

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

Agenda/Agenda
BOARD MEETING/ REUNIÓN DE LA MESA
October 22, 2026 at 5:30pm/22 de octubre 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.	Denisse Rojas	Parent/Padre (25-28)		
2.	Alex Dickson	Parent/Madre (24-27) Secretary/Secretaria		
3.	Garduño-Medina, Elena	Parent/Madre (23-26) President/Presidente		
4.	Miguel Pérez	Teacher/Maestra (25-28)		
5.	Ana Novoa	Teacher/Maestro (24-27)		
6.	Adriana Yáñez-Gutiérrez	Staff/Personal (23-26)		
7.	Pablo Bermudez	Community Member/Miembro Comunitario (25-28)		
8.	Antonio González	Community Member/Miembro Comunitario (24-27) Vice-President/Vicepresidente		
9.	Yesenia Ramírez-Huamani	Community Member/Miembro Comunitario (23-26) Treasurer/Tesorera		
10.	Student Representative	Student Council/Concilio estudiantil		
11.	Parent Representative	Parent Council/Concilio de familias		
12.	Gemma Jáuregui	Interim Director of Academic Accountability/Directora Interino de Responsabilidad Académica		
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. September 24, 2026/24 de septiembre de 2026

E. MISSION/Misión

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

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

II. COMMUNICATIONS NORMS/NORMAS DE COMUNICACION

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

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

III. INFORMATIONAL ITEMS/ARTICULOS DE INFORMACION

1. Student Council Report/Reporte del Concilio estudiantil - Representative/representante (5 min)
2. Parent Council & Association Report/Reporte del Concilio y Asociación de familias - Representative/representante (5 min)

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

A. Board Development: Governing Board Updates, Vacancies, and Community Board Member Interview/ Desarrollo de la mesa directiva: Actualización de la mesa directiva, puestos vacantes y entrevista de miembro comunitario - (20 min.)

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

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

Motion: _____ Second: _____ Vote: _____

B. Academic Accountability 101 – Academic Team Presentation: 2025-2026 Reflection/Contabilidad Académica 101: Presentación por parte del Equipo Académico– School Leadership/Liderazgo (20 min)

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

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

C. Transitional Kindergarten Teacher Qualifications (local determination clause)/Calificaciones de maestras de Kinder Transicional (determinación local) – 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.*

V. FUTURE MEETINGS/*Próxima Junta*

A.) Next Meeting: Thursday, December 3, 2026 at 5:30pm – jueves, 3 de diciembre de 2026 a las 5:30pm

VI. FUTURE AGENDA ITEMS/*Temas para agendas futuras*

VII. ADJOURNMENT/*Clausura*

The meeting was adjourned at ____:____ p.m./*La junta terminó a las ____:____ p.m.*

Motion: _____

Second: _____

Vote: _____

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



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

Minutes/Minutas
BOARD MEETING/REUNIÓN DE LA MESA DIRECTIVA
September 24, 2026/24 de septiembre de 2026
5:30 pm in Library

