assets and lease liabilities when a lease is modified and that modification is not accounted for as a separate new lease or upon certain other events that require reassessment in accordance with Topic 842.

# The Language Academy of Sacramento

## Notes To Financial Statements

June 30, 2025

### 3. Cash

Cash at June 30, 2025, consisted of the following:

Cash in bank	\$ 6,662,963
Total cash	<u>\$ 6,662,963</u>

Cash balances held in banks are insured up to \$250,000 by the Federal Deposit Insurance Corporation (FDIC). The Organization maintains its cash in bank deposit accounts that at times may exceed federally insured limits. The Organization has not experienced any losses in such accounts.

### 4. Accounts Receivable

Accounts receivable at June 30, 2025, consisted of the following:

Revenue limit sources:	
State aid	\$ 341,740
Education Protection Account	1,161,836
In-lieu of property taxes	544,980
Federal revenues	156,421
State revenues	455,716
Local revenues:	
Miscellaneous	<u>14,209</u>
Total accounts receivable	<u>\$ 2,674,902</u>

### 5. Property and Equipment, Net

Property and Equipment, net at June 30, 2025, consisted of the following:

Site improvements	\$ 15,184,271
Land improvements	<u>1,146,765</u>
Total property and equipment	16,331,036
Less accumulated depreciation	<u>(5,261,449)</u>
Property and equipment, net	<u>\$ 11,069,587</u>

During the fiscal year ended June 30, 2025, a total of \$766,971 was charged to depreciation expense.

### 6. Accrued Expenses

At June 30, 2025, accrued expenses consisted of the following:

Payroll and payroll taxes	\$ 468,107
Janitorial, gardening services & supplies	154,601
Utilities	46,572
Interest	32,956
Workman compensation	22,538
Other expenses	<u>137,257</u>
Total accrued expenses	<u>\$ 862,031</u>

# The Language Academy of Sacramento

## Notes To Financial Statements

June 30, 2025

### 7. Loan Payable

#### Prop 1D Loan

In 2011, the Organization applied to the Prop 1D Bond Program through the State Allocation Board and California School Finance Authority for both rehabilitation work and new construction at its current site of operations. The application was subsequently approved and between 2012 and 2015, the Organization was apportioned and received a total of \$11,533,532 in funding. The structure of the Prop 1D Program is to provide 50% of the final approved project costs in the form of a grant and 50% in the form of a lease or long-term loan. The final project was certified in the amount of \$9,159,899. The Organization has paid back a total amount of \$1,504,407 of the original long-term liability that was recorded.

The long-term loan is to be repaid over 30 years at an interest rate no less than 2%. The interest rate was set using the lower of the rate paid on funds in the Pooled Money Investment Account as of the date of disbursement of the funding or at a rate equal to 50% of the interest rate paid by the state on the most recent sale of state general obligation bonds, and the interest rate was computed according to the true interest cost method, as stated in the California Education Code, Section 17078.57. The loan is secured by the Organization's future state apportionments. The long-term loan has maturity date of May 2044.

Future principal payments on the loan are as follows:

	<b>Principal</b>	<b>Interest</b>	<b>Total</b>
Years ending June 30:			
2026	\$ 210,620	\$ 63,820	\$ 274,440
2027	143,947	60,983	204,930
2028	146,841	58,090	204,931
2029	149,792	55,138	204,930
2030	152,803	52,128	204,931
Thereafter	2,491,590	377,437	2,869,027
	<u>\$ 3,295,593</u>	<u>\$ 667,596</u>	<u>\$ 3,963,189</u>

Changes in loan payable obligations for the fiscal year ended June 30, 2025, are as follows:

	<b>Balance June 30, 2024</b>	<b>Payments</b>	<b>Balance June 30, 2025</b>	<b>Due in One Year</b>
Prop 1D Loan	\$ 3,432,553	\$ (136,960)	\$ 3,295,593	\$ 210,620
Total	<u>\$ 3,432,553</u>	<u>\$ (136,960)</u>	<u>\$ 3,295,593</u>	<u>\$ 210,620</u>

### 8. Leases

Leases during the year ended June 30, 2025, consist of leases of equipment, located in Sacramento, California. There are no leases with variable payments, terms with residual value guarantees or restrictions.

Right-of-use assets represent the Organization's right to use an underlying asset for the lease term, while lease liabilities represent the Organization's obligation to make lease payments arising from the lease. Right-of-use assets and lease liabilities are recognized at the commencement date of a lease based on the net present value of lease payments over the lease term.

## The Language Academy of Sacramento

### Notes To Financial Statements

June 30, 2025

The Organization's leases do not include options to renew.

The Organization does not have any material leasing transactions with related parties.

The following table summarizes the lease right-of-use assets and lease liabilities as of June, 30, 2025:

Right-of-use assets:	
Operating leases	<u>\$ 85,814</u>
Total right-of-use assets	<u>\$ 85,814</u>
Lease liabilities:	
Current operating lease liabilities	<u>\$ 34,028</u>
Long term operating lease liabilities	<u>52,209</u>
Total lease liabilities	<u>\$ 86,237</u>

Below is a summary of expenses incurred pertaining to leases during the year ended June 30, 2025:

Operating lease expense	<u>\$ 36,407</u>
Total lease expense	<u>\$ 36,407</u>
Weighted average remaining lease term (in years):	
Operating leases	2.55
Weighted average discount rate:	
Operating leases	4.01%

The table below summarizes the Organization's scheduled future minimum lease payments for years ending after June 30, 2025:

Year ending June 30:	
2026	<u>\$ 36,868</u>
2027	<u>36,868</u>
2028	<u>16,978</u>
Total lease payments	90,714
Less present value discount	<u>(4,477)</u>
Total lease liabilities	86,237
Less current portion	<u>(34,028)</u>
Long-term lease liabilities	<u>\$ 52,209</u>

## 9. Employee Retirement Systems

Qualified employees are covered under multiple employer defined benefit pension plans maintained by agencies of the State of California. Certificated employees are members of the State Teachers' Retirement System (STRS).

### Plan Description and Funding Policy

#### STRS

##### Plan Description

The Organization contributes to STRS, a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by STRS. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available actuarial valuation report as of June 30, 2024, total plan net assets are \$341.0 billion, the total actuarial present value of projected plan benefits is \$482.3 billion, contributions from all employers totaled \$8.6 billion and the plan is 76.7% funded. The Organization did not contribute more than 5% of the total contributions to the plan.

Copies of the STRS annual financial reports may be obtained from STRS, 100 Waterfront Place, West Sacramento, CA 95605 and [www.calstrs.com](http://www.calstrs.com).

##### Funding Policy

Active plan members are required to contribute between 10.205% and 10.25% of their salary and the Organization is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. The required employer contribution rate for fiscal year 2024-2025 was 19.10% of annual payroll. The contribution requirements of the plan members are established by state statute. The Organization's contributions to STRS for the fiscal year ending June 30, 2025 were \$ 701,172 and equal 100% of the required contributions for the fiscal year.

## 10. Joint Powers Agreement

The Organization entered into a Joint Powers Agreement (JPA) known as the California Charter Schools Association Joint Powers Authority (CCSA-JPA), a self-insurance plan for workers' compensation, property/casualty and school board liability insurance. The CCSA-JPA is governed by a board consisting of a representative from each member Organization. The board controls the operation of the CCSA-JPA including selection of management and approval of operating budgets, independent of any influence by the member Organizations beyond their representation on the board. Each member Organization pays a premium commensurate with the level of coverage requested and share surpluses and deficits proportionate to their participation in the CCSA-JPA. The CCSA-JPA is a separate entity which is audited by an independent accounting firm. The Organization paid the CCSA-JPA \$148,856 in insurance premiums during the year ended June 30, 2025.

# The Language Academy of Sacramento

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Notes To Financial Statements

June 30, 2025

## 11. Liquidity and Availability of Financial Assets

The Organization manages its cash available to meet general expenditures following three guiding principles:

- Operating with a prudent range of financial soundness and stability,
- Maintaining adequate liquid assets, and
- Maintaining sufficient reserves to provide reasonable assurance that long term grant commitments and obligations under endowments with donor restrictions and quasi-endowments that support mission fulfillment with continue to be met, ensuring the sustainability of the Organization.

The Organization's financial assets available within one year of the statement of financial position date for general expenditures are as follows:

Cash	\$ 6,662,963
Accounts receivable	<u>2,674,902</u>
Total financial assets available within one year	<u>\$ 9,337,865</u>

## 12. Commitments and Contingencies

### State Allowances, Awards and Grants

The Organization has received state funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, management believes that any required reimbursement will not be material.

## 13. Subsequent Events

The Organization's management has evaluated events or transactions that may occur for potential recognition or disclosure in the financial statements from the balance sheet date through December 15, 2025, which is the date the financial statements were available to be issued. Management has determined that there were no subsequent events or transactions that would have a material impact on the current year financial statements.

## The Language Academy of Sacramento

Schedule of Average Daily Attendance  
Year Ended June 30, 2025

	<b>Second Period Report</b>	<b>Annual Report</b>
Transitional Kindergarten / Kindergarten - Grade 3	271.77	271.84
Grades 4 – 6	189.78	190.07
Grades 7 – 8	124.96	124.82
Total	<u>586.51</u>	<u>586.73</u>

The Organization is 100% classroom-based and generates no ADA from an independent study program.

## The Language Academy of Sacramento

Schedule of Instructional Time  
Year Ended June 30, 2025

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<b>Grade Level</b>	<b>2024-25 Minutes Requirement</b>	<b>2024-25 Actual Minutes</b>	<b>Number of Traditional Calendar</b>	<b>Status</b>
Transitional Kindergarten	36,000	36,750	175	In compliance
Kindergarten	36,000	43,950	175	In compliance
Grade 1	50,400	54,450	175	In compliance
Grade 2	50,400	54,450	175	In compliance
Grade 3	50,400	54,450	175	In compliance
Grade 4	54,000	54,450	175	In compliance
Grade 5	54,000	54,450	175	In compliance
Grade 6	54,000	56,420	175	In compliance
Grade 7	54,000	56,420	175	In compliance
Grade 8	54,000	56,420	175	In compliance

## The Language Academy of Sacramento

Reconciliation of Charter School Unaudited Actuals Financial Report - Alternative Form  
With Audited Financial Statements  
Year Ended June 30, 2025

<b>June 30, 2025, Charter School Unaudited Actual Financial Report - Alternative Form, Ending Fund Balance</b>	<u>\$ 14,617,822</u>
<b>Adjustments and Reclassifications</b>	
Increasing (decreasing) the fund balance:	
Cash	5,658
Accrued expenses	<u>(13,829)</u>
Net adjustments and reclassifications	<u>(8,171)</u>
<b>June 30, 2025, Audited Financial Statements, Net Assets</b>	<u><u>\$ 14,609,651</u></u>

## The Language Academy of Sacramento

Organization Structure

Year Ended June 30, 2025

The Language Academy of Sacramento is a Transitional kindergarten through Grade 8 Charter School and was granted its charter renewal by the Sacramento City Unified School District on March 2014, pursuant to the terms of the Charter Schools Act of 1992, as amended.

The Board of Directors for the fiscal year ended June 30, 2025, was comprised of the following members:

Member	Office	Term	Term Expiration
Elena Garduño-Medina	President	3 Years	June 30, 2026
José Luis Rodríguez	Vice President	3 Years	June 30, 2025
Yesenia Ramírez-Huamani	Treasurer	3 Years	June 30, 2026
Alex Dickson	Secretary	3 Years	June 30, 2027
Luisana Victorica	Member	2 Years	June 30, 2025
Antonio Gonzalez	Member	3 Years	June 30, 2027
Adriana Yañez-Gutierrez	Member	3 Years	June 30, 2026
Alexander Hayes	Member	3 Years	June 30, 2025
Ana Novoa	Member	3 Years	June 30, 2027

Administration	
Name	Position
Eduardo de León	Executive Director
Judy Morales	Director of Business and Operations

**Report on Internal Control  
Over Financial Reporting and on Compliance  
and Other Matters Based on an Audit of  
Financial Statements Performed in Accordance  
With *Government Auditing Standards***

Independent Auditors' Report

To the Board of Directors of  
The Language Academy of Sacramento

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*), the financial statements of The Language Academy of Sacramento (the Organization), which comprise the Organization's statement of financial position as of June 30, 2025, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated December 15, 2025.

**Report on Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered the Organization's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control.

*A deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

## Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Organization's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

## Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

*Baker Tilly US, LLP*

San Diego, California  
December 15, 2025

## **Report on State Compliance and on Internal Control over Compliance for State Programs**

### Independent Auditors' Report

To the Board of Directors of  
The Language Academy of Sacramento

#### **Report on Compliance**

##### ***Opinion***

We have audited The Language Academy of Sacramento (the Organization) compliance with the requirements specified in the *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* applicable to the Organization's state program requirements identified below for the year ended June 30, 2025.

In our opinion, the Organization complied, in all material respects, with the laws and regulations of the state programs noted in the table below for the year ended June 30, 2025.

##### ***Basis for Opinion***

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS), the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States and the *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the Organization and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion. Our audit does not provide a legal determination of the Organization's compliance with the compliance requirements referred to above.

##### ***Responsibilities of Management for Compliance***

Management is responsible for compliance with the requirements referred to above, and for the design, implementation and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to the Organization's state programs.

## ***Auditor's Responsibilities for the Audit of Compliance***

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the Organization's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* will always detect a material noncompliance when it exists. The risk of not detecting a material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the Organization's compliance with the requirements of the state programs as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit;
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the Organization's compliance with the compliance requirements referred to above and performing such other procedures as we consider necessary in the circumstances;
- Obtain an understanding of the Organization's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal controls over compliance. Accordingly, we express no such opinion; and
- Select and test transactions and records to determine the Organization's compliance with the state laws and regulations applicable to the following items:

<b>Description</b>	<b>Procedures Performed</b>
Proposition 28 Arts and Music in Schools	Yes
After/Before School Education and Safety Program	Yes
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not Applicable
Immunizations	Yes
Educator Effectiveness	Yes
Expanded Learning Opportunities Grant (ELO-G)	Not Applicable
Career Technical Education Incentive Grant	Not Applicable
Expanded Learning Opportunities Program (ELO-P)	Yes
Transitional Kindergarten	Yes
Kindergarten Continuance	Yes
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-Based Instruction/Independent Study	Not Applicable
Determination of Funding for Nonclassroom-Based Instruction	Not Applicable
Annual Instructional Minutes - Classroom Based	Yes
Charter School Facility Grant Program	Not Applicable

The term "Not Applicable" is used above to mean either that the Organization did not offer the program during the current fiscal year, or that the program applies only to a different type of local education agency.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identify during the audit.

### ***Report on Internal Control Over Compliance***

*A deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that a material noncompliance with a compliance requirement will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention from those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit, we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Accordingly, this report is not suitable for any other purpose.

*Baker Tilly US, LLP*

San Diego, California  
December 15, 2025

# The Language Academy of Sacramento

Schedule of Findings and Questioned Costs  
Year Ended June 30, 2025

## Section I - Summary of Auditors' Results

### Financial Statements

Type of report the auditor issued on whether the financial statements audited were prepared in accordance with GAAP:

Unmodified

Internal control over financial reporting:

Material weakness(es) identified?

\_\_\_\_\_ yes      X no

Significant deficiency(ies) identified?

\_\_\_\_\_ yes      X none reported

Noncompliance material to financial statements noted?

\_\_\_\_\_ yes      X no

### Federal Awards

Internal control over major federal programs:

Material weakness(es) identified?

\_\_\_\_\_ yes      N/A no

Significant deficiency(ies) identified?

\_\_\_\_\_ yes      N/A none reported

Type of auditor's report issued on compliance for major federal programs:

N/A

Any audit findings disclosed that are required to be reported in accordance with section 2 CFR 200.516(a) of OMB Uniform Guidance?

\_\_\_\_\_ yes      N/A no

Identification of major federal programs:

Assistance Listing Number(s)

Name of Federal Program or Cluster

The Organization did not have over \$750,000 in federal expenditures.

### State Awards

Internal control over state programs:

Material weakness(es) identified?

\_\_\_\_\_ yes      X no

Significant deficiency(ies) identified?

\_\_\_\_\_ yes      X none reported

Type of auditor's report issued on compliance for state programs:

Unmodified

## Section II - Financial Statement Findings

None.

## Section III - Federal Award Findings and Questioned Costs

None.

## Section IV - State Award Findings and Questioned Costs

None.