I. PRELIMINARY/PRELIMINARIO

I.A	Meeting was called to order by Adriana Yáñez-Gutiérrez at 5:31 PM. Roll call was taken./ La junta fue convocada por Adriana Yáñez-Gutiérrez a las 5:31 PM. Se tomó lista.			
I.B	Name/ Nombre	Role/ Papel	Present/ Presente	Absent/ Ausente
	1. Denisse Rojas	Parent/Madre (25-28)		X
	2. Alex Dickson	Parent/Madre (24-27) Secretary/Secretaria	X	
	3. Elena Garduño-Medina	Parent/Madre (23-26) President/Presidente		X
	4. Miguel Pérez	Teacher/Maestra (25-28)	X	
	5. Ana Novoa	Teacher/Maestro (22-25)	X	
	6. Adriana Yáñez-Gutiérrez	Staff/Personal (23-26)	X	
	7. Pablo Bermudez	Community Member/Miembro Comunitario (25-28)	X	
	8. Antonio González	Community Member/Miembro Comunitario (24-27)	X	
	9. Yesenia Ramírez-Huamaní	Community Member/Miembro Comunitario (23-26) Treasurer/Tesorera		X
	10. Student Representatives	Student Council Representatives/Representates del Concilio Estudiantil	X	
	11. Parent Representative	Parent Council Representatives/Representates del Concilio de Familias		X
	12. Gemma Jáuregui	Interim Director of Academic Accountability/Directora de Responsabilidad Académica	X	
	11. Teejay Bersola	Director of Academic Accountability/Directora de Responsabilidad Académica		X
	12. Judy Morales	Director of Business and Operations/Directora de Negocios y Operaciones	X	
	13. Eduardo de León	Executive Director/Director Ejecutivo	X	
Agenda/Agenda		Action/Acción		
I.C	Approval of Agenda Aprobación de la Agenda	A motion was made to approve the September 24, 2026 agenda. <i>Se hizo una moción para aprobar la agenda del 24 de septiembre de 2026.</i> 1st Motion/1^a Moción: Yáñez-Gutiérrez 2nd Motion/2^a Moción: Bermudez Absences/Ausencias: Garduño-Medina, Ramírez-Huamaní, Dickson Abstentions/Abstenciones: None/ninguna The motion passed with six votes. / <i>La moción pasó con seis votos.</i>		
I.D.a.	Approval of Board Meeting Minutes Aprobación de los minutos de la mesa directiva	A motion was made to approve the August 27, 2026 meeting minutes. <i>Se hizo una moción para aprobar las minutas de la junta del 27 de agosto de 2026.</i> 1st Motion/1^a Moción: González 2nd Motion/2^a Moción: Yáñez-Gutiérrez Absences/Ausencias: Garduño-Medina, Ramírez-Huamaní, Dickson Abstentions/Abstenciones: None/ninguna The motion passed with six votes. / <i>La moción pasó con seis votos.</i>		
I.E	Mission Misión	The mission was read aloud. / <i>La misión fue leída en voz alta.</i>		

II. COMMUNICATIONS NORMS/NORMAS DE COMUNICACIÓN		
II.A.1.	Public Comments <i>Comentarios Públicos</i>	None/Ninguno
III. INFORMATIONAL ITEMS ARTÍCULOS DE INFORMACION		
III.1.	Student Council Report/Reporte del Concilio <i>estudiantil</i> - Representative/representante	The Student Council Executive Members provided a report to the board: Esteban Tapia, Preisdent; Alexia Ramírez, Vice-President; Yuridia Gómez, Secretary; Julius Manriquez, Treasurer. <i>Los miembros ejecutivos del Concilio estudiantil compartieron el reporte con la mesa directiva.</i>
	Public Comments <i>Comentarios Públicos</i>	None/Ninguno
III.2.	Parent Council & Association Report/Reporte del Concilio y Asociación de familias - Representative/representante	Eduardo de León shared a summary with the board. <i>Eduardo de León compartió un resumen con la mesa directiva.</i>
	Public Comments <i>Comentarios Públicos</i>	None/Ninguno
IV. ITEMS SCHEDULED FOR DISCUSSION AND/OR ACTION ARTICULOS PROGRAMADOS PARA DISCUSIÓN Y/O ACCIÓN		
IV.A	Core Building Construction Update/Actualización de Proyecto de contrucción del edificio principal – School Leadership/Liderazgo	Judy Morales presented a core building construction update, as well as the American River Construction contract for board approval. <i>Judy Morales compartió una actualización sobre el proyecto de construcción al edificio principal y también presentó el contrato de American River Construction para aprobación.</i> A motion was made to approve the American River Construction contract. <i>Se hizo una moción para aprobar el contrato para American River Construction.</i> 1 st Motion/1 ^a Moción: González 2 nd Motion/2 ^a Moción: Dickson Absences/Ausencias: Garduño-Medina, Ramírez-Huamaní Abstentions/Abstenciones: None/Ninguno The motion passed with seven votes. / <i>La moción pasó con siete votos.</i>
	Public Comments <i>Comentarios Públicos</i>	None/Ninguno
IV.B	Unaudited Actuals/Reporte de resumen fiscales reales – School Leadership/Liderazgo	Nick Mawad, Vertex, presented the unaudited actuals to the board. <i>Nick Mawad, Vertex, presentó el reporte de resumen fiscales reales a la mesa directiva.</i> A motion was made to approve the Unaudited Actuals. <i>Se hizo una moción para aprobar el reporte de resumen fiscales reales.</i> 1 st Motion/1 ^a Moción: Dickson 2 nd Motion/2 ^a Moción: Pérez Absences/Ausencias: Garduño-Medina, Ramírez-Huamaní Abstentions/Abstenciones: None/Ninguno The motion passed with seven votes. / <i>La moción pasó con siete votos.</i>
	Public Comments <i>Comentarios Públicos</i>	None/Ninguno
IV.C	Monthly Financials/Reporte financiero mensual – School Leadership/Liderazgo	Nick Mawad, Vertex, presented monthly financials to the board. <i>Nick Mawad, Vertex, presentó el reporte financiero mensual a la mesa directiva.</i>
	Public Comments <i>Comentarios Públicos</i>	None/Ninguno
IV.D	August Check Register/Registro de la cuenta bancaria de agosto – School Leadership/Liderazgo	A motion was made to approve the August check register. <i>Se hizo una moción para aprobar el registro de la cuenta bancaria para el mes de agosto.</i>