## The Language Academy of Sacramento

Summary Schedule of Prior Audit Findings  
Year Ended June 30, 2025

<u>Findings/Recommendations</u>	<u>Current Status</u>	<u>Explanation if not Implemented</u>
Finding 2004-001: 40000 State Compliance – <i>After / Before School Education and Safety Program</i>	Remediated	N/A
Finding 2004-002: 40000 State Compliance – <i>After / Before School Education and Safety Program (ASES)</i>	Remediated	N/A
Finding 2004-003: 40000 State Compliance – Expanded Learning Opportunities Program (ELO-P)	Remediated	N/A



A California Public School

Agenda Item# IVD

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

**Subject: Nutrition Services Transition**

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

**Committee/Staff:** School Leadership

LAS leadership held its first official transition meeting with the Vertex Nutrition Services transition team, which included the Nutrition Services Director, Client Coordinators, Claims and Meals Coordinator, and Nutrition and Wellness Coordinator.

LAS has initiated the state application process and all necessary internal setup related to this transition.

School leadership has also formally notified SCUSD of our intent to withdraw from the district's Nutrition Services. Accordingly, LAS will retain use of the kitchen space, sinks, hood/vent system, stove, and, optionally, the walk-in refrigerator. LAS will be responsible for procuring and maintaining all other nutrition services equipment.

Proposed 12-month Support Schedule							
Jan - Feb	Mar	Apr-May	Jun	July	Aug-Sep	Oct	Nov-Dec
Implementation Phase						Summer Feeding Application	Review and Confirm State Documents
Begin State Applications				Open FRL Applications	File Claims on the First Business Day of Each Month		
RFP for Vendor		Create Family Communication	Check Relevant Documents and Distribute			Summer Feeding Outreach	Update Communication
				BI-weekly Direct Certification & SIS Updates			
Onsite Visit						Submit Enrollment Data	Onsite Monitoring Audit
		Professional Standards Guidance	Food Safety Inspection Due	Annual Professional Standards		Verification	Annual Financial Report



A California Public School

# Academia de Idiomas de Sacramento

## Language Academy of Sacramento

A Two-Way Spanish Immersion Charter School

Agenda Artículo# IVD

### Fecha de la Reunión:

### Tema: Transición de los servicios de nutrición

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

### Comité/Personal: Liderazgo Escolar

El liderazgo escolar de LAS celebró su primera reunión oficial de transición con el equipo de transición de Vertex Nutrition Services, que incluía al director de servicios de nutrición, los coordinadores de clientes, el coordinador de reclamaciones y comidas y el coordinador de nutrición y bienestar.

LAS ha iniciado el proceso de solicitud estatal y toda la configuración interna necesaria relacionada con esta transición.

El liderazgo escolar también ha notificado formalmente al SCUSD nuestra intención de retirarnos de los Servicios de Nutrición del distrito. En consecuencia, LAS conservará el uso del espacio de la cocina, los fregaderos, el sistema de campanas extractoras/ventilación, la estufa y, opcionalmente, la cámara frigorífica. LAS se encargará de adquirir y mantener todos los demás equipos de servicios de nutrición.

Calendario de apoyo propuesto para 12 meses							
Enero - Febrero	Mar	Abr-May	Jun	Julio	Agosto-septiembre	Oct	Noviembre-Diciembre
Fase de implementación						Solicitud de alimentación durante el verano	Revisión y confirmación de documentos estatales
Inicio de las solicitudes estatales				Open FRL Solicitudes	Presentar reclamaciones el primer día hábil de cada mes		
Solicitud de propuestas para proveedores		Crear comunicación familiar	Comprobar los documentos pertinentes y distribuirlos			Divulgación sobre alimentación durante el verano	Actualizar la comunicación
				Certificación directa quincenal y actualizaciones del SIS			
Visita in situ						Envío de datos de inscripción	Auditoría de supervisión in situ
		Orientación sobre normas profesionales	Inspección de seguridad alimentaria pendiente	Verificación anual de las normas profesionales		Verificación	Informe financiero anual



**A California Public School**

Agenda Item# IVE

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

**Subject:** SCUSD Facilities Use Agreement (FUA)

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

**Committee/Staff:** School Leadership

**Background**

- LAS holds a 30-year loan/grant (11 million dollars) under a Memorandum of Understanding with the California Department of Education, Office of Public School Construction, and the School Finance Authority.
- The lease term expires in 2042, with an estimated remaining principal and interest balance of 3.2 million dollars as of June 30, 2025.
- Loan payments are withheld twice per year from LAS's apportionment.

**Facilities Use Agreement (FUA) with SCUSD**

- LAS currently operates under a 30-year Facilities Use Agreement with SCUSD, which includes a pro-rata share for the core building.
- SCUSD is responsible for repair and maintenance across the entire site (e.g., plumbing, electrical, carpentry) under this agreement.
- The agreement requires LAS to employ a district plant manager/custodian assigned to the site.
- The SCUSD Facilities Department manages approximately 85 sites districtwide, including independent charter schools using district facilities, and work order completion timelines range from a few hours to several weeks depending on urgency and staff availability.

**Updated Facilities Use Agreement – key proposed revisions**

- SCUSD is revising and streamlining all charter school FUAs for schools located on district sites; all independent charters except LAS are already under the revised FUA.
- Major SCUSD-proposed changes include:
  - Reducing the lease term to five-year increments (2026–2032) with periodic renewals.
  - Modifying the pro-rata share calculation based on modernized square footage, which may result in cost savings for LAS.
  - Eliminating the requirement for a dedicated SCUSD School Plant and Operations Manager (SPOM) position.
  - Clarifying and streamlining language related to maintenance, repair, and deferred maintenance responsibilities.
  - Adding specific provisions for kitchen equipment use for schools that do not utilize district Nutrition Services.
  - Addressing the potential use of all preschool space.

**Next steps**

- LAS leadership will continue to engage with SCUSD and legal counsel to reach a mutually beneficial agreement, with a strong preference for honoring the original FUA term unless the Governing Board directs otherwise.
- LAS leadership will present any new developments at the February Board meeting for further Board deliberation and possible action.

**Estimated Time of Presentation:** 10 min.  
**Submitted By:** School Leadership  
**Date:** 1.23.2026



A California Public School

Agenda Artículo# IVE

**Fecha de la Reunión:**

**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:** Dirección de la escuela

**Antecedentes**

- LAS tiene un préstamo/subvención a 30 años (11 millones de dólares) en virtud de un memorando de entendimiento con el Departamento de Educación de California, la Oficina de Construcción de Escuelas Públicas y la Autoridad Financiera Escolar.
- El plazo del arrendamiento expira en 2042, con un saldo estimado de capital e intereses restante de 3,2 millones de dólares a 30 de junio de 2025.
- Los pagos del préstamo se retienen dos veces al año de la asignación de LAS.
- Acuerdo de uso de instalaciones (FUA) con SCUSD
- LAS opera actualmente en virtud de un acuerdo de uso de instalaciones de 30 años con SCUSD, que incluye una parte proporcional para el edificio principal.
- SCUSD es responsable de la reparación y el mantenimiento de todo el recinto (por ejemplo, fontanería, electricidad, carpintería) en virtud de este acuerdo.
- El acuerdo exige que LAS contrate a un administrador/conserje del distrito asignado al sitio.
- El Departamento de Instalaciones del SCUSD gestiona aproximadamente 85 sitios en todo el distrito, incluidas las escuelas autónomas independientes que utilizan las instalaciones del distrito, y los plazos de ejecución de las órdenes de trabajo oscilan entre unas pocas horas y varias semanas, dependiendo de la urgencia y la disponibilidad del personal.

**Acuerdo de uso de instalaciones actualizado: principales revisiones propuestas**

- El SCUSD está revisando y simplificando todos los FUA de las escuelas autónomas ubicadas en instalaciones del distrito; todas las escuelas autónomas independientes, excepto LAS, ya están sujetas al FUA revisado.
- Los principales cambios propuestos por el SCUSD incluyen:
  - Reducir la duración del contrato de arrendamiento a incrementos de cinco años (2026-2032) con renovaciones periódicas.
  - Modificar el cálculo de la cuota prorrateada basándose en la superficie modernizada, lo que puede suponer un ahorro de costes para LAS.
  - Eliminar el requisito de un puesto dedicado de director de instalaciones y operaciones escolares (SPOM) del SCUSD.
  - Aclarar y simplificar el lenguaje relacionado con las responsabilidades de mantenimiento, reparación y mantenimiento diferido.
  - Añadir disposiciones específicas para el uso de equipos de cocina para las escuelas que no utilizan los servicios de nutrición del distrito.
  - Abordar el uso potencial de todo el espacio preescolar.

**Próximos pasos**

- El liderazgo de LAS seguirán colaborando con el SCUSD y con los asesores jurídicos para alcanzar un acuerdo mutuamente beneficioso, con una fuerte preferencia por respetar el plazo original del FUA, a menos que la Junta Directiva indique lo contrario.
- El liderazgo de LAS presentarán cualquier novedad en la reunión de la Junta de febrero para que esta la delibere y adopte las medidas oportunas.



**FACILITIES USE AGREEMENT IN LIEU OF PROPOSITION 39**  
**Sacramento City Unified School District / Language Academy of Sacramento**

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

**RECITALS**

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

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

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

**WHEREAS**, the Charter School serves students enrolled in Transitional Kindergarten through 8<sup>th</sup> grade and the Charter School desires to use the Site and the facilities located thereon ("Facilities") for the operation of the Charter School's program.

**WHEREAS**, the Parties intend for this Agreement to fully and completely satisfy their respective obligations for the ~~2026-2027 through 2031-2032~~2024-2025 through 2025-2026 school years concerning the allocation and use of District facilities and that the Charter School shall have no right to an allocation or use of additional District facilities, beyond those allocated hereunder, pursuant to Education Code section 47614 and Title 5 of the California Code of Regulations, sections 11969 *et seq.* (collectively, "Proposition 39") during the Term of this Agreement.

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

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

1. **TERM.** The term of this Agreement shall begin on July 1, 202~~6~~<sup>4</sup> and shall expire on June 30, 20~~32~~<sup>26</sup> ("Term"), ~~pending the renewal of the~~ the end of the Charter School's currently authorized charter term, subject to the options to extend set forth in Section 1.b.

a. **Early Termination.**

- i. In the event the Charter School ceases to operate for any reason during the Term, including but not limited to voluntary closure, insolvency, non-renewal, or revocation, this Agreement shall terminate, except for those sections surviving termination, and the Charter School shall immediately surrender possession of the Site to the District.

b. **Option to Extend the Term.**

- i. The District and Charter School mutually desire to establish a long-term facilities use arrangement. To that end, the Term of this Agreement may be extended by the Charter School if it provides written notice on or before the submission of its charter renewal petition of its intent to extend the Term, and if its charter is renewed for a subsequent term by the District's Board. The extended Term of this Agreement will be equivalent to and track the term of the renewed charter, and shall expire on the expiration date of the renewal term.

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

2. **SITE.**

- a. **Allocation of Space.** Subject to the terms and conditions of this Agreement, the District hereby grants to Charter School the shared use of the Site, for the sole purpose of operating the Charter School and its related educational programs in strict accordance with the Charter School's charter. The allocation of space is more fully described in Exhibit 1, attached hereto, and incorporated herein by

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this reference. The Charter School acknowledges that a leasehold interest in the Site is not being provided to the Charter School by the District.

- i. Exclusive Use Space. The Charter School's right to exclusively use designated space as more fully described in Exhibit 1 shall be coterminous with the term of this Agreement.
  - ii. Shared Use Space. The District reserves the right to use or assign use of the facilities at the site that have not been designated or assigned to the Charter School. The blue areas on the map (Exhibit 1B) indicate areas of district use.
  - iii. District Access. During the Term, the District shall have access to all areas of the Site and the Facilities, including unobstructed internet access, as necessary to allow the District to maintain the Site and to conduct any other District-sponsored or District-supported events or programs on the Site pursuant to and consistent with the terms of this Agreement, provided that the District's activities on the Site shall not unreasonably interfere with the operations of the Charter School.
  - iv. Use of Exclusive Space. The Charter School may utilize the exclusive space provided (both classroom and non-classroom space) in any configuration and for any purpose to meet the educational goals of the Charter School, as those goals are described in the Charter School's charter. Any physical changes to the space must conform to the requirements of this Agreement regarding repairs, modifications, and improvements.
- b. **Satisfaction of Proposition 39 Obligation/Waiver of Claims.** The Charter School agrees that by accepting the Site and Facilities pursuant to this Agreement, it shall have no entitlement to occupy or use additional District facilities pursuant to Proposition 39 during the Term of this Agreement, including an extension of the Term pursuant to Section 1.b. above, irrespective of whether the Charter School's in-District student enrollment increases beyond its in-District student enrollment as of the Effective Date of this Agreement. Notwithstanding the above, the Charter School may, at its option, by November 1<sup>st</sup> of the school year in which the Term of this Agreement expires, submit a request for use of District facilities for the following school year under Proposition 39. The Charter School hereby expressly and voluntarily waives its right to bring any claim or legal action arising out of or related to alleged compliance or noncompliance with Proposition 39 that is in any way related this Agreement, the Site or Facilities, or the time period covered by this Agreement, including, but not limited to, claims that are in any way related to the District's allocation of facilities to the Charter School under this Agreement. The Parties agree that this waiver does not extend to the respective duties and obligations of the Parties under this Agreement.

This Section 2.b. shall survive the early termination or expiration of this Agreement.

3. **FACILITIES USE FEE.**

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

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

These costs will not be available to the District for precise calculation until after each fiscal year ends. An estimate for the coming year will be provided before the end of the prior fiscal year. Once the actual facilities costs for the prior fiscal year become available, the District shall provide written notice to the Charter School of the updated Facilities Use Fee calculation based on the actual facilities costs data. Amounts owed to or by the Charter School resulting from this updated calculation (when accounting for payments already made by the Charter School during the then-current fiscal year) will be credited or added to any subsequent remaining installment payments of the Facilities Use Fee. The Charter School shall pay the required installments promptly to the District, without deduction, setoff, prior notice, or demand.

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

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

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

4. **USE.**

- a. **Charter School Facility Use Handbook.** The Charter School shall abide by the requirements and standards for facility operations set forth in the Charter School Facilities Use Handbook, attached hereto as **Exhibit 3** and incorporated herein by this reference; provided, however, that if the District's actual practices differ, the Charter School shall comply with District practices. This Charter School Facilities Use Handbook will be updated regularly by the District to address the then-current needs and standards of the District for facility operations processes. The District will provide the Charter School with a copy of any updates to the Handbook and will follow the process outlined in Section 9.e. should the Charter School need to abide by any updates.
- b. **Operations.** The Charter School shall comply with District policies, regulations, and practices regarding the operation of the Site, including any District-owned furnishings and equipment present on the Site, except that if the District's actual practices differ, the Charter School shall comply with District practices. All District Board-adopted policies are available on the District's website at all times and will be referenced in the Charter School Facilities Use Handbook.
- c. **Permitted Use.** The Site shall be used and occupied by the Charter School for the sole purpose of operating the Charter School and related educational activities (including after school and enrichment programs) and for no other purpose without the prior written consent of the District. The Charter School shall not carry on or house any programs or activities on the Site for students who are not currently enrolled in the Charter School without the prior written approval of the District. This does not include activities such as interscholastic athletics or other similarly organized events (e.g., the Charter School hosting an event for a club or a student organization that has chapters at multiple schools).

d. **Prohibited Uses.**

- i. No Increase in Insurance. The Charter School shall not do or permit to be done anything which will invalidate or increase the cost of any fire, extended coverage or any other insurance policy covering the Site, or which will make such insurance coverage unavailable on commercially reasonable terms and conditions, and the Charter School shall comply with all rules, orders, regulations and requirements of the insurers of the Site. Should the Charter School initiate any use which increases insurance premiums, the Charter School shall pay for such increases.
- ii. Compliance with Law. The Charter School shall not use the Site or permit anything to be done in or about the Site that will in any way conflict with any applicable law, statute, ordinance or governmental rule, or regulation or requirement of duly constituted public authorities now in force or which may hereafter be enacted or promulgated. The Charter School, at its expense, shall comply with all applicable laws, regulations, rules and orders with respect to any repairs, alterations, improvements, or modifications it makes to the Site, including but not limited to compliance with the Americans with Disabilities Act, local building codes, the California Environmental Quality Act, and federal, state and local laws relating to hazardous materials, health, safety, noise, environmental protection, waste disposal, water and air quality. Should any discharge, leakage, spillage, emission, or pollution of any type occur upon or from the Site resulting from the Charter School's use and occupancy thereof, the Charter School shall immediately notify the District and state/local agencies, as appropriate, and at its sole expense, shall be obligated to clean all the property affected to the reasonable satisfaction of the District and any governmental agencies having jurisdiction over the Site. The District shall be responsible for any discharge, leakage, spillage, emission, or pollution of any type that may occur upon or from the Site not resulting from the Charter School's use or occupancy thereof. If the Charter School fails to take steps to clean the Site or otherwise fails to comply with any requirements regarding the clean-up or amelioration of any discharge, leakage, spillage, emission, or pollution of any type resulting from the Charter School's use and occupancy thereof, the District reserves the right to take over the clean-up and to take all necessary steps to recoup any and all costs associated therewith from the Charter School, which takeover shall not occur unreasonably.
- iii. No Nuisance or Waste. The Charter School shall not use or allow the Site to be used for any unlawful purpose, nor shall the Charter School cause, maintain, or permit any nuisance or waste in, on, or about the Site.

- e. **Public Health.** The Charter School shall take all steps and measures necessary or required to comply with all current and future orders, laws, and recommendations issued by any applicable government agency (including the California Department of Public Health, the California Department of Education, the Sacramento County Public Health Officer, and the state and/or federal government) that are applicable to the Charter School's occupancy and use of the Site.
- f. **Security Badges.** The Charter School will provide identification cards to its staff. Each identification card will be pictured with the school name, logo, staff name, and title. All Charter School staff shall carry and have visible their identification card at all times while at the Site. This will assist District security and other staff to identify Charter School staff as needed. If the Charter School is co-located with a District program, both the Charter School's staff and the District's staff shall carry their respective identification cards at all times that they are at the Site.
- g. **Alarms.** The Charter School shall have access to activate burglar alarms and intruder alerts at the Site. The Charter School agrees that in the event any of the Charter School's employees, directors, trustees, officers, agents, students, visitors, contractors, or invitees trigger a false alarm at the Site, the Charter School shall be solely responsible for all costs incurred. Please refer to **Exhibit 3** for more details regarding District processes and procedures related to alarms.
- h. **Master Keys.** Keys will be provided to Charter staff in relation to staff position, number of staff on the Charter site, and need for various levels of Master Key access. The District will work collaboratively with the Charter School to ensure the Charter School has sufficient keys to address its needs on the Site. Please refer to **Exhibit 3** for details regarding District processes and procedures related to master keys
- i. **Fire-Related Materials.** The District shall be responsible, at its sole cost, for any and all fire-related materials or testing at the Site required by law or local enforcement agencies, including but not limited to, any costs associated with fire hoses, fire extinguishers, fire hydrants, suppression units, drop-down doors, standpipe inspections, and fire alarms, except that the Charter School shall be responsible for fire-related testing and materials for any alterations, additions, or improvements it makes to the Site, consistent with Section 10 of this Agreement. The Charter School shall immediately notify the District when such materials are required and/or if testing other than the scheduled annual testing is required. The District shall perform the necessary testing or maintenance and may do so utilizing District personnel or by hiring a third party. The District shall be responsible for the cost of any such work, including, but not limited to, the cost

to the District of any District employees' time spent performing such repair or maintenance work.

- j. **Civic Center Act.** The Charter School agrees to comply with District policies, regulations, and practices with respect to the Civic Center Act (Education Code sections 38131 *et seq.*) in accommodating requests for use of the Site by members of the community. The Charter School shall inform the District in writing of its scheduled events outside of the regular school day as soon as reasonably possible, and the District agrees to work with the Charter School to schedule use of the Site by members of the community in a manner that avoids interference with Charter School events and activities. The District will not schedule use of the Site if the Charter School has already scheduled use of the Site and provided advance notification to the District consistent with the procedures in the Charter School Facilities Use Handbook. Please refer to **Exhibit 3** for more details regarding District processes and procedures related to use of facilities under the Civic Center Act.

- 5. **FURNISHINGS AND EQUIPMENT.** The District agrees to provide the Charter School with reasonably equivalent furnishings and equipment to accommodate its projected in-District student average daily attendance ("ADA") upon its initial occupancy of the Site. Items provided to the Charter School during the Term shall remain the property of the District. The Charter School shall notify the District within 30 days of initial occupancy or 30 days of the start of a new term where the charter school anticipates a substantial increase in enrollment ("Furnishings Request") of all furnishings and equipment that the Charter School requests for the Term. Within 90 days of notification the District shall provide the Charter School with furnishings and equipment consistent with District schools. An inventory of the furnishings and equipment supplied by the District for the Charter School's use at the Site, which shall be attached as **Exhibit 4** to this Agreement and incorporated herein by reference. The inventory shall outline type, condition, and quantity of each furnished item. The District shall not provide furnishings for any improvements paid for by the Charter. The District, however, shall have no obligation to provide any furnishings and/or equipment for any improvements to the Site constructed and paid for by the Charter School pursuant to Section 10 of this Agreement. The District will retain ownership of all furnishings and equipment provided to the Charter School and will expect all furnishings and equipment to be returned to the District at the expiration or earlier termination of the Term of this Agreement in the same condition as received, reasonable wear and tear excepted. Following the initial occupancy of the Site, the Charter School shall repair and replace furnishings and equipment (including but not limited to desks, chairs, library books, servers, switches, security alarms, telephones, fixtures and other technology, security, and telecommunications-related hardware) as desired. The District's cost of updating furnishings and equipment will not be included in the pro-rata calculation and the Charter School will not be included in the Districtwide furniture/equipment replacement schedule.

6. **TECHNOLOGY/TELECOMMUNICATIONS.** The Site is wired for telephone and computer data connectivity including servers, routers, and switches consistent with District schools. Charter shall maintain District network connectivity to all District IP devices throughout the Site. Connections shall be reestablished if those network connections that had been previously removed.
7. **UTILITIES.**
- a. **Responsibility for Cost.** The Charter School shall be solely responsible for the cost of all utilities used or consumed by the Charter School for the proportional share of the Site used by the Charter School during the Term, including electricity, water, gas, waste disposal, Internet/Wi-Fi, telephone systems, data lines and related equipment. The District will remain responsible for the upkeep and maintenance of all existing telephone systems, data lines, and related equipment, software and hardware utilized by the Charter School, unless the Charter School installs additional infrastructure above and beyond what existed immediately prior to such installation. The District will invoice the Charter School for all utility costs for their proportional share of use of the Site, and the Charter School shall reimburse the District for all such costs within thirty (30) days of the date of the invoice. Invoices will include a copy of the utility bill or documentation that explains and justifies the amount invoiced. Within one hundred twenty (120) days after the expiration or earlier termination of this Agreement, the District will provide the Charter School with a reconciliation of the Charter School's outstanding utility costs over the Term, if any. The District may invoice the Charter School for any underpayment. The Charter School shall reimburse the District for such underpayment, if any, within thirty (30) days from the date of the invoice.
  - b. **Compliance with District Energy Conservation Policies.** In the spirit of energy conservation, Charter shall endeavor to follow District and industry energy conservation measures. Comparisons of year-over-year energy usage shall be shared and reviewed with Charter, based on related sites and equipment.
  - c. **Failure to Furnish Utilities.** The District's failure to furnish utilities when such failure is caused by (i) Acts of God or other acts beyond the control or fault of the District; (ii) strikes, lockouts, or other labor disturbances or labor disputes of any kind; (iii) any laws, rules, orders, ordinances, directions, regulations, requirements, or any other action by federal, state, county, or municipal authority; (iv) inability despite the exercise of reasonable diligence by the District to obtain electricity, water, or fuel; or (v) any other unavoidable delay, shall not cause the District to be in default and shall not result in any liability to the District.
  - d. **Improvements Triggering Upgrades to Utilities.** Prior to the installation of any alterations, additions, or improvements to the Site as defined in Section 10

herein, the District may conduct an inspection to determine the impact of the alteration, addition, or improvement and occupancy on current utilities. Any and all upgrades to utilities that are necessary to accommodate the alterations, additions, or improvements are the responsibility and at the sole cost of the Charter School.

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

- a. **Condition of Property.** The District is not aware of any defect in or condition of the Site (or any portion thereof) being offered for use by the Charter School that would prevent its use for the Charter School's purposes. The District has not received any notice of violation of statute, ordinance, regulation, order or holding from any state or federal agency with jurisdiction over the Site that calls into question the appropriateness or sufficiency of the Site for its intended purpose. As of the Effective Date of this Agreement, the District confirms that the Site meets all legal requirements necessary for the Charter School to be able to operate on the Site.
- b. **Cost of Restoration Due to Damage.** The cost of restoring the Site, including the Facilities located thereon, shall be borne by the Charter School to the extent such cost is not covered by District insurance, unless the cause of the casualty is due to the gross negligence or willful misconduct of the District, its employees, agents, or invitees. The District shall tender the cost of restoring the Site to its insurance carrier if the casualty is caused by a third party not invited onto the Site by either Party.
- c. **Partial Damage – Insured.** If the Site is damaged by any casualty which is covered under fire and extended coverage insurance carried by the District, then the District may restore the damage, provided insurance proceeds are available to pay eighty percent (80%) or more of the cost of restoration and provided such restoration can be completed within ninety (90) days after the commencement of the work in the opinion of a licensed architect or engineer appointed by the District. In such event, this Agreement shall continue in full force and effect, except that the Charter School shall be entitled to a proportionate reduction of facilities use payments while such restoration takes place, with such proportionate reduction to be based upon the extent to which the restoration efforts interfere with the Charter School's operations on the Site. The District shall provide the Charter School with alternative space in the District for any part of the Charter School program that is displaced by the partial damage and/or the repair work of the same. If the Charter School secures alternative space, there shall be no diminution in the facilities use payments during the period of the restoration.

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

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

- a. **Routine Operations.** Routine operations are generally defined as cleaning and operating buildings (including the classrooms therein) and grounds efficiently on a regular basis in a manner that promotes learning in a safe, clean, and healthy environment. This may also be understood as daily custodial or groundskeeping work. Examples of custodial and operations as compared to routine maintenance are described in Charter School Facilities Use Handbook. Responsibilities for those items are described in subsequent sections.
- b. **Routine Maintenance.** Routine maintenance is generally defined as maintaining, repairing, and conducting preventative care of buildings (including the classrooms therein) and grounds efficiently on a regular basis in a manner that promotes learning in a safe, clean, and healthy environment. Routine maintenance includes, but is not limited to, routine, recurring, and usual work for the preservation and protection of the Site for its intended purposes in a safe and continually usable condition for which it was designed, improved, constructed, altered, or repaired. The routine maintenance and minor repairs on the Site, including all associated costs and expenses, will be the responsibility of the District for all District-owned structures on the Site. The types of routine maintenance and minor repairs for which the District shall be responsible are described in Charter School Facilities Use Handbook attached hereto as **Exhibit 3** (as may amended from time to time), and such routine maintenance and repairs shall be performed in accordance with District policies and procedures, and the standards described in the Charter School Facilities Use Handbook.
- c. **Williams Monitoring.** If the Site is subject to *Williams* monitoring pursuant to Education Code section 1240, the District shall be responsible for performing all routine maintenance and minor repairs during the period of the monitoring. Please refer to **Exhibit 3** for further detail on *Williams* monitoring and site inspections.
- d. **Custodial Services and Groundskeeping.** The Charter School shall be responsible for performing all custodial services and groundskeeping on the Site, including all associated costs and expenses, in a manner consistent with the District's custodial services and groundskeeping on its other school sites, which promotes

learning in a safe, clean, and healthy environment. The scope of custodial services and groundskeeping to be performed by the Charter School on the Site is detailed in the Charter School Facilities Use Handbook, attached hereto as **Exhibit 3** (as may be amended from time to time), and such services shall be performed in accordance with District policies and procedures, and the standards described in the Charter School Facilities Use Handbook, or the District's actual practice, whichever is less. The Charter School shall be responsible for providing all tools, equipment, and supplies necessary for the performance of the custodial services and groundskeeping, including all restroom materials and supplies.

- e. **Use of Third Parties for Custodial Services, and Groundskeeping.** To the extent the Charter School does not have sufficient, available, or qualified staff to perform custodial services and/or groundskeeping on the Site, the Charter School is authorized to contract with qualified and experienced third parties to perform such work; provided, however, that all contractors shall possess all licensing and bonding for their respective trades and/or classifications, consistent with the law and District policies and procedures. The contract shall specify the exact services that will be provided and the associated costs, the term of the contract, the obligation of the contractor to comply with all applicable laws and District policies/procedures concerning operations and groundskeeping services, as set forth in the Charter School Facilities Use Handbook, and how the Charter School will monitor the contractor to ensure quality of services rendered. Following approval of any third-party contract by the Charter School, the Charter School shall provide the District with a copy of said contract. Should the Charter School and third-party contractor materially revise or enter into a new contract, the Charter School shall promptly provide the District with a copy of the revised or new contract. If the District determines in its reasonable discretion that the operations and groundskeeping services performed by the contractor do not conform to District policies, procedures, or standards, the District will provide written notice of such non-conforming items to the Charter School consistent with Section 15 of this Agreement. The Charter School, through its contractor or otherwise, shall remedy the non-conforming items consistent with the procedures and timelines set forth in Section 15.
- f. **Monitoring and Inspections by District Employee.** A designated employee shall conduct periodic physical inspections of the Site throughout the Term of this Agreement to evaluate the condition of the Site, including, but not limited to, exterior surfaces, interior surfaces, mechanical, electrical, plumbing, and fire alarm systems. The inspection may also include safety or risk management associated items. The District designee will, to the extent practicable, coordinate with the Charter School to schedule a date and time in which the inspection will occur.

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

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

- g. **Responsibility for Major Repairs and Major Maintenance.** The District shall be responsible for major repairs and major maintenance of the Site. For purposes of this section, major repair and maintenance projects are those that are significant in scope and may involve a public works bid. Major repairs and maintenance include the significant repair or replacement of plumbing, heating, ventilation, air conditioning, electrical, low voltage, roofing, and flooring systems, exterior and interior painting, fencing, and any other items considered deferred maintenance under Education Code section 17582. The Charter School shall notify the District designee immediately of any damage or defect in or on the Site that may require major repair and/or maintenance through the channels described in the Facility Use Handbook. The District will perform the major repair, replacement, or maintenance as expeditiously as possible, consistent with the manner in which it processes and executes work orders for major repairs/maintenance on its other District school sites. If the major repair or maintenance issue poses an immediate threat to the health or safety of students, staff, visitors, or invitees on the Site, the District will commence the repair, replacement, or maintenance work as soon as reasonably practicable. The District shall have access to the Site to perform major repairs, maintenance,

and inspections, and will coordinate such work with Charter School administration. The Charter School shall be responsible for notifying the District in writing as soon as possible of any discovered or known damage or defect in or on the Site that may require major repair and/or maintenance. The District shall not be responsible for any injury, harm, or loss to persons or property resulting from any defects, damage, or conditions in or on the site for which the Charter School failed to provide timely written notice to the District. More details on this can be found in **Exhibit 3**.

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

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

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

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

- e. **Compliance with the California Environmental Quality Act (CEQA).** For any project associated with the Charter School's alteration, addition, or improvement to the Site, the District shall act as the "lead agency" for any required compliance with CEQA under Public Resources Code sections 21000 *et seq.* and Title 14 of the California Code of Regulations, sections 15000 *et seq.*, including any determination as to whether the project qualifies for an exemption under CEQA, using all appropriate documents that will be prepared by the Charter School or its consultants at the Charter School's sole cost. The District shall retain authority over the review and approval of such documents, but shall not be responsible or liable for any errors in or omissions from such documents by the Charter School or its consultants. In the event of any legal challenge to the project under CEQA, the District agrees to tender its defense of such challenge to the Charter School. The Charter School agrees to defend and indemnify the District from any challenge to any determination made by the District under CEQA related to the project. The Charter School further agrees to indemnify, defend by counsel approved by the District in writing, and hold harmless the District, its employees, officers, governing board and members thereof, agents, and representatives, from and against any claims, liabilities, losses, costs, or damages arising out of or resulting from any claim or contention arising out of this Agreement, or the Charter School's use of the Site or construction of alterations, additions, or improvements thereon, including but not limited to, any third-party challenge based on CEQA, except where caused by the negligence or misconduct of the District.
- f. **Failure to Comply with Construction Standards.** Should the Charter School fail to obtain prior written approval from the District for any alterations, additions, or improvements to the Site or Facilities, fail to contract and perform any alterations, additions, or improvements to the Site or Facilities in accordance with the Construction Standards, or fail to adhere to any reasonable conditions imposed by the District as part of its approval of or consent to the performance of the work, the District may, at its sole option, direct the Charter School to immediately cease the work and the District may, in its sole discretion, alter, repair, or improve the Site to bring it into compliance with the Construction Standards and/or the conditions of the District's approval, and the Charter School shall be solely responsible for all such costs and expenses incurred by the District. The Charter School shall not make any alteration, addition, or improvement that reduces the value of the Site.