		1 st Motion/1 ^a Moción: Yáñez-Gutiérrez 2 nd Motion/2 ^a Moción: Dickson Absences/Ausencias: Garduño-Medina, Ramírez-Huamaní Abstentions/Abstenciones: Pérez The motion passed with six votes. / <i>La moción pasó con seis votos.</i>
	Public Comments <i>Comentarios Públicos</i>	None/Ninguno
IV.E	Board Development: Governing Board Updates and Vacancies/Desarrollo de la mesa directiva: Actualización de la mesa directiva y puestos vacantes	An update regarding Governing Board Nominations and elections was provided. <i>Se compartió una actualización sobre las nominaciones y elecciones para la mesa directiva.</i>
	Public Comments <i>Comentarios Públicos</i>	None/Ninguno
VII. FUTURE MEETINGS/PRÓXIMA JUNTA a. Regular Board Meeting: Thursday, September 24, 2026 at 5:30pm – <i>jueves, 24 de septiembre de 2026 a las 5:30pm</i>		
VIII. FUTURE AGENDA ITEMS/TEMAS PARA AGENDAS FUTURAS		
IX. ADJOURNMENT/CLAUSURA The board meeting was adjourned at 6:14 PM. / <i>La reunión de la Mesa se terminó a las 6:14 PM.</i>		



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Agenda Item#III.1

Board Meeting Date: October 22, 2026

Subject: Student Council

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

Committee/Staff: Student Council

The Student Council met on October 1, 2026, and discussed the following:

- Reciting Mission Statement
- Explaining Progress Reports
- Discussing Student Council shirts
- Committee work/share out

The Spirit Day committee planned, created flyers, and voted for the following spirit days:

- October 30th - Character Day.
- November 26th - Rhyme Day
- December 18th - Pajama Day

The School Climate Committee discussed how to participate in Kindness Awareness Month; we moved forward with kindness posters and Acts of Kindness affirmations.

The School Events Committee continued discussing future events, worked on the October rally slides, and discussed a Kindness Decorating Door Competition.

The Fundraising Committee proposed a Haunted House Fundraiser to take place during the Día de los Muertos event. The Student Council voted and decided unanimously to move forward with the planning of the fundraiser.

Future items on the agenda:

- Student Council shirts
- School-wide stockings drive
- Analyzing LAS school survey



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Agenda Artículo #III.1

Fecha de la reunión: 22 de octubre del 2026

Tema: Concilio estudiantil

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

Comité/Personal: Concilio estudiantil

El concilio estudiantil se reunió el 1 de octubre de 2026 y habló de lo siguiente:

- La lectura de la declaración de misión
- La explicación de los informes de progreso
- La discusión sobre las camisetas del Consejo Estudiantil
- El trabajo de los comités y la presentación de resultados

El comité del Día del Espíritu planeó, creó volantes y votó por los siguientes días de espíritu:

- 30 de octubre: Día del personaje
- 26 de noviembre: Día de las Rimas
- 18 de diciembre: Día de Pijamas

El Comité de Clima Escolar habló sobre cómo participar en el Mes de Concienciación sobre la Bondad; avanzamos con carteles sobre la bondad y afirmaciones de «Actos de Bondad».