- g. **Reimbursement of District Fees and Costs.** For any alterations, additions, or improvements requiring District approval, the District may need to commit administrative time and resources (e.g., to serve as the lead agency for environmental review under CEQA, attend construction meetings, process construction-related easements, etc.) as a result of the project taking place on District-owned property. The Charter School shall reimburse District for the actual fees, costs, and other expenditures reasonably incurred by the District, including the reasonable fees and costs of District legal counsel, related to making, constructing, or installing of any alterations, additions, or improvements on the Site or Facilities. The District shall invoice the Charter School for such actual fees, costs, and other expenditures and shall provide reasonable detail of the charges incurred. The Charter School shall reimburse the District for the full amount specified on the invoice within thirty (30) days.
- h. **Liens.** The Charter School shall keep the Site free from any and all liens arising out of any work performed, materials furnished, or obligations incurred by or on behalf of the Charter School. If the Charter School fails to promptly release and remove any such lien, the District, at its sole option, may immediately take all action necessary to release and remove such lien, without any duty to investigate the validity thereof, and all sums, costs and expenses, including reasonable attorneys' fees and costs, incurred by the District in connection with such lien shall be immediately due and payable by the Charter School.
- i. **Property of District.** All such alterations, additions, or improvements shall, at the expiration or earlier termination of the Agreement, become the property of the District and remain upon and be surrendered with the Site, unless otherwise communicated at the time of approval for the improvements.
- j. **Personal Property.** All articles of personal property and all business and trade fixtures, machinery and equipment, cabinetwork, furniture, and movable partitions owned by the Charter School or installed by the Charter School at the Charter School's expense at the Site shall be and remain the property of the Charter School and may be removed by the Charter School at any time during the Term.

11. **ENTRY BY THE DISTRICT.**

- a. **General Entry.** The District reserves the right to enter the Site for inspection or to supply any service to be provided by the District to the Charter School. In furtherance of any alterations, improvements, or repairs, the District may erect scaffolding and other necessary structures where reasonably required by the character of the work to be performed, always providing the entrance to the Site shall not be blocked, and further providing that the business of the Charter School shall not be unreasonably interfered with. The District may enter the Site with 48 hours' advance notice to Charter School, except in the case of an

emergency, visit/inspection by the District's designee, or to address a maintenance work order request, where no prior notice is required. The District and Charter School agree to cooperate so that disruption to the educational program of the Charter School is minimized. The Charter School hereby waives any claim for damages for any injury or inconvenience to or interference with the Charter School's business, any loss of occupancy or quiet enjoyment of the Site during such activities. For each of the aforesaid purposes, the District shall at all times have and retain a key with which to unlock all of the doors located on the Site, excluding the Charter School's vaults and safes, and the District shall have the right to use any and all means which the District may deem proper to open said doors in an emergency to obtain entry to the Site. Entry to the Site obtained by the District under this section shall not be construed or deemed to be a forcible or unlawful entry into or a detainer of the Site, or an eviction of the Charter School from the Site or any portion thereof.

## 12. INDEMNITY.

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

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

casualty or accidents in or on the Site. This section shall survive the early termination or expiration of this Agreement.

- b. **District's Indemnification.** The District shall, to the fullest extent permitted by law, indemnify, hold harmless, and defend the Charter School, its directors, officers, employees, and agents from and against any and all claims, demands, actions, suits, losses, liability, penalties, expenses, and costs for any injury, death, or damage to any person or property arising out of or related to obligations of the District, or its employees, agents, officers, invitees, and visitors, under this Agreement as they relate to the Site or arising from any activity, work, or other things done, permitted or suffered by the District in or about the Site, excepting those claims, demands, actions, suits, losses, liability, penalties, expenses, and costs caused by the negligence or intentional acts of the Charter School, its employees, agents, officers, invitees, and visitors as they relate to the Site. If any action or proceeding is brought against the Charter School by reason of such claim (regardless of whether a claim is filed), the District, upon notice from the Charter School, shall defend the same at the District's expense. Both parties shall give prompt written notice to the other in case of casualty or accidents in or on the Site. This section shall survive the early termination or expiration of this Agreement.

### 13. **INSURANCE.**

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

3. Workers' Compensation. Workers' compensation and Employers' Liability insurance satisfying statutory requirements, which includes Employers' Liability coverage with limits of not less than \$1,000,000.00 per accident or occupational illness. Said coverage's insurers shall waive rights of subrogation with respect to the District, its Board of Education, and their officers, and employees.
  4. Sexual Abuse and Molestation. Sexual Abuse and Molestation Insurance is required with limits not less than Five Million Dollars (\$5,000,000) per occurrence. This insurance shall cover alleged and actual claims of sexual abuse or molestation. This coverage can either be included under a General Liability policy or obtained in a separate policy. Any policy inception date, continuity date, or retroactive date must be before the effective date of this agreement, and the Charter School agrees to maintain continuous coverage through a period no less than three (3) years after completion of the services required by this Agreement.
  5. Professional Liability. Professional Liability (Errors and Omissions) Insurance (including employment practices coverage) with limits not less than Five Million Dollars (\$5,000,000) per claim. Policy form language to include Educator's Legal Liability coverage.
  6. Property Insurance. Property insurance protecting against fire, vandalism, malicious mischief and such other perils as are included in "special form" coverage insuring the alterations, additions, and improvements to the Site by the Charter School and all of the Charter School's trade fixtures, furnishings, equipment, and other personal property. The property policy shall include "extra expense" coverage and shall be in an amount not less than one hundred percent (100%) of the replacement value.
- b. **First Party Property Insurance.** The District will maintain first party property insurance for the Site. The District shall not be responsible for insuring any of the Charter School's personal property or persons (including, without limitation, students or members of staff).
- c. **Insurance Policy Criteria.** All policies of insurance required to be carried by the Charter School shall be written by responsible insurance companies authorized to do business in the State of California, rated no less than the standard that the District requires for the schools within its boundaries (A.M. Best, A-, VII, or better), or the equivalent provided through a risk-pooling joint powers authority operating pursuant to Government Code sections 6500 *et seq.* Any insurance required of the Charter School hereunder may be furnished by the Charter School pursuant to a blanket policy carried by it or under a separate policy.

- d. A true and exact copy of each paid-up policy evidencing insurance or a certificate of the insurer, certifying that a policy has been issued, providing the coverage required and containing the provisions specified herein, shall be delivered to the District prior to the Effective Date of this Agreement, and upon renewals, not less than thirty (30) days prior to the expiration of such coverage. Any policy provided by the Charter School under this Agreement shall be occurrence-based, not "claims made." In addition, the District shall be named as an additional insured on the liability policies. The District may, at any time and from time to time, upon reasonable notice to the Charter School and at no cost to the Charter School, inspect and/or copy any and all insurance policies required hereunder. In no event shall the policies required herein be considered as limiting the liability of the Charter School under this Agreement.
14. **ASSIGNMENT AND SUBLETTING.** The Charter School may not assign its rights or sublet any portion of the Site without the prior written consent of the District.
15. **USE OF KITCHEN SPACE.** For a Charter School utilizing District own facilities but not using the District as its School Food Authority the following applies:
- a. All Kitchen equipment owned by Nutrition services, except for the installed walk-in refrigerator and built-in sinks, will be removed from the facility.
  - b. The Charter School will be responsible for procuring and maintaining all new and remaining kitchen equipment in accordance with appropriate standards.
  - c. The District facilities department will continue to maintain the kitchen building in accordance with this agreement, but will not be responsible for equipment.
16. **DEFAULT AND REMEDIES.**
- a. **Default by the Charter School.** The occurrence of any of the following shall constitute a material default and breach of this Agreement by the Charter School:
    - i. Any failure by the Charter School to make payments required to be paid hereunder, where such failure continues for forty-five (45) calendar days after written notice by the District to the Charter School.
    - ii. A failure by the Charter School to observe and perform any other provision of this Agreement to be observed or performed by the Charter School, where such failure continues for thirty (30) calendar days after written notice thereof by the District to the Charter School; unless, however, the nature of the default is such that the same cannot reasonably be cured within said 30-day period. The Charter School shall

not be deemed to be in default if the Charter School shall within such period commences such cure and thereafter diligently prosecutes the same to completion.

- iii. The making by the Charter School of any general assignment or general arrangement for the benefit of creditors; the filing by or against the Charter School a petition to have the Charter School adjudged bankrupt or of a petition for reorganization or arrangement under any law relating to bankruptcy (unless, in the case of a petition filed against the Charter School, the same is dismissed within sixty (60) calendar days); the appointment of a trustee or receiver to take possession of substantially all of the Charter School's assets located at the Site or of the Charter School's interests in this Agreement, where possession is not restored to the Charter School within thirty (30) calendar days; or the attachment execution or other judicial seizure of substantially all of the Charter School's assets located at the Site or of the Charter School's interest in this Agreement, where such seizure is not discharged within thirty (30) calendar days.
  - iv. Revocation of the Charter School's charter by the District's Board of Education or cessation of the Charter School's program for any reason. However, if the Charter School pursues an appeal of a revocation of its Charter by the District's Board, the Charter School shall not be in default under this section until the Charter School has exhausted its available statutory or other legal appeal rights.
  - v. The failure by the Charter School to utilize the Site for the sole purpose of operating a charter school as authorized by this Agreement and the Charter School's charter where such failure continues for five (5) calendar days after written notice by the District to the Charter School.
- b. **Remedies.** If the Charter School commits any such material default or breach, then the District may, at any time thereafter without limiting the District in the exercise of any right or remedy at law or in equity which the District may have by reason of such default or breach:
- i. Maintain this Agreement in full force and effect and recover use payments and other monetary charges as they become due, without terminating the Charter School's right to possession irrespective of whether the Charter School shall have abandoned the Site.
  - ii. Terminate the Charter School's right to possession by any lawful means, in which case this Agreement shall terminate and the Charter School shall immediately surrender possession of the Site to the District. In such event the District shall be entitled to recover from the Charter School all

damages incurred by the District by reason of the Charter School's default. If the District terminates this Agreement, it agrees to provide the Charter School with alternative reasonably equivalent facilities.

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

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

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

18. **MISCELLANEOUS.**

- a. **Effective Date.** The effective date of this Agreement ("Effective Date") shall be the date in which the Agreement is fully executed by the Parties and approved by their respective governing boards, whichever date is later.
- b. **Interpretation.** This Agreement was negotiated outside of the requirements of Proposition 39. Nothing in this Agreement shall be construed to impose any obligations on the Parties related to the requirements of Proposition 39, irrespective of whether certain terms or language in this Agreement correspond

with terminology used in Proposition 39 (e.g., “reasonably equivalent,” “furnished and equipped,” etc.). The use of any such terms in this Agreement are for descriptive or clarification purposes only and shall not be interpreted under the statutory or regulatory framework of Proposition 39.

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

to any provisions restricting assignment or subletting by the Charter School, all of the provisions of this Agreement shall bind and inure to the benefit of the Parties and their respective heirs, legal representatives, successors, and assigns. The laws of the State of California shall govern this Agreement. Venue shall lie only in the County of Sacramento.

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

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

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

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

**DISTRICT:**

**CHARTER SCHOOL:**

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

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

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

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

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

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

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

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



**EXHIBIT 1**

**Allocation of Space**

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

**EXHIBIT 2**

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

**EXHIBIT 3**

**See Attached Charter School Facilities Use Handbook**



# Charter School Facilities Use Handbook

The Guide for Independent Charter Schools Housed within  
Sacramento City Unified School District Facilities

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# Introduction

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This Charter School Facilities Use Handbook (“Handbook”) will be a living document that has been developed by the Sacramento City Unified School District (“District”) to outline facility use requirements and processes that will help ensure a common shared understanding between the District’s Facilities Department and Independent Charter Schools (“Charters”) that reside in District facilities.

The District intends to provide regular updates to this Handbook to continuously improve District and Charter operational efficiencies and relationships. Updates to this Handbook will be communicated with Charters through feedback loops and regular communications. Finalized updates to this Handbook will be posted to the District website and shared with Charters housed within District Facilities. Charter partners are requested to refer to and follow the latest revisions to this Handbook.

Although the District will make every attempt in this Handbook to present information that accurately reflects the information agreed upon in the District’s Collective Bargaining Agreements (CBA’s) with Labor Partners, it should be noted that CBA’s can and do change over time through the negotiated process and the agreements in those CBA’s will ultimately dictate what must be adhered to in regard to represented staff. It is the intention of the District to keep this Handbook updated as relevant articles in the District’s CBA’s change.

## District Access to Facilities

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### Shared Facilities Not Included in Charter Facility Use Agreement

The District retains the right to utilize any portion of the Facilities not leased by the Charter as outlined within the Facility Use Agreement (FUA). District access and use of those facilities outside of Charter use shall be unobstructed for use as deemed by the District. Charters shall request use of facilities outside of what is formally outlined within the FUA by following the Civic Center Act requirements and renting the facility on a short-term basis at the appropriate rate.

### Access the Charter Facilities by District Staff

#### Maintenance Needs During the School Day

District Maintenance staff shall access Charter facilities during the school day to maintain them appropriately. Such access will not be pre-arranged with Charter staff in advance unless maintenance work creates unreasonable noise or dust levels that will cause disruptions to student learning.

Maintenance staff will pre-arrange work that will cause student-learning disruptions with Charter administrators, within reason, and based on the level of importance and severity of the work needed. Such work will still need to be completed during normal Maintenance staff hours.

All Maintenance staff members will check into the front office at the Charter school to inform staff they are on campus.

### Maintenance Needs After School Hours

District Maintenance staff may need to access the Charter facility during non-school hours for unforeseen maintenance reasons, including for security reasons. Efforts will be made to inform Charter staff of such after-hours access the following day.

### Security Needs

District Security staff may access the Charter Facility at any time to address facility security needs.

### Audits and Inspections

District Facilities staff may access the Charter Facility to conduct audits, mandated or otherwise, and inspections as deemed fit by District Staff. Such access shall be pre-arranged with Charter staff in advance. The District will inspect the Facility no less than twice per year.

## Maintenance

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### Routine and Preventative Maintenance

Maintenance is the act of ensuring all school facilities are in good working order through both preventive maintenance and routine repairs.

Included in the “pro-rata” cost, the District shall provide all routine facilities maintenance to District owned buildings. Charters will be provided with one login credential to submit work order requests for needed maintenance. Examples of routine facilities maintenance include, but are not limited to, clogged toilets and other plumbing issues, non-operational electrical outlets, air conditioning not cooling, classroom door not shutting properly, or other.

Charters are responsible for changing their own lightbulbs. Any lightbulb that cannot be reached safely by the custodian on an eight-foot ladder shall be the responsibility of the District Maintenance Department and a work order shall be submitted.

Preventive maintenance includes the servicing of equipment and facilities at regular intervals, such as HVAC filter replacement.

Charters may contract other outside maintenance for any non-District owned facilities (e.g., portables) that are placed on District property, or Charters may request District services.

### Deferred Maintenance

The costs of deferred maintenance items are covered by the District. Deferred maintenance is the addressing or replacing of worn or aged-out facilities infrastructure and assets that maintain the integrity of a building envelope and mechanical equipment that are at or beyond the end-of-life. Deferred maintenance is the planned replacement of those worn facilities components and is not reactionary as is the case for routine maintenance. Examples of items covered under deferred maintenance include, but are not limited to, a leaking roof, a seeping plumbing connection, or pulleys of an HVAC unit. Most items behind the walls, in crawl spaces, or on the roof are deferred maintenance. Items not covered under this category include building components and equipment that receive a lot of wear and tear from continued use by students, such as carpets and paint.