El Comité de Eventos Escolares continuó hablando sobre eventos futuros, trabajó en las diapositivas para la asamblea de octubre y habló sobre un concurso de decoración de puertas con el tema de la bondad.

El Comité de Recaudación de Fondos propuso una recaudación de fondos con una «Casa Embrujada» que se llevaría a cabo durante el evento del Día de los Muertos. El Consejo Estudiantil votó y decidió seguir adelante con la planificación de la recaudación de fondos.

Temas futuros en la agenda:

- Camisetas del Consejo Estudiantil
- Campaña de recolección
- Análisis de la encuesta escolar de LAS



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Agenda Item#III.2

Board Meeting Date: October 22, 2026

Subject: Parent Council & Parent Association

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

Committee/Staff: Parent Council & Parent Association

Parent Council Update

- The Parent Council met to continue planning the annual Día de muertos Celebration. The event will include great food, entertainment, a haunted house, and opportunities to build community.
- Upcoming Meetings:
 - Wednesday, October 21, 2026 at 5:30pm (Zoom)
 - Wednesday, November 4, 2026 at 5:30pm
- Upcoming Events:
 - Día de muertos: October 30, 2026
 - Winter Festival: December 11, 2026

Parent Association Update

- Town Hall Meeting to meet Governing Board Candidates: Wednesday, November 4, 2026 at 5:30pm (Zoom)
- Parent Association Meeting: Wednesday, November 18, 2026 at 8:45am



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Agenda Artículo #III.2

Fecha de la reunión: 22 de octubre del 2026

Tema: Concilio de familias y Asociación de familias

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

Comité/Personal: Concilio de familias y Asociación de familias

Actualización de Concilio de familias

- El Concilio de familias se reunió para continuar con la planificación de la celebración anual del Día de muertos. El evento incluirá excelente comida, entretenimiento, una casa de espantos y oportunidades para fortalecer la comunidad.
- Próximas juntas:
 - Miércoles, 21 de octubre de 2026 a las 5:30pm (Zoom)
 - Miércoles, 4 de noviembre de 2026 a las 5:30pm
- Próximos eventos:
 - Día de muertos: 30 de octubre de 2026
 - Festival invernal: 11 de diciembre de 2026

Actualización de Asociación de familias

- Reunión pública para conocer Candidatos a la Mesa Directiva: miércoles, 4 de noviembre de 2026 a las 5:30pm (Zoom)
- Junta de Asociación de familias: Miércoles, 18 de noviembre de 2026 a las 8:45am



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Agenda Item IVA

Board Meeting Date: October 22, 2026

Subject: Board Development: Nominations and Elections Update, Community Candidate Interview

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

Item 1: Nominations and Elections Update

The following are the vacancies that need be filled in the current year and the number of applications that have been received to date:

- Parent Vacancy (2026-2029): 1 applicant
- Community Vacancy (2026-2029): 1 applicant
- Classified Staff (2026-2029): 2 applicants

As a reminder, the practice at LAS is to hold elections when at least two applications have been received. Board members are encouraged to promote the opportunity across a variety of stakeholder groups. The following are the planned next steps for the three positions:

- Parent: Continue to recruit interested applicants with the goal of holding elections from November 2 - 10.
- Community: Continue to recruit interested applicants with the goal of holding elections from November 2 - 10.
- Classified Staff: Given that there are two applications, ballots will be prepared with the goal of holding elections from October 23 to 29.

Recommendation: It is recommended that recruitment efforts continue through Friday, October 30. If, by this date, there are no additional applicants for the parent and community positions, candidates will be placed on the ballot and their positions on the board will be confirmed if they receive at least 50% of the votes that are returned.

Additional information and the application can be found on the LAS website:

<https://www.lasac.info/Governing-Board/>.



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Motion: Board Elections				
Members	Aye	Nay	Abstain	Absent
Rojas, Denisse				
Dickson, Alex				
Garduño-Medina, Elena				
Pérez, Miguel				
Novoa, Ana				
Yáñez-Gutiérrez, Adriana				
Bermudez, Pablo				
Gonzalez, Antonio				
Ramírez,-Huamaní, Yesenia				
Totals:				

Item 2: Community Candidate Interview

As part of the election process for the community candidate position, the board is tasked with interviewing the candidate and approving the next steps in the process.

Candidate: David Miramontes-Quñones

Interview Questions:

1. As an introduction to LAS, we would like to highlight our mission to all candidates: Our mission is to create a learning community where students learn bilingual knowledge and skills to develop positive self-esteem, pride, confidence and respect. We strive to teach leadership skills to these students to promote social justice and create positive change in society. With this in mind, can you tell us what motivated you to apply to be a LAS board member?
2. As a Board, we strive to bring diversity of knowledge, expertise and life skills to our Board meetings. What strengths/areas of expertise would you bring to the board?
3. As a board member, your time commitment will vary from year to year, depending on the committees you join. Some committees are more time-intensive than others, depending on the issues being presented to the Board that year. This time-commitment is on top of the monthly general Board meetings you will be required to attend. Are you able to fulfill the time commitment required by the Board (monthly Board meetings, at least two committee meetings a month – usually held at 5:00pm, create committee agendas and Board resolutions, ongoing communication via email, etc.)?



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Recommendation: It is recommended that the board make a motion regarding the next steps in the community candidate process.

Motion: Community Candidate				
Members	Aye	Nay	Abstain	Absent
Rojas, Denisse				
Dickson, Alex				
Garduño-Medina, Elena				
Pérez, Miguel				
Novoa, Ana				
Yáñez-Gutiérrez, Adriana				
Bermudez, Pablo				
Gonzalez, Antonio				
Ramírez,-Huamaní, Yesenia				
Totals:				

Attachments: 1) Governing Board Application: David Miramontes-Quñones

Estimated Time of Presentation: 20 min
Date: 10/20/2026

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



A California Public School

Agenda Artículo# IVA

Fecha de la Reunión: 22 de octubre de 2026

Tema: Desarrollo de la mesa directiva: Actualizaciones de nominaciones y elecciones, y entrevista de candidato comunitario

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

Artículo 1: Actualizaciones de nominaciones y elecciones

Las siguientes son las vacantes que deben cubrirse en el año actual y el número de solicitudes que se han recibido hasta la fecha:

- Vacante de padre/madre (2026-2029): 1 solicitud
- Vacante de comunidad (2026-2029): 1 solicitud
- Vacante de personal clasificado (2026-2029): 2 solicitudes

Cabe recordar que la práctica en LAS es llevar a cabo las elecciones cuando se han recibido al menos dos solicitudes. Se alienta a los miembros de la mesa directiva a promover la oportunidad entre una variedad de grupos de partes interesadas. Los siguientes son los próximos pasos para los tres puestos vacantes:

- Padre/Madre: Continúe reclutando a candidatos interesados con el objetivo de llevar a cabo la elección entre el 2 y el 10 de noviembre.
- Comunidad: Continúe reclutando a candidatos interesados con el objetivo de llevar a cabo la elección entre el 2 y el 10 de noviembre.
- Personal clasificado: Dado que hay dos candidaturas, se prepararán boletas con el objetivo de llevar a cabo las elecciones del 23 al 29 de octubre.

Recomendación: Se recomienda que se continúe reclutando candidatos hasta el viernes, 30 de octubre. Si para esa fecha no hay más candidatos para los puestos destinados a padres/madres y miembros de la comunidad, dichos candidatos serán incluidos en la boleta electoral y su nombramiento para integrar a la mesa directiva quedará confirmado si obtienen, al menos, el 50% de los votos emitidos.

Información adicional se puede encontrar visitando la página de web de LAS:
<https://www.lasac.info/Governing-Board/>.



A California Public School

Artículo 2: Entrevista de candidato de la comunidad

Como parte del proceso de elección para el puesto de candidato de la comunidad, la junta tiene el cometido de entrevistar al candidato y aprobar los siguientes pasos del proceso.