### Work Orders

The creation and submission of a work order in the District's work order system is needed for all maintenance requests. Each Charter shall appoint one designee for submitting, tracking, and contacting District Facilities staff pertaining to work order requests. Each Charter will be provided with the login credential needed for the submission and tracking of work orders within the District's system. Work orders are addressed in the order of importance and the time they are submitted. Charter schools will receive the same level of service as other District school sites. Charters may call the District Facilities mainline at (916) 395-3970 to check on the progress of any outstanding work orders that have gone unaddressed for more than 14 calendar days.

### **Emergency Work Orders**

Emergency work orders may arise, such as a flooded restroom. The Charter shall call Security Support Services to request immediate attention. It is up to the discretion of the District Facilities Department as to the validity and level of the emergency being reported. Issues with items related to fire, life, and safety are deemed an emergency. Plugged toilets, HVAC systems, and others are not deemed an emergency. Response times for work orders in general may vary based on the number of students impacted and level of need and impact to the overall site.

### **CONTACT INFORMATION IN CASE OF EMERGENCY WORK ORDER**

Security Support Services

(916) 752-3034

### **Grounds Keeping**

Grounds keeping consists of mowing, blowing, weed abatement, athletic field care, and seasonal pruning. All grounds keeping needs of the Charter shall be contracted by the Charter. Those contracted by the Charter for services shall be qualified and experienced third party providers that possess all the licensing and bonding requirements for their respective trade and/or classification, consistent with law and District policies and procedures. It is the obligation of the contractor and Charter to comply with all applicable laws and District policies and procedures concerning grounds keeping. This includes, but is not limited to, the possible use and required noticing for the use of pesticides on school grounds, mulch for planters, fall material for play areas, and noise ordinances.

### **Pest Control**

All pest services for the Charter are the responsibility, and shall be paid for by the Charter. Those contracted by the Charter for services shall be qualified and experienced third party providers that possess all the licensing and bonding requirements for their respective trade and/or classification, consistent with law and District policies and procedures. It is the obligation of the contractor and Charter to comply with all applicable laws and District policies and procedures concerning grounds keeping. This includes, but is not limited to, the possible use and required noticing for the use of pesticides on school grounds.

### **Minor Alterations/Special Project Requests (SPRs)**

Minor alterations to the Facility shall require the Charter to submit a Special Project Request (SPR) form. Minor projects include desired alterations to the facility that do not fall under the definitions of maintenance above and are too small to require the review of the Division of State Architect (DSA) for construction projects. Such minor alterations could be volunteer opportunities, contracted services with an outside agency, or work requested from the facilities maintenance team as an additional service. Please note that public contracts requirements may apply. The SPR forms can be accessed at <https://www.scusd.edu/special-project-requests>. The cost of materials and labor to complete the special projects will be billed to the Charter.

Examples of minor facilities alterations may include, but are not limited to, the following.

Installing an additional hydration station	Adding a new pickle ball court on the playground	Installing a new garden bed
Installing garden irrigation	Painting a mural on the site	Planting trees and shrubs
Installing benches on the playground or field	Added fencing around the school site	Added security cameras

### Network Infrastructure

Charters are required to maintain the District's network and low voltage infrastructure at the site at all times to support items including, but not limited to, unobstructed internet access for District staff to maintain the facility, security alarms, HVAC controls, security cameras, bell systems, and clocks. Charters are allowed to install their own networking capabilities as long as the District network is also maintained and all the proper procedures are made on the installation of that network service, as outlined within this Handbook. Any disruption or damage of the District's network or low voltage infrastructure shall be addressed immediately by the Charter to maintain District connectivity and needs.

### Security Cameras

District security cameras shall be maintained throughout the duration of the Facility Use Agreement with the Charter. Charter staff may view live video feeds or footage captured within the past 14 days of the event they are wishing to review. Footage is not kept beyond that 14-day window. Only one individual on the site shall have access to view live or captured video footage. The Charter may wish to install additional security cameras that are separate from what the District has to offer, but the District's security camera system must be maintained at all times in order to help protect District assets. Charters must follow the appropriate SPR or capital projects process for installing such security camera infrastructure.

### Key Assignments and Control

Charter staff will be provided with a select number of site keys in relation to the number and type of staff that work at the facility. The purpose of limiting the allowed number of keys is to provide proper key controls and security measures for the students, Charter staff, and the site. The cost of re-keying the facility shall be paid by the Charter if lost or stolen keys are reported. Broken keys will be replaced by submitting a work order following the standard processes outlined within this Handbook.

Up to 15% of Charter staff are allowed to have Master Keys. This is to improve key control noted above and limit the possible expense of needing to re-key the entire Charter site. The Charter school is expected to maintain and share records of which keys have been assigned to which staff.

### HVAC Controls

The District's Heating Ventilation and Air Conditioning (HVAC) system programming is based on industry standards and guidance from the American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE) and Sacramento Municipal Utilities District (SMUD). Based on that guidance, District heating and cooling set points are programmed to allow adjustment between 65-68 degrees for heating, and 74-78 degrees for cooling. California Title 24 requires continuous ventilation during all occupied hours. This means that HVAC system fans are programmed to run during all occupied hours of the site even when not heating or cooling.

Site HVAC units across the District turn on prior to student and staff occupancy to try and be within the desired occupancy set point range at the beginning of school. However, large fluctuations in outdoor

temperatures from one day to the next may result in the systems taking longer to reach set points on extremely cold or hot days.

HVAC systems can be temporarily turned on using the classroom or building override functions during unoccupied hours. These overrides do not adjust temperatures during occupied hours.

### Furnishings and Equipment

The furnishings and equipment to be provided by the District for the Charter's projected in-District student average daily attendance ("ADA") upon its initial occupancy of the Site.

## Operations (Custodial)

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### Custodial Support

School site operations, also known as custodial staff, work to ensure the facility is clean, restroom consumables are well-stocked, and the condition of the facility is well-maintained. The Charter will be responsible for employing all of their own custodial staff to conduct day-to-day operations.

### Site Standards

The District expects the Charter to always keep the site clean and free of grime and debris—relative to various industry standards. This includes a thorough deep cleaning, "from top to bottom," to take place during the summer months. Summer cleaning should include, but is not limited to, the stripping and waxing of tile floors and carpet cleaning. District Facilities Staff may visit sites to ensure cleanliness standards are being met since not meeting these standards leads to quicker wear and tear. The Charter shall provide a summer schedule of their custodial staff.

Contracted Charter custodial support shall support the set up and teardown of any Charter-related events or after-school functions. The District will assign a District-employed custodial staff person, who will be expected to complete the setup and teardown of any community civic permit events—that is not the work of the contracted custodial support hired by the Charter.

### External Site Inspections

The Charter shall oversee the audits and reporting related to the Facilities Inspection Tool. District personnel shall oversee all Williams and Fire Inspections. These inspections may be done in tandem with other District inspections noted above. All inspection reports shall be submitted to the Authorizer.

### Custodial Supplies

Charters are responsible for purchasing their own custodial supplies that are compatible with District supplies and standards. The District can provide contact information to vendors that offer custodial supplies that work with current custodial fixtures (e.g. - toilet paper dispensers). District will reimburse for any supplies used for a community civic permit, within reason.

### Trash Service

The Charter shall notify the District if trash services are skipped for a given schedule dump, or if additional dumps are needed.

# Security

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## District Security Support

The Charter will automatically receive District Security support for real property. The Security Department is not to be used for policing students or individuals—they are only there to secure District assets (e.g., address alarms, monitor the facilities, address trespassing, etc.). Charter staff will receive updates if Security personnel have addressed an issue on the site. Security services of this nature are included as part of the Facility Use Agreement.

See Key Assignments and Control above as it relates to improved security measures and costs.

Knox Box keys and access must follow Fire Code requirements so that Police and Fire can access the facility at all times.

See Network Infrastructure and Security Alarms sections above as it relates to improved security measures of District assets.

## Fire Inspections, False Alarms, and Fire Watch

The District will conduct annual fire alarm inspections. The Charter shall be responsible to address any program or facilities changes to comply with the Fire Marshall's orders.

The Charter shall be responsible for all false fire alarms.

The Charter shall be responsible for any fire watch that may be required by law or the Fire Marshall, in the event of an equipment failure.

# Utilities

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## Utilities Payments

The Charter school shall reimburse the District for the cost of utilities at their site, as charged to the District by its utility providers, pro-rated to reflect use by other users of the site. Utilities include, but are not limited to, electrical, natural gas, sewer, waste disposal/recycling, and water services. The District outlines the level of requested trash based on like facilities throughout the District. Changes in trash service shall be mutually discussed by the Charter and District and approved by the District.

The Charter shall pay utilities charges to the District throughout the Term on a basis concurrent with the Charter School's payment of the Facilities Use Fee to the District.

Within one hundred twenty (120) days after the expiration or earlier termination of this Agreement, the District shall endeavor to provide the Charter School with a reconciliation of the Charter School's outstanding utility costs over the Term, if any. The District may invoice the Charter School for any underpayment. The Charter School shall reimburse the District for such underpayment, if any, within thirty (30) days after receipt of said invoice.

## Site Improvements

Prior to the installation of any new improvements on the Facilities/Leased Land, the District may conduct an inspection to determine the impact of the improvement and occupancy on current utilities.

Any and all upgrades to utilities necessary to accommodate the improvements are the responsibility and at the cost of the Charter.

## Civic Center Act and Facility Use

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### Civic Center Act

The Charter agrees to comply with the provisions of the Civic Center Act (Education Code Section 38131, et seq.) in making the Facilities/Leased Land accessible to members of the community. The District understands that the Facilities/Leased Land are to be primarily used for school programs and activities, and as such, any use of the Facilities by members of the community shall not interfere with school activities.

District Board Policy and Administrative Regulations related to the Civic Center Act shall control scheduling, use and collection of fees related to use of the Facilities/Leased Land by members of the public during non-school hours. Consistent with that policy and the regulations, the District shall be solely responsible for coordinating access to the Facilities/Leased Land under the Civic Center Act and shall require users to provide appropriate proof of insurance related to use of the Facilities/Leased Land and to indemnify and hold harmless the District and Charter for injury, risk of loss, or damage to property as a result of that access by members of the community. The District shall also confirm nonprofit eligibility to assess appropriate fees. Any fees collected shall be for District staff overtime of events, custodial supplies, and District-level deferred maintenance needs. The Charter shall not have a right to the fees collected from the civic permit, except for reasonable custodial supplies associated with corresponding civic permit use.

All requests for use of the Facilities/Leased Land made directly to the Charter School shall be forwarded to the District for coordination of use consistent with Board Policy and Administrative Regulations. No Charter staff or personal connections to the Charter shall circumvent, receive preferential treatment, or have priority over any other civic permit requester.

### Civic Permit Custodial Coverage

The District will assign any required custodial overtime to cover weekend and holiday civic permits to District employees due to the ease of overtime payment through District civic permit processes. The District agrees to promptly clean and repair, if necessary, any portion of the Facilities/Leased Land used by members of the community immediately following such use.

### Charter Events Calendaring

The Charter shall be allowed to schedule all programs related to school academic or enrichment programs that are free of charge to students or sanctioned by the California Interscholastic Federation as part of a current sports season activity and can do so without charge. Any other permit requests shall be directed to the District. Any Charter staff-run after school programs or camps that charge for services shall go through the District's civic permit processes. Any after-school or summer programming sponsored by the Charter and free to students shall be under contract with the Charter and have appropriate insurance levels. The Charter shall not sublease facilities/leased land, and they shall not let their employees use the facility for running programs that are separate from the Charter, or where a fee is charged to participants.

The Charter shall enter all after hours and summer events (e.g. sports practices, dances, etc.) into the District's civic permit software to reserve the facility before community members are allowed to reserve the Facility/Lease Land. Such events shall be entered well in advance but no less than one

month before the event is to take place. The District understands the Charter may have last minute scheduling changes and will endeavor to work with the Charter if it does impact a community member who otherwise reserved the facility. The Charter shall not use blanket reservations for facilities to circumvent the intent of the Civic Center Act. However, the District understands there are exceptions such as blanketing a baseball field for the entire baseball/softball season due to the dynamic changes that often take place throughout that season.

The District currently utilizes Facilitron for Civic Permit scheduling. District staff will work with the Charter to have the facility/leased land listed on the District's Facilitron website. The Charter shall have up to two logins to the Facilitron software in order to add site facility needs into the community schedule and review pending community requests.

## Capital Improvements

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### Special Project Requests versus Capital Projects

Please see Minor Alterations/Special Project Requests (SPRs) section on a previous page under the Maintenance section.

### District Approval of Capital Improvement Requests

Charters shall seek District approval of all Capital Improvement requests before beginning any such project. This includes the initial scope desired, timeline, and funding efforts for such requests. The District may request that specific architects be used from the District's current pool of architects, the type of construction delivery method used, and the Inspector of Record assigned to the project. Formal agreements for the design and construction may need to be entered between the District and Charter, including, but not limited to, oversight of legal construction requirements (e.g., California Environmental Quality Act monitoring) and long term lease agreements.

### District Construction Standards and Specifications

All Capital Projects must utilize the District's current Construction Standards and Specifications that can be provided to the Charter upon request. The District shall have the opportunity to review the design of the project at the Schematic Design, Design Development, and Construction Documents phases in order to ensure the project conforms to District standards.

Prior to the Capital Project on the Facilities/Leased Land, the District may conduct an inspection to determine the impact of the Project on the current utilities infrastructure. Any and all upgrades to utilities necessary to accommodate the improvements are the responsibility and at the cost of the Charter.

### Costs of Capital Projects

All costs associated with the project will be the responsibility of the Charter, including, but not limited to the reimbursement of time and material costs accrued by the District.

### Legal Requirements of the Capital Project

The Charter will be responsible to follow all applicable laws and regulations pertaining to the construction of public school facilities, including, but not limited to, the California Environmental Quality Act requirements, Department of Toxic Substance Control, Office of Public School Construction, the California Department of Education, and the Division of State Architect.

### Project Closeout

The District shall perform a final punch walk of the Project upon Substantial Completion. A digital copy of the final plan set shall be provided to the District. The Architect shall complete an updated “1A” map of the entire school facility on the property. All final Division of State Architect documents must be filed.

### Abandoned Charter Facility Improvements or Equipment

It shall be the Charter’s responsibility to remove any and all improvements or equipment from the site upon the end of the Charter term, if not renewed. Abandoned Charter facilities improvements or equipment shall become District property if abandoned after 30 days following the end of said term.

## Summary of Charges

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Charter schools will be invoiced for the costs associated with their facilities usage according to the summary below. More details on the facility use fees can be found on the sample billing calculation spreadsheet.

Type of Charge	Calculation Method	Billing Timeline
Pro-Rata	<ul style="list-style-type: none"><li>• Calculation based on actual amount spent across all district facilities for items such as routine maintenance, general fund contribution to deferred maintenance, debt service costs, etc.</li><li>• Pro-rata rate applied per square footage agreed to in the current Facility Use Agreement</li></ul>	<ul style="list-style-type: none"><li>• Billed quarterly</li><li>• Payment expected within 60 days of invoice</li></ul>
Utilities	Actual Costs	<ul style="list-style-type: none"><li>• Billed quarterly</li><li>• Payment expected within 60 days of invoice</li></ul>
Costs for Special Projects	Actual Costs	<ul style="list-style-type: none"><li>• Billed as charges occur / added to above invoices</li></ul>

**Review of the Charter School Facilities Use Handbook**

The Charter School Facilities Use Handbook is reviewed and revised periodically by SCUSD Staff in an effort to continuously improve operations, understanding, and partnerships with our Charter partners.  
Most Recent Update: April 12, 2024



School Name: Marian Anderson Elementary School

School Code: 111

Site Area: 6.06 Acres

Year Built: 1976

A.P.N. 011-0200-031

Address: 2850 - 49th Street, Sacramento, CA 95819

	Utility	100.00%	TOTAL SQUARE FOOTAGE for FEE CALCULATION		54,478
Key			Sq Footage	Rate	Sample Calculation based on 25-26 Pro-Rata Rate (\$3.84)*
	District Use		0	\$0.00	\$0.00
	Charter Use Only (Full Amount for FUA Pro-Rata)		13,345	Full Rate	\$51,244.80
	Charter Use Only (Discounted based on Capital Improvement)		41,133	1/3 Rate	\$52,650.24
	Shared Use		0	\$0.00	\$0.00

\$103,895.04

\*Note: pro-rata calculation changes annually based on prior year actuals

Bldg/Room Code	Bldg/Room No.	Classroom No.	Room Use	Classroom Use	Area	Year Built/ Modernized	DSA #
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## PERMANENT BUILDINGS

Bldg. 00A					1976	38009
O00T	T	Classroom	TRUE	901		
O00H	H	Classroom	TRUE	890		
S006		Storage	FALSE	101		
O00V	V	Classroom	TRUE	883		
O00G		Multi-use	FALSE	313		
O00E	E	Classroom	TRUE	902		
O00F	F	Classroom	TRUE	902		
O00U	U	Classroom	TRUE	883		
O00F		Multi-use	FALSE	313		
O00W	W	Classroom	TRUE	899		
C0C2		Testing	FALSE	89		
S007		Work Room	FALSE	101		
O00C	C	Classroom	TRUE	713		
O00A	A	Classroom	TRUE	938		
		Counseling	FALSE	267		
O00B	B	Classroom	TRUE	929		
T012		Toilet	FALSE	70		
S005		Storage	FALSE	97		
T011		Toilet	FALSE	80		

BUILDING AREA TOTAL

## CLASSROOMS

Bldg. 00B				1976	38009
C04B		Storage	FALSE	188	
S007		Custodian	FALSE	188	
S05A		Pantry	FALSE	157	
M006			FALSE	46	
K005		Kitchen	FALSE	819	
C00N		Conference	FALSE	210	
Z0AA		Platform	FALSE	899	
U004		Multi-purpose	FALSE	2,923	
T003		Toilet (Women)	FALSE	160	
T002		Toilet (Men)	FALSE	160	
C01C		Support	FALSE	155	
D01C		Principal	FALSE	149	
D00E		Staff Lounge	FALSE	494	

District Use	Charter Use	Capital Improvement	Shared Use
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[illegible]



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	Shared Use		0	\$0.00	\$0.00

\$103,895.04

\*Note: pro-rata calculation changes annually based on prior year actuals

Bldg/Room Code	Bldg/Room No.	Classroom No.	Room Use	Classroom Use	Area	Year Built/ Modernized	DSA #
S00P			Storage	FALSE	161		
T00Q			Toilet (Boys)	FALSE	87		
T001			Toilet (Women)	FALSE	51		
H001			Corridor	FALSE	674		
C001			Reception	FALSE	127		
C002			Office	FALSE	108		
S001			Conference	FALSE	235		
Z001			Nurse	FALSE	103		
T021			Toilet	FALSE	21		
T000			Toilet	FALSE	44		
T00M			Toilet	FALSE	43		
			Unspecified	FALSE	138		

BUILDING AREA TOTAL

## CLASSROOMS

Gymnasium					
16A			FALSE		
16B			FALSE		
BB		Toilet (Boys)	FALSE		
GB		Toilet (Girls)	FALSE		
Restroom		Toilet	FALSE		
Staff			FALSE		
Foyer			FALSE		
Gym			FALSE	9.317	

BUILDING AREA TOTAL

## CLASSROOMS

## PORTABLE BUILDINGS

Portable					
	1	Classroom	TRUE	960	
	2	Classroom	TRUE	960	
	3	Classroom	TRUE	960	
	4	Classroom	TRUE	960	
	5	Classroom	TRUE	960	
	6	Classroom	TRUE	960	
	7	Classroom	TRUE	960	
	8	Classroom	TRUE	960	
	9	Classroom	TRUE	960	
2nd story	10	Classroom	TRUE	960	

[illegible]

## Exhibit 1A - Room Use Inventory

School Name: Marian Anderson Elementary School

School Code: 111

Site Area: 6.06 Acres

Year Built: 1976

A.P.N. 011-0200-031

Address: 2850 - 49th Street, Sacramento, CA 95819

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Shared Use		0	\$0.00	\$0.00

\$103,895.04

\*Note: pro-rata calculation changes annually based on prior year actuals

Bldg/Room Code	Bldg/Room No.	Classroom No.	Room Use	Classroom Use	Area	Year Built/Modernized	DSA #
2nd story	11		Classroom	TRUE	960		
2nd story	12		Classroom	TRUE	960		
2nd story	13		Classroom	TRUE	960		
2nd story	14		Classroom	TRUE	960		
2nd story	15		Classroom	TRUE	960		

BUILDING AREA TOTAL

14400

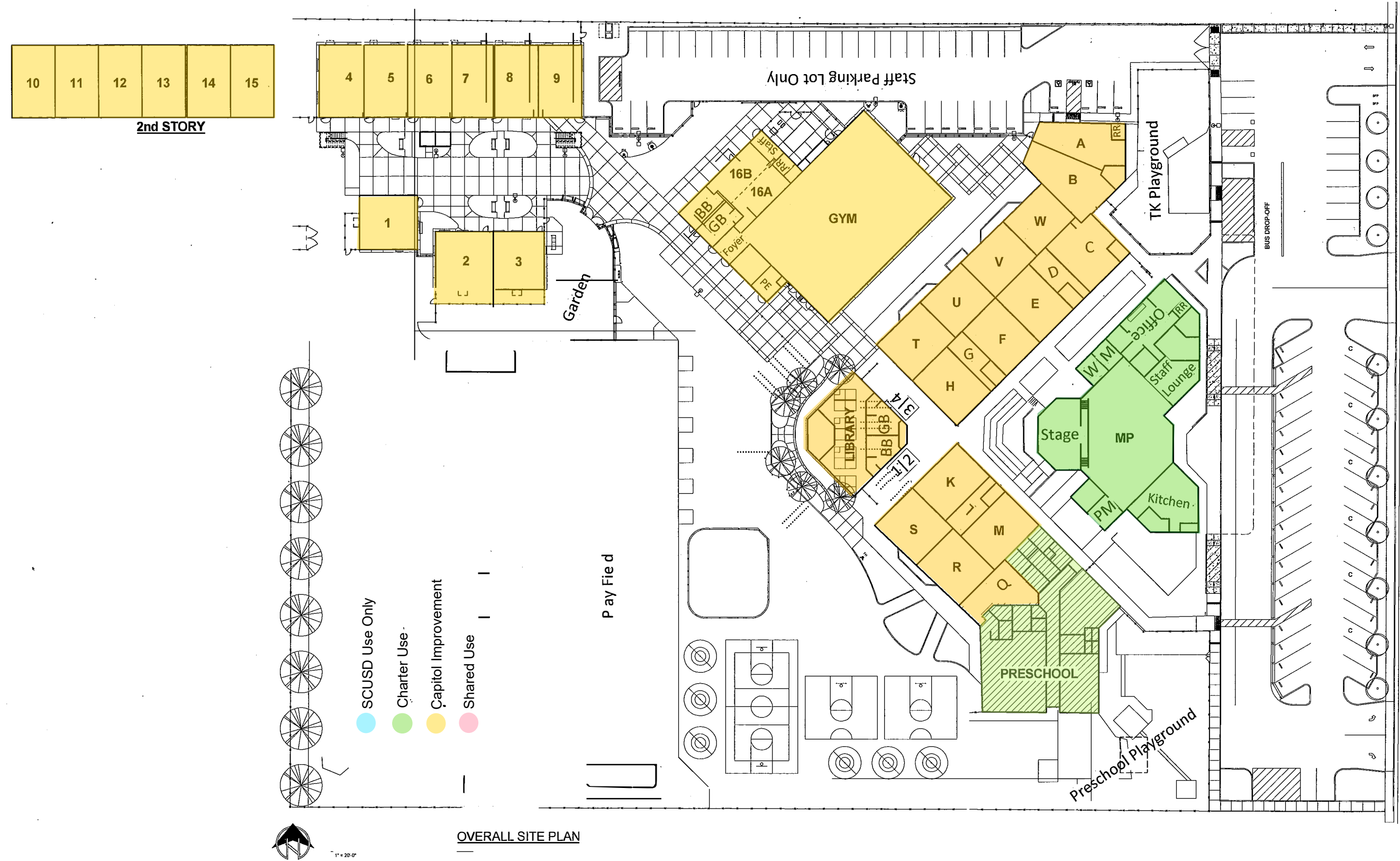
CLASSROOMS

15

Comments	District Use	Charter Use	Capital Improvement	Shared Use
			960	
			960	
			960	
			960	
			960	

<b>TOTAL</b>	<b>0</b>	<b>13345</b>	<b>41133</b>	<b>0</b>
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<b>Summary</b>	
Portable Building Area	14400
Portable Classrooms	15
Permanent Building Area	40078
Permanent Classrooms	18
Total Site Area	54478
Total Charter Space at Full Facility Use Fee	13345
Total Charter Space at Reduced Facility Use Fee	41133
Reduced Cost Charter Space based on Capital Improvements (XX% Discount)	
Total Exclusive Charter Space	54478
Total Exclusive District Space	0
Total Shared Space	0
Ratio of Charter to District Space (Total Charter / Total Site Area)	100.00%
Share Space Allocated to Charter (Ratio * Total Shared)	0
<b>Total Space to be reflected in the FUA = Sum of Charter + Capital Improvement + Shared)</b>	<b>54,478</b>
<b>Total Percent of Utilities (Total Exclusive Charter Space / Total Site Area)</b>	<b>100.00%</b>





A California Public School

Agenda Item# IVF

**Board Meeting Date:** January 27, 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

The following is a Core Building Modernization update:

1. Fire alarm completion and testing: 9/26/2025 (with any pending items (Item #6) corrected by 10/04/2025). COMPLETED
2. Installation of door hardware and cores: 9/27/2025 and 10/03–05/2025 NOT COMPLETED
3. 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
4. Submittals for all missing items (e.g., drinking fountains, doors/frames, plaster patch, finish/electrical items): 10/02/2025 NOT COMPLETED
5. PCOs for outstanding items (lighting credit, fire alarm backup): 10/02/2025 NOT COMPLETED
6. Updated as-built drawings reviewed with inspector: 10/01/2025 COMPLETED
7. Punch list items for all punch lists, updated and signed by inspector, submitted to RGA and LAS: 10/02/2025 NOT COMPLETED

**Estimated Time of Presentation:** 10 min.  
**Submitted By:** School Leadership  
**Date:** 1.23.2026

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



A California Public School

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

Agenda Artículo# IVF

**Fecha de la Reunión:** 27 de enero 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:** Dirección de la escuela

Lo siguiente es una actualización sobre la modernización del edificio principal:

1. Finalización y prueba de la alarma contra incendios: 9/26/2025 (con cualquier elemento pendiente (elemento n.º 6) corregido antes del 4/10/2025). COMPLETADO
2. Instalación de herrajes y núcleos de puertas: 9/27/2025 y 3-10/5/2025 NO ESTA COMPLETADO
3. Finalización de la instalación de iluminación, incluyendo la inspección y verificación, con documentación, tal y como se solicitó anteriormente para demostrar el cumplimiento del código y la conformidad con la documentación del proyecto: 9/30/2025 NO ESTA COMPLETADO
4. Presentación de todos los elementos que faltan (por ejemplo, fuentes de agua potable, puertas/marcos, parches de yeso, elementos de acabado/eléctricos): 10/2/2025 NO ESTA COMPLETADO
5. PCO para elementos pendientes (crédito de iluminación, respaldo de alarma contra incendios): 10/2/2025 NO ESTA COMPLETADO
6. Revisión de los planos actualizados de la obra terminada con el inspector: 10/01/2025 COMPLETADO
7. Elementos de la lista de tareas pendientes para todas las listas de tareas pendientes, actualizados y firmados por el inspector, presentados a RGA y LAS: 10/2/2025 NO ESTA COMPLETADO



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

A California Public School

Agenda Item #IVG

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

**Subject:** December 2025 Check Register

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

**Committee:** School Leadership

**Recommendation:**

School Leadership requests that the Governing Board review and approve the December check register.

**Documents Attached:**

1. December 2025 Check Register

Check Registers	Dec 2025			
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:				

**Estimated Time of Presentation:** 10 min  
**Submitted By:** School Leadership  
**Date:** 1.23.2026

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



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

**Tema:** Registro de la cuenta bancaria de diciembre 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 el registro de la cuenta bancaria de diciembre de 2025.

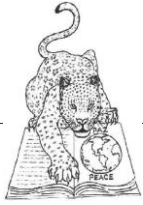
**Documento adjunto:**

1. Registro de la cuenta bancaria del mes de diciembre 2025

**Language Academy of Sacramento**  
**Check Register**  
**December, 2025**

Check Date	Check Number	Vendor	Inv Description (Bill)	Amount
12/10/2025	12082	ABDO	Library Books	2,771.27
12/10/2025	12083	Accelerate Learning Inc	Curriculum Materials	1,432.80
12/10/2025	12084	Alison Gilbreath	Reimb: Live Scan Services	30.00
12/10/2025	12085	Amazon Capital Services	Classroom Libraries, Instructional, Winter Festival, and Custodial Materials	3,884.71
12/10/2025	12086	Amplify Education, Inc	Curriculum Materials	3,228.88
12/10/2025	12087	Andrea Escobedo	Reimb: Jaguar Academy Instructional Materials	39.95
12/10/2025	12088	Arcstrem LLC	ELOP Instructional Services	19,189.64
12/10/2025	12089	Baker Tilly, US, LLP	Audit Services	10,395.00
12/10/2025	12090	Capitol Elementary	SPED Services	2,970.55
12/10/2025	12091	Cecilia Martinez, OTR/L	SPED Services	1,280.00
12/10/2025	12092	Cotton Shoppe	PC Shirt Services	181.50
12/10/2025	12093	Lanae Davis	Reimb: Library Books	108.43
12/10/2025	12094	Eduardo De Leon	Reimb: Student Incentives	151.92
12/10/2025	12095	Department of Justice	Live Scan Services	736.00
12/10/2025	12096	Diyana Adhikari	Reimb: Live Scan Services	29.06
12/10/2025	12097	EdTec Inc.	Back Office Services: December 2025	8,437.50
12/10/2025	12098	Elevator Industries	Elevator Maintenance: December 2025	119.07
12/10/2025	12099	Elliot Tin	Reimb: Live Scan Services	28.00
12/10/2025	12100	Fagen Friedman & Fulfroost LLP	Legal Services	185.00
12/10/2025	12101	Rebecca Heredia	Reimb: Classroom Libraries / Instructional Materials	770.98
12/10/2025	12102	JCL Electronics, LLC	Technology Support / Technology Materials	1,849.91
12/10/2025	12103	Jen Schapira	Reimb: Live Scan Services	15.00
12/10/2025	12104	K12 Health	SPED Health Services	1,264.00
12/10/2025	12105	Kei'yana Dillard	Basketball Coach Instruction	3,000.00
12/10/2025	12106	Kelly Flores Velasco	Reimb: Jaguar Academy Instructional Materials	39.15
12/10/2025	12107	Kendrick Jackson	Basketball Coach Instruction	3,000.00
12/10/2025	12108	Learning Solutions	SPED Services	13,439.10
12/10/2025	12109	Lets Gets Moovin!	ELOP Instructional Services: Flag Football	10,650.00
12/10/2025	12110	Lizette Acosta-Caro	Reimb: Instructional Materials	193.11
12/10/2025	12111	Maidu Museum & Historic Site	Field Trip Admissions: 3rd grade on 05/12/26	1,401.00
12/10/2025	12112	Marisela Lemus De Herrera	Reimb: Custodial Materials	35.31
12/10/2025	12113	Susana Mercado	Reimb: Club Colibri Materials	395.75
12/10/2025	12114	Michael's Transporation Service	Field Trip Transportation: River City Theatre on 11/13/25	950.00
12/10/2025	12115	Nancy Castignetti	Reimb: SPED Professional Development Resources	33.44
12/10/2025	12116	Nancy Garcia	Reimb: PC Shirts	111.06
12/10/2025	12117	Nor Cal Asphalt Paving & Maintenance, Inc.	Core Facilities Modernization: Phase 1	3,295.00
12/10/2025	12118	Nora E. Rodriguez Gonzalez	Parent Workshop	75.00
12/10/2025	VOID 12119	Office Depot	Copy paper, printer ink, Office Materials (\$3,412.90)	0.00
12/10/2025	12120	Pacific Office Automation	Printing Materials	1,376.24
12/10/2025	12121	Pedro Miranda	Landscaping Services	1,860.00
12/10/2025	12122	Lorena Rosas	Reimb: PC DDLM Fundraising Materials	308.01
12/10/2025	12123	SCUSD/Accounting Services	Custodial Services (July, Aug Sept 2025), Utility Services(July-Dec 2025)	116,032.86
12/10/2025	12124	Trafera LLC	Educational Software	3,085.00
12/10/2025	12125	Veronica Kovats Art	Reimb: Prop 28 Art Materials	117.87
12/10/2025	12126	Women's Theatre Collective/Valkyrie Theatre Co	ELOP Instructional Services	3,418.13
12/12/2025	12127	Charter Safe	Package Premium / Workers Compensation: January 2025-2026	21,939.00