Preguntas de entrevista:

1. Como una introducción a LAS, nos gustaría enfatizar nuestra misión a todos los candidatos: Nuestra misión es crear una comunidad de aprendizaje donde los estudiantes puedan obtener conocimientos bilingües y destrezas para desarrollar una autoestima positivo, orgullo, confianza, y respeto. Nos esforzamos en enseñar destrezas de liderazgo a nuestros estudiantes para fomentar la justicia social y crear un cambio positivo en la sociedad. Con esto en mente, ¿qué te motivo para aplicar a una posición en la Mesa Directiva?
2. Como miembros de las Mesa Directiva, nos esforzamos en tener una diversidad de conocimientos, especializaciones, y experiencias a nuestras reuniones. ¿Qué habilidades, fortalezas, o áreas de especialización traerías a LAS?
3. Como miembro de la Mesa Directiva, el tiempo que comprometerás varía año con año, dependiendo en los comités de cuales seas parte. Algunos comités requieren más tiempo que otros, dependiendo en los asuntos que la Mesa Directiva esté tratando ese año. Este compromiso es adicional a las reuniones mensuales de la Mesa Directiva. ¿Puedes comprometer el tiempo requerido por la Mesa Directiva? Esto incluye reuniones mensuales de la Mesa Directiva, por lo menos dos reuniones de comité por mes, la creación de agendas y resoluciones, y contacto constante a través de correo electrónico.

Documentos adjunto: 1) Aplicación para la mesa directiva: David Miramontes-Quñones

Language Academy of Sacramento Declaration of Candidacy for the Governing Board Representative

Declaration of Candidacy for Governing Board: (Please choose one)

☒ Community Representative ☐ Parent Representative

I, David Miramontes-Quinones, am announcing my candidacy for the Governing Board Representative position.

I believe I am qualified for this position because: (maximum 100 words)

As Vice President of Student Services and Equity at American River College, I bring more than 16 years of experience in educational leadership, strategic planning, budgeting, policy, and student success. As an immigrant, former English learner, first generation community college student, and Latino leader, I feel personally connected to LAS's mission. I would bring an equity centered, collaborative approach focused on students, families, accountability, and the long term success of LAS.

My priorities for the LAS Governing Board are: (maximum 100 words)

My priorities are to strengthen LAS's bilingual education, advance academic achievement, belonging, leadership, and social justice, and prepare students for future opportunities. I will support responsible fiscal stewardship, transparent governance, data informed decisions, and strong community partnerships that serve students and families.

Other comments: (maximum 50 words)

I would be honored to serve the LAS community and contribute my experience, cultural perspective, and commitment to educational equity. I am prepared to listen, learn, collaborate, and fulfill the responsibilities of Governing Board service with integrity and care.

I am aware that if I am voted in as a member of the LAS Governing Board, I must commit to:

- Attending the Governing Board's monthly (and occasionally more frequent) meetings. Attending the Governing Board retreats
- Attending assigned committee meetings
- Parent Representative Only– Attending monthly Parent Council and Parent Association Meetings
- Attending trainings and/or workshops (in addition to those offered during Board meetings) to learn the roles and responsibilities of Charter School Board members

Community Applicants Only: *By signing this document, I certify that in the last 60 months I have NOT been a parent/guardian of a matriculated student at LAS, and I have not been a paid employee or consultant of the school.*

Dr. David Moisés Miramontes-Quinones

David Miramontes

09/22/2026

Print Name

Signature

Date

Dr. David Miramontes-Quñones

EDUCATION

Institute of Educational Management (Certificate) Higher Education	2026
<i>Harvard University</i>	
Doctor of Philosophy (Ph.D.) Leadership Studies	<i>Cambridge, MA</i>
<i>University of the Cumberlands</i>	2022
Master of Business Administration MBA	<i>Williamsburg, KY</i>
<i>University of the Cumberlands</i> Master of Science Counseling–	2022
Career	<i>Williamsburg, KY</i>
<i>California State University, Sacramento</i>	2019
Bachelor of Arts Social Sciences	<i>Sacramento, CA</i>
	2016
<i>California State University, Sacramento</i>	<i>Sacramento, CA</i>

EQUITABLE LEADERSHIP AND MANAGEMENT

Junior Achievement USA

- Board Member 2026 to Present

American River College

- Vice President of Student Services and Equity 2024 to Present
- Dean of Library, Learning Resources, and Distance Ed. January 2024 to December 2024
- Chair of CAST (Crisis Assessment Support Team) August 2024 to December 2024