12/12/2025	12128	Department of Justice	Live Scan Services	320.00
12/12/2025	12129	Erika Aceves	Reimb: Instructional Materials / Student Incentives	235.16
12/12/2025	12130	Eustolia Yeraldin Rangel Garcia	Employee Appreciation	1,200.00
12/12/2025	12131	Ana Luna Franco	Reimb: Instructional Materials	124.20
12/12/2025	12132	JCL Electronics, LLC	Technology Support / Technology Materials	5,519.55
12/12/2025	12133	Susana Mercado	Reimb: CAHPERD Professional Development Membership Dues	95.00
12/12/2025	12134	Ana Novoa	Reimb: Instructional Materials	352.53
12/12/2025	12135	Ogla Martinez	Reimb: PC Fundraising Materials	521.17
12/12/2025	12136	Ariana Pantoja	SPED Student Incentives	27.97
12/12/2025	12137	Rosio Perez	Reimb: Fundraising Materials / Parent Workshop Materials	281.76
12/12/2025	12138	Golie Sahba	Garden Coordinator Assistant	1,500.00
12/15/2025	12139	HD Supply	Custodial Materials	96.21
12/15/2025	12140	Office Depot	Printer Ink., Library Materials, Office Materials, Copy Paper	3,230.90
12/17/2025	12141	Jesus Ramirez	Reimbursement: Winter Festival	431.07
12/17/2025	12142	LIFT Aftermath Basketball	ELOP Instructional Services	6,093.75
12/17/2025	12143	Charter Safe	Insurance Comp/Workers Comp	19,621.77
12/19/2025	12144	Valic	EE 403B Contribution	9,000.00
12/3/2025	ACH	California Credit Union	Various	1,030.58
12/9/2025	ACH	California Credit Union	Various	4,709.36
12/17/2025	ACH	California Credit Union	Various	3,240.92
12/17/2025	ACH	California Credit Union	Various	468.00
12/5/2025	ACH	Marlin Leasing Corp	Phone Services	2,533.69
12/1/2025	ACH	Kaiser Foundation Health Plan Inc	Health Benefits - December 2025	43,466.03
12/1/2025	ACH	Mutual of Omaha	Health Benefits -December 2025	5,926.94
12/1/2025	ACH	Western Health Advantage	Health Benefits -December 2025	9,886.00
12/1/2025	ACH	Vision Service Plan - CA	Health Benefits - December 2025	1,206.18
12/1/2025	ACH	Sutter Health Plus	Health Benefits - December 2025	14,045.44
<b>Total:</b>				<b>379,018.38</b>



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

**Subject:** Monthly Financials

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

**Committee:** School Leadership

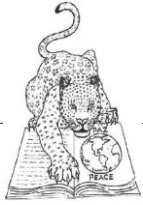
Financials remain on track with the budget, with a minor revenue variance between Adopted Budget and the December 2025 financials. This variance is primarily attributed to state adjustments.

Expense line items are aligned with the budget, with a few areas identified as potential savings for the mid-year revision (see highlighted).

School Leadership will begin mid-year revisions and will provide updates Year-to-Date at the February Board Meeting.

**Documents Attached:**

1. December 2025 Monthly Financials



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

**Tema:** Datos financieros mensuales

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

**Comité: Liderazgo Escolar**

Las finanzas siguen alineadas con el presupuesto, con una pequeña variación en los ingresos entre el presupuesto aprobado y las finanzas de diciembre de 2025. Esta variación se atribuye principalmente a ajustes estatales.

Las partidas de gastos están alineadas con el presupuesto, con algunas áreas identificadas como posibles ahorros para la revisión de mitad de año (véase lo resaltado).

El liderazgo escolar comenzará las revisiones de medio-año y proporcionará actualizaciones del año hasta la fecha en la reunión de la junta de febrero.

**Documentos adjuntos:**

1. Finanzas mensuales de diciembre de 2025

Language Academy  
Income Statement  
As of Dec FY2026

	Actual						YTD	Budget & Forecast					
	Jul	Aug	Sep	Oct	Nov	Dec	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>SUMMARY</b>													
<b>Revenue</b>													
LCFF Entitlement	-	237,753	-	1,519,410	-	855,912	2,613,075	8,426,065	8,394,404	8,387,690	(6,714)	5,774,615	31%
Federal Revenue	-	-	-	-	-	-	-	303,468	313,923	313,923	-	313,923	0%
Other State Revenues	26,784	30,164	49,815	56,784	-	76,994	240,541	2,656,438	2,668,376	2,673,829	5,453	2,433,289	9%
Local Revenues	2,014	5,230	1,672	4,041	2,367	1,797	17,121	48,300	48,300	54,300	6,000	37,179	32%
Fundraising and Grants	-	9,673	1,377	4,779	10,526	14,084	40,439	35,000	37,510	37,510	-	(2,928)	108%
<b>Total Revenue</b>	<b>28,798</b>	<b>282,820</b>	<b>52,863</b>	<b>1,585,014</b>	<b>12,893</b>	<b>948,787</b>	<b>2,911,176</b>	<b>11,469,271</b>	<b>11,462,514</b>	<b>11,467,253</b>	<b>4,739</b>	<b>8,556,077</b>	<b>25%</b>
<b>Expenses</b>													
Compensation and Benefits	273,995	225,869	689,673	703,236	646,004	765,846	3,304,622	7,718,386	7,718,386	7,718,386	-	4,413,764	43%
Books and Supplies	71,257	29,275	19,672	29,588	16,691	17,960	184,442	436,486	436,486	436,486	-	252,044	42%
Services and Other Operating Expenditures	159,271	128,922	64,500	61,263	52,384	266,945	733,286	1,914,773	1,929,021	1,929,021	-	1,195,735	38%
Depreciation	-	-	-	-	-	409,366	409,366	822,128	822,128	822,128	-	412,763	50%
Other Outflows & Amortization	-	-	-	-	-	32,261	32,261	80,628	80,628	80,628	-	48,367	40%
<b>Total Expenses</b>	<b>504,523</b>	<b>384,066</b>	<b>773,845</b>	<b>794,086</b>	<b>715,079</b>	<b>1,492,377</b>	<b>4,663,976</b>	<b>10,972,401</b>	<b>10,986,649</b>	<b>10,986,649</b>	<b>-</b>	<b>6,322,673</b>	<b>42%</b>
<b>Net Income</b>	<b>(475,726)</b>	<b>(101,246)</b>	<b>(720,981)</b>	<b>790,928</b>	<b>(702,185)</b>	<b>(543,590)</b>	<b>(1,752,801)</b>	<b>496,870</b>	<b>475,865</b>	<b>480,604</b>	<b>4,739</b>	<b>2,233,404</b>	
<b>Fund Balance</b>													
Beginning Balance (Audited)								14,117,260	14,617,822	14,609,654			
Net Income								496,870	475,865	480,604			
<b>Ending Fund Balance</b>								<b>14,614,130</b>	<b>15,093,687</b>	<b>15,090,258</b>			
Fund Balance as a % of Expenses								133%	137%	137%			

Language Academy  
Income Statement  
As of Dec FY2026

KEY ASSUMPTIONS

Enrollment Summary

K-3  
4-6  
7-8  
Total Enrolled

ADA %

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

ADA

K-3  
4-6  
7-8  
Total ADA

Actual						YTD	Budget & Forecast					
Jul	Aug	Sep	Oct	Nov	Dec	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
							304	304	304	-		
							199	199	199	-		
							132	132	132	-		
							635	635	635	-		
							95.0%	95.0%	95.0%	0.0%		
							95.0%	95.0%	95.0%	0.0%		
							95.0%	95.0%	95.0%	0.0%		
							95.0%	95.0%	95.0%	0.0%		
							288.80	288.80	288.80	-		
							189.05	189.05	189.05	-		
							125.40	125.40	125.40	-		
							603.25	603.25	603.25	-		

Language Academy  
Income Statement  
As of Dec FY2026

Actual							YTD	Budget & Forecast						
											Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent	
Jul      Aug      Sep      Oct      Nov      Dec							Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast				
REVENUE														
LCFF Entitlement														
8011	Charter Schools General Purpose Entitlement - State Aid	-	237,753	-	665,709	-	855,912	1,759,374	5,442,341	5,059,231	5,052,517	(6,714)	3,293,143	35%
8012	Education Protection Account Entitlement	-	-	-	366,240	-	-	366,240	1,139,371	1,490,821	1,490,821	-	1,124,581	25%
8096	Charter Schools in Lieu of Property Taxes	-	-	-	487,461	-	-	487,461	1,844,352	1,844,352	1,844,352	-	1,356,891	26%
SUBTOTAL - LCFF Entitlement		-	237,753	-	1,519,410	-	855,912	2,613,075	8,426,065	8,394,404	8,387,690	(6,714)	5,774,615	31%
Federal Revenue														
8181	Special Education - Entitlement	-	-	-	-	-	-	-	89,175	89,175	89,175	-	89,175	0%
8291	Title I	-	-	-	-	-	-	-	179,679	187,945	187,945	-	187,945	0%
8292	Title II	-	-	-	-	-	-	-	21,714	23,781	23,781	-	23,781	0%
8294	Title IV	-	-	-	-	-	-	-	12,900	13,022	13,022	-	13,022	0%
SUBTOTAL - Federal Revenue		-	-	-	-	-	-	-	303,468	313,923	313,923	-	313,923	0%
Other State Revenue														
8319	Other State Apportionments - Prior Years	-	-	-	-	-	6,184	6,184	-	-	5,453	5,453	(731)	113%
8381	Special Education - Entitlement (State	26,784	27,675	49,815	49,815	-	49,815	203,904	553,500	553,500	553,500	-	349,596	37%
8382	Special Education Reimbursement (State	-	2,489	-	6,969	-	8,960	18,418	48,085	49,777	49,777	-	31,359	37%
8550	Mandated Cost Reimbursements	-	-	-	-	-	12,035	12,035	12,036	12,036	12,036	-	1	100%
8560	State Lottery Revenue	-	-	-	-	-	-	-	172,009	171,379	171,379	-	171,379	0%
8590	All Other State Revenue	-	-	-	-	-	-	-	570,679	570,679	570,679	-	570,679	0%
8591	Prop 28 Arts & Music in Schools	-	-	-	-	-	-	-	102,306	113,183	113,183	-	113,183	0%
8593	Expanded Learning Opportunities Program	-	-	-	-	-	-	-	994,340	994,340	994,340	-	994,340	0%
8596	Other State Revenue 6	-	-	-	-	-	-	-	203,482	203,482	203,482	-	203,482	0%
SUBTOTAL - Other State Revenue		26,784	30,164	49,815	56,784	-	76,994	240,541	2,656,438	2,668,376	2,673,829	5,453	2,433,289	9%
Local Revenue														
8636	Uniforms	244	3,490	-	402	388	15	4,540	12,000	12,000	12,000	-	7,460	38%
8638	Merchandise Sales	-	-	-	-	-	-	-	1,300	1,300	1,300	-	1,300	0%
8660	Interest	1,769	1,740	1,672	1,669	1,691	1,758	10,300	9,000	9,000	15,000	6,000	4,700	69%
8670	Fees and Contracts	-	-	-	-	-	-	-	6,000	6,000	6,000	-	6,000	0%
8693	Field Trips	-	-	-	-	288	-	288	15,000	15,000	15,000	-	14,712	2%
8699	All Other Local Revenue	-	-	-	1,970	-	24	1,994	5,000	5,000	5,000	-	3,006	40%
SUBTOTAL - Local Revenue		2,014	5,230	1,672	4,041	2,367	1,797	17,121	48,300	48,300	54,300	6,000	37,179	32%
Fundraising and Grants														
8801	Donations - Parents	-	-	1,134	388	1,312	1,330	4,164	5,000	5,000	5,000	-	836	83%
8802	Donations - Private	-	7,068	242	200	-	250	7,760	5,000	7,510	7,510	-	(250)	103%
8803	Fundraising	-	2,605	-	4,191	9,214	12,504	28,514	25,000	25,000	25,000	-	(3,514)	114%
SUBTOTAL - Fundraising and Grants		-	9,673	1,377	4,779	10,526	14,084	40,439	35,000	37,510	37,510	-	(2,928)	108%
TOTAL REVENUE														
		28,798	282,820	52,863	1,585,014	12,893	948,787	2,911,176	11,469,271	11,462,514	11,467,253	4,739	8,556,077	25%

**Language Academy**  
**Income Statement**  
**As of Dec FY2026**

Actual							YTD	Budget & Forecast				
Jul	Aug	Sep	Oct	Nov	Dec	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>EXPENSES</b>												
<b>Compensation &amp; Benefits</b>												
<b>Certificated Salaries</b>												
1100 Teachers Salaries	56,875	900	257,953	263,911	274,235	281,137	1,135,011	2,701,117	2,701,117	2,701,117	-	1,566,106 42%
1101 Teacher - Stipends	-	-	-	-	-	-	-	56,000	56,000	56,000	-	56,000 0%
1102 Title I/SES Tutoring	-	-	-	-	-	-	-	57,000	57,000	57,000	-	57,000 0%
1103 Teacher - Substitute Pay	6,460	660	14,688	15,096	19,843	12,572	69,319	124,483	124,483	124,483	-	55,164 56%
1300 Certificated Supervisor & Administrator Salaries	13,757	13,757	13,757	13,757	13,757	13,757	82,542	165,084	165,084	165,084	-	82,542 50%
1311 SPED Certificated	6,157	1,650	55,217	55,642	55,707	50,704	225,076	522,361	522,361	522,361	-	297,284 43%
1920 Other Cert - Summer	-	-	-	-	-	-	-	134,000	134,000	134,000	-	134,000 0%
1940 Other Certificated Supervisor & Admin Salaries	-	-	14,021	14,021	14,021	14,021	56,082	135,870	135,870	135,870	-	79,788 41%
<b>SUBTOTAL - Certificated Salaries</b>	<b>83,249</b>	<b>16,967</b>	<b>355,636</b>	<b>362,426</b>	<b>377,562</b>	<b>372,191</b>	<b>1,568,030</b>	<b>3,895,915</b>	<b>3,895,915</b>	<b>3,895,915</b>	<b>-</b>	<b>2,327,885 40%</b>
<b>Classified Salaries</b>												
2100 Classified Instructional Aide Salaries	2,183	2,148	13,260	14,286	15,273	11,100	58,250	138,147	138,147	138,147	-	79,897 42%
2103 SPED Classified	1,620	2,567	14,084	15,346	13,792	10,828	58,237	146,683	146,683	146,683	-	88,446 40%
2104 Summer School Classified	-	-	-	-	-	-	-	54,374	54,374	54,374	-	54,374 0%
2200 Classified Support (Intervention Tutoring)	13,530	13,864	16,123	36,749	36,028	28,733	145,027	176,400	176,400	176,400	-	31,373 82%
2300 Classified Supervisor & Administrator Salaries	11,387	10,870	11,387	11,905	10,352	11,905	67,806	119,503	119,503	119,503	-	51,697 57%
2400 Classified Clerical & Office Salaries	10,676	34,858	22,739	22,818	22,161	22,028	135,282	292,824	292,824	292,824	-	157,543 46%
2900 Classified Other Salaries	-	731	3,779	4,135	3,904	2,941	15,490	138,277	138,277	138,277	-	122,787 11%
2905 Other Classified - After School	20,830	22,171	41,162	43,376	43,117	33,232	203,888	532,638	532,638	532,638	-	328,750 38%
2925 Other Classified - Childcare	-	-	-	-	-	-	-	1,400	1,400	1,400	-	1,400 0%
2930 Other Classified - Maintenance/Grounds	5,223	18,351	20,433	22,364	20,482	19,493	106,345	233,432	233,432	233,432	-	127,087 46%
<b>SUBTOTAL - Classified Salaries</b>	<b>65,449</b>	<b>105,698</b>	<b>144,107</b>	<b>172,505</b>	<b>166,226</b>	<b>141,681</b>	<b>795,665</b>	<b>1,833,678</b>	<b>1,833,678</b>	<b>1,833,678</b>	<b>-</b>	<b>1,038,013 43%</b>
<b>Employee Benefits</b>												
3100 STRS	3,803	2,943	67,019	68,053	70,447	67,803	280,068	744,120	744,120	744,120	-	464,051 38%
3300 OASDI-Medicare-Alternative	6,317	8,373	16,469	18,738	18,717	16,361	84,976	179,395	179,395	179,395	-	94,419 47%
3400 Health & Welfare Benefits	86,486	77,557	92,434	80,137	(1,504)	150,040	485,150	920,967	920,967	920,967	-	435,817 53%
3500 Unemployment Insurance	34	74	299	312	316	297	1,332	14,414	14,414	14,414	-	13,082 9%
3600 Workers Comp Insurance	25,494	6,374	6,374	(7,318)	6,374	10,431	47,729	68,755	68,755	68,755	-	21,026 69%
3900 Other Employee Benefits	3,164	7,883	7,334	8,383	7,866	7,042	41,672	61,143	61,143	61,143	-	19,470 68%
<b>SUBTOTAL - Employee Benefits</b>	<b>125,298</b>	<b>103,204</b>	<b>189,930</b>	<b>168,305</b>	<b>102,217</b>	<b>251,974</b>	<b>940,927</b>	<b>1,988,794</b>	<b>1,988,794</b>	<b>1,988,794</b>	<b>-</b>	<b>1,047,866 47%</b>
<b>Books &amp; Supplies</b>												
4100 Approved Textbooks & Core Curricula Materials	24,401	4,474	-	-	-	3,229	32,104	100,000	100,000	100,000	-	67,896 32%
4101 SPED Textbooks	-	-	-	-	-	-	-	5,000	5,000	5,000	-	5,000 0%
4200 Books & Other Reference Materials	4,369	1,515	416	2,923	1,282	2,118	12,623	62,500	62,500	62,500	-	49,877 20%
4201 Library Resources	-	1,483	-	2,829	-	2,940	7,252	7,450	7,450	7,450	-	198 97%
4315 Custodial Supplies	5,120	4,268	1,785	4,423	3,395	(34)	18,957	32,464	32,464	32,464	-	13,507 58%
4320 Educational Software	24,487	6,227	3,843	9,665	969	3,487	48,677	50,000	50,000	50,000	-	1,323 97%
4325 Instructional Materials & Supplies	3,601	5,062	10,177	5,845	5,603	1,323	31,611	35,000	35,000	35,000	-	3,389 90%
4330 Office Supplies	384	3,491	612	1,224	209	64	5,984	10,000	10,000	10,000	-	4,016 60%
4335 PE Supplies	-	1,802	881	939	686	6	4,314	10,300	10,300	10,300	-	5,986 42%
4340 Professional Development Supplies	-	-	-	66	-	33	99	1,000	1,000	1,000	-	901 10%
4352 Garden	245	-	-	-	2,100	1,500	3,845	2,060	2,060	2,060	-	(1,785) 187%
4354 ASES Materials	-	-	1,536	-	-	2,255	3,791	6,180	6,180	6,180	-	2,389 61%
4355 Summer School Materials	-	-	-	-	-	-	-	4,532	4,532	4,532	-	4,532 0%
4356 SPED Consumables	-	-	224	1,513	292	37	2,066	5,000	5,000	5,000	-	2,934 41%
4410 Classroom Furniture, Equipment & Supplies	8,022	788	53	160	-	-	9,023	50,000	50,000	50,000	-	40,977 18%
4420 Computers: individual items less than \$5k	-	-	-	-	-	502	502	30,000	30,000	30,000	-	29,498 2%
4423 Classroom Noncapitalized items 1	-	-	-	-	-	-	-	10,000	10,000	10,000	-	10,000 0%
4430 Non Classroom Related Furniture, Equipment & Supplies	629	165	146	-	2,155	500	3,595	15,000	15,000	15,000	-	11,405 24%
<b>SUBTOTAL - Books and Supplies</b>	<b>71,257</b>	<b>29,275</b>	<b>19,672</b>	<b>29,588</b>	<b>16,691</b>	<b>17,960</b>	<b>184,442</b>	<b>436,486</b>	<b>436,486</b>	<b>436,486</b>	<b>-</b>	<b>252,044 42%</b>
<b>Services &amp; Other Operating Expenses</b>												
5210 Conference Fees	1,198	-	-	-	-	-	1,198	20,000	20,000	20,000	-	18,802 6%
5215 Travel - Mileage, Parking, Tolls	515	94	-	216	-	-	825	5,150	5,150	5,150	-	4,325 16%
5220 Travel and Lodging	899	-	-	1,367	-	-	2,266	26,000	26,000	26,000	-	23,734 9%
5305 Dues & Membership - Professional	-	-	-	2,548	-	160	2,708	15,914	15,914	15,914	-	13,206 17%
5450 Insurance - Other	62,261	15,565	15,565	15,594	15,565	31,130	155,680	186,785	186,785	186,785	-	31,105 83%
5515 Janitorial, Gardening Services & Supplies	1,350	9,588	-	900	-	29,900	41,738	124,800	124,800	124,800	-	83,062 33%
5535 Utilities - All Utilities	-	-	-	-	-	50,354	50,354	108,212	108,212	108,212	-	57,858 47%
5605 Equipment Leases	2,534	3,205	2,534	-	3,075	2,534	13,882	36,750	36,750	36,750	-	22,868 38%

**Language Academy**  
**Income Statement**  
**As of Dec FY2026**

		Actual						YTD	Budget & Forecast					
		Jul	Aug	Sep	Oct	Nov	Dec	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
5610	Rent	-	35,882	-	-	-	37,638	73,520	169,158	169,158	169,158	-	95,638	43%
5615	Repairs and Maintenance - Building	119	119	119	119	119	119	714	30,000	30,000	30,000	-	29,286	2%
5616	Repairs and Maintenance - Computers	-	1,151	574	-	-	664	2,389	15,000	15,000	15,000	-	12,611	16%
5617	Repairs and Maintenance - Other Equipment	-	462	100	783	16	-	1,361	2,705	2,705	2,705	-	1,344	50%
5803	Accounting Fees	10,395	395	516	5,219	705	-	17,230	27,583	27,583	27,583	-	10,353	62%
5804	Parent Trainings	-	-	-	-	-	75	75	1,591	1,591	1,591	-	1,516	5%
5805	Administrative Fees	1	192	-	1,525	675	-	2,393	10,609	10,609	10,609	-	8,216	23%
5806	Assemblies	900	-	-	456	-	-	1,356	5,305	5,305	5,305	-	3,949	26%
5809	Banking Fees	-	-	-	1	-	-	1	500	500	500	-	499	0%
5812	Business Services	8,438	8,438	8,578	8,438	8,438	18,833	61,160	101,250	101,250	101,250	-	40,090	60%
5813	Board Development	-	-	-	-	-	-	-	3,000	3,000	3,000	-	3,000	0%
5818	SPED Legal Fees	-	-	-	-	296	-	296	5,000	5,000	5,000	-	4,704	6%
5824	District Oversight Fees	-	-	-	-	-	-	-	91,952	91,952	91,952	-	91,952	0%
5827	ELO-P Expenses	3,617	-	4,018	-	5,240	45,352	58,226	400,000	400,000	400,000	-	341,774	15%
5830	Field Trips Expenses	6,960	-	537	2,864	4,353	3,974	18,688	57,680	57,680	57,680	-	38,992	32%
5836	Fingerprinting	-	290	256	421	255	1,158	2,379	3,183	3,183	3,183	-	804	75%
5839	Fundraising Expenses	15,548	7,433	123	599	2,585	7,164	33,453	38,935	38,935	38,935	-	5,482	86%
5845	Legal Fees	-	925	110	-	-	185	1,220	6,000	6,000	6,000	-	4,780	20%
5851	Marketing and Student Recruiting	-	-	-	-	-	-	-	1,299	1,299	1,299	-	1,299	0%
5852	Prop 28 Expenses	-	-	-	-	-	-	-	56,306	56,306	56,306	-	56,306	0%
5857	Payroll Fees	3,584	2,134	1,924	2,106	2,192	2,133	14,074	16,232	16,232	16,232	-	2,158	87%
5860	Printing and Reproduction	2,328	2,469	4,582	5,755	102	4,456	19,693	25,000	25,000	25,000	-	5,307	79%
5861	Prior Yr Exp (not accrued	-	10,954	-	-	1,900	3,036	15,890	-	-	-	-	(15,890)	-
5863	Professional Development	-	7,440	4,005	67	1,024	-	12,536	30,000	30,000	30,000	-	17,464	42%
5869	Special Education Contract Instructors	-	2,838	3,269	9,440	3,974	18,954	38,475	182,475	182,475	182,475	-	144,000	21%
5872	Special Education SELPA Fee	235	1,126	1,867	1,867	-	1,867	6,962	22,494	22,494	22,494	-	15,532	31%
5874	Sports	-	-	-	-	-	-	-	8,000	8,000	8,000	-	8,000	0%
5875	Staff Recruiting	-	-	-	-	-	-	-	1,379	1,379	1,379	-	1,379	0%
5878	Student Assessment	21,527	-	771	-	-	-	22,298	16,338	22,298	22,298	-	-	100%
5881	Student Information System	12,826	7,650	-	-	-	-	20,476	12,188	20,476	20,476	-	-	100%
5887	Technology Services	3,060	8,895	12,795	-	1,770	6,705	33,225	35,000	35,000	35,000	-	1,775	95%
5910	Communications - Internet / Website Fees	22	11	11	11	11	191	257	2,000	2,000	2,000	-	1,743	13%
5915	Postage and Delivery	-	713	61	-	36	312	1,122	3,000	3,000	3,000	-	1,878	37%
5920	Communications - Telephone & Fax	955	955	2,187	968	51	51	5,166	10,000	10,000	10,000	-	4,834	52%
SUBTOTAL - Services & Other Operating Exp.		159,271	128,922	64,500	61,263	52,384	266,945	733,286	1,914,773	1,929,021	1,929,021	-	1,195,735	38%
Capital Outlay & Depreciation														
6900	Depreciation	-	-	-	-	-	409,366	409,366	822,128	822,128	822,128	-	412,763	50%
SUBTOTAL - Capital Outlay & Depreciation		-	-	-	-	-	409,366	409,366	822,128	822,128	822,128	-	412,763	50%
Other Outflows & Amortization														
7438	Long term debt - Interest	-	-	-	-	-	32,261	32,261	80,628	80,628	80,628	-	48,367	40%
SUBTOTAL - Other Outflows & Amortization		-	-	-	-	-	32,261	32,261	80,628	80,628	80,628	-	48,367	40%
TOTAL EXPENSES		504,523	384,066	773,845	794,086	715,079	1,492,377	4,663,976	10,972,401	10,986,649	10,986,649	-	6,322,673	42%



# Academia de Idiomas de Sacramento

## Language Academy of Sacramento

A Two-Way Spanish Immersion Charter School

A California Public School

Agenda Item# IVI

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

**Subject:** 2026-2027 Academic Calendar

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

**Committee:** School Leadership

**Information:**

LAS leadership is proposing the attached academic calendar for school year 2026-27. The academic calendar reflects a student start date of Wednesday, August 19, 2026 and last day of Friday, June 4, 2027. Certificated staff work day begins Wednesday, August 12, 2026 and ends on Friday, June 11, 2027.

The proposed calendar reflects 175 instructional days. Instructional minutes for all grade levels have been tabulated and continue to exceed the state mandated requirements.

**Recommendation:**

It is recommended that the Board approve the 2026-2027 Academic Calendar.

**Attachments:**

Academic Calendar 2026-2027

2026-2027 Academic Calendar				
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:				

**Estimated Time of Presentation:** 15 min  
**Submitted By:** School Leadership  
**Date:** 1.27.26

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



A California Public School

Artículo de Agenda # IVI

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

**Tema:** Calendario Académico 2026-2027

- ☐ 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 Liderazgo Escolar de LAS desea proponer el calendario académico adjunto para el año 2026-2027. El calendario académico empieza el miércoles, 19 de agosto de 2026 y termina el viernes 4 de junio de 2027. Días de trabajo de personal certificado comienzan el miércoles, 12 de agosto de 2026 y terminan el viernes, 11 de junio del 2027.

El calendario refleja 175 días de instrucción. Los minutos de instrucción por día continúan excediendo el límite requerido por el estado.

**Recomendación:**

Se recomienda que la Mesa Directiva apruebe el calendario académico 2026-2027.

**Documentos Adjuntos:**

Calendario Académico 2026-2027

Language Academy of Sacramento  
DRAFT - Academic Calendar - DRAFT

Board Approved:  
2026-2027 - Version 01/23/26

Length of 2026 Summer Break:	7 weeks, 3 days
Certificated Start Date:	August 12, 2026
First Day of School:	August 19, 2026
Length of Winter Break:	3 weeks
Last Day of School:	June 4, 2027
Certificated End Date:	June 11, 2027

	Work Days
	Full Day/Work Day
	Minimum Day/Work Day
	Holiday/Non-Work Day
	Office Open
	Jaguar Camp/Intersession

July 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

0 work days  
0 instructional days  
7/1-7/10: Jaguar Camp

August 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

14 work days  
9 instructional days

September 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	H	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

21 work days  
20 instructional days  
9/16: TK-8 Assessment Day  
9/16: Jaguar Camp

October 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

22 work days  
22 instructional days

November 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

15 work days  
15 instructional days  
11/30 - 12/4: \*PT Conference Week

December 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	H	H	H	H	H	26
27	H	H	H	H		

14 work days  
14 instructional days  
11/30 - 12/4: \*PT Conference Week

January 2027						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					H	2
3	H	H	H	H	H	9
10	11	12	13	14	15	16
17	H	19	20	21	22	23
24	25	26	27	28	22	30
31						

14 work days  
14 instructional days (TK-5)  
13 instructional days (6-8)  
1/20: 6-8 Assessment Day  
1/4-1/8: Jaguar Camp  
1/20: Jaguar Camp

February 2027						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	H	16	17	18	19	20
21	22	23	24	25	26	27
28						

19 work days  
19 instructional days  
2/8: 100th Day of School

March 2027						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	H	H	H	H	H	27
28	29	30	31			

18 work days  
18 instructional days (6-8)  
17 instructional days (TK-5)  
3/2: TK-5 Assessment Day  
3/2: Jaguar Camp  
3/8 - 3/12: \*PT Conference Week  
3/22-3/26: Jaguar Camp

April 2027						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

22 work days  
21 instructional days  
4/2: César Chávez Day of Service  
4/28: TK-8 Assessment Day  
4/28: Jaguar Camp

May 2027						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

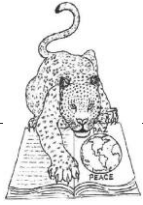
20 work days  
20 instructional days

June 2027						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

9 work days  
4 instructional days  
6/14-6/30: Jaguar Camp

IMPORTANT NOTE: Some dates are subject to change, such as Jaguar Academy, Parent Teacher Conferences, etc...

TK-5													
Month	J	A	S	O	N	D	J	F	M	A	M	J	Total
Work Days	0	14	21	22	15	14	14	19	18	22	20	9	188
Instructional Days	0	9	20	22	15	14	14	19	17	21	20	4	175
Middle School													
Month	J	A	S	O	N	D	J	F	M	A	M	J	Total
Work Days	0	14	21	22	15	14	14	19	18	22	20	9	188
Instructional Days	0	9	20	22	15	14	13	19	18	21	20	4	175



**Board Meeting Date:** January 29, 2026

**Subject:** Board Development Update

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

**Information:**

We are excited to announce that elections have been finalized for the following board positions:

- Community (25-28): Pablo Bermudez
- Staff (25-28): Miguel Pérez
- Parent (25-28): Denisse Rojas

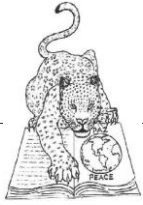
Moving forward, the following are items that require board attention:

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

Thank you to our board members for completing the CSDC Ethics/Brown Act Training!

**Estimated Time of Presentation:** 5 min  
**Submitted By:** de León  
**Date:** 01.27.26

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



**Fecha de la Reunión:** 29 de enero de 2026

**Tema:** Actualización de desarrollo de la mesa directiva

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

**Información:**

Nos complace anunciar que se han finalizado las elecciones para los siguientes puestos de la mesa directiva:

- Comunidad (25-28): Pablo Bermudez
- Personal (25-28): Miguel Pérez
- Madre (25-28): Denisse Rojas

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

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

¡Gracias a los miembros de nuestra mesa directiva por completar la capacitación sobre ética y la Ley Brown de CSDC!