Sierra College

- Dean of Student Services & Student Life (Interim) January 2023 to December 2023
- PDEV Department Chair 2022 – 2023
- Academic Senate – At-large Senator 2021 – 2023
- RISE 1 – Department Chair and Dual Enrollment Liaison 2021 – 2023

California State University, Sacramento

- Counseling Education Advisory Board Committee Member 2020 – 2023
-

WORK EXPERIENCE

Vice President of Student Services and Equity

December 2024 - Present

American River College, Sacramento, California

- Serve as the general administrator of Student Services functions at the main campus and outreach centers, including, but not limited to, counseling, matriculation, articulation, financial aid, Disabled Students Programs and Services (DSPS)/Learning Disability (LD), Extended Opportunity Programs and Services (EOPS), California Work Opportunity and Responsibility to Kids (CalWORKS), veterans services, transfer center, health services, student development programs, and career and student employment.
- Serve as one of the senior administrators for implementing and assessing significant institutional redesign efforts.
- Anticipate and respond to the needs of students and the community, changing demographics, and organizational needs.
- Collaborate with institutional research, instructional leaders, and others to foster innovation through an empirically sound culture of inquiry and decision-making.
- Ensure accountability of student services categorical programs and compliance with federal and state laws and regulations, and district and college policies and procedures.
- Develop and manage resource assessment, planning, budgeting, and allocation processes.
- Advocate to all constituents the community college mission, needs of all students, and student services as key to student success.
- Promote equity, open access, teaching, and learning.
- Provide supervision, evaluation, and staff development for assigned staff in areas of responsibility, and recommend to the College President the hiring, retention, or dismissal of Student Services personnel.
- Supervise and provide oversight of the Student Conduct Officer at the College.
- Serve as a member of the President's Cabinet and assist the college president in articulation, outreach, and community efforts.
- Serve on college, district, and state committees as needed.
- Acknowledge that race, culture, and language play a significant role in the success of our students, and strive to create and nurture culturally competent and linguistically appropriate services for all students.

Dean of Library, Learning Resources & Distance Ed.

January 2024 – December 2024

American River College, Sacramento, California

- Served as the administrator of the Library, Learning Resource Center, and Distance Education, providing leadership for the continued evaluation and improvement of assigned programs.
- Coordinated the personnel selection process, including developing and reviewing selection criteria, recruiting, screening, interviewing, and recommending hires within the area of responsibility.
- Supervised and evaluated 60+ Library, Learning Resource Center, and Distance Education faculty and staff members in accordance with collective bargaining agreements.
- Provided and supported an equity-minded focus, responsiveness, and sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students, including those with physical or learning disabilities, as it related to differences in learning styles; successfully fostered and supported an inclusive educational and employment environment.

- Managed the schedule, budgets, and facilities for the Library, Beacon tutoring, and other tutoring in the Learning Resource Center, and Distance Education.
- Provided timely and continuous communication with all faculty and staff in the Library, Learning Resource Center, and Distance Education.
- Collaborated and fostered connections with instructional and student services deans to provide students in pathway communities with access to services located in the Library, LRC, and Distance Education.
- Oversaw the processes for equipment and materials requests, distributions, and collection activities of the Library and Learning Resource Center.
- Coordinated building and safety preparedness for the Library, Learning Resource Center, and Distance Education.
- Resolved student complaints in the Library, Learning Resource Center, and Distance Education.
- Integrated tutoring services of the college in support of pathway communities, learning communities, categorical programs, and other student support service areas.
- Served as the Chair of the Crisis Assessment Support Team (CAST).
- Served as the administrator for the Center for Leadership and Development.
- Coordinated the scheduling of curriculum offerings and monitored assignments for Library and LRC courses.
- Served on local, district, and state committees as assigned by the Vice President of Student Services and Equity or College President.

M.S. Counselor Ed. Instructor | Graduate & Professional Studies January 2022 – Present
California State University - Sacramento, Sacramento, California

- Provide equity-minded instruction to graduate students in assigned Counseling courses.
- Abiding by and upholding the University's mission, policies, and core values while instructing counseling courses.
- Develop and/or implement the class syllabus once it meets department and program standards.
- Plan and create course materials such as lectures, discussions, and assignments to assess students' progress.
- Collaborating with colleagues on course design, content, and curriculum.
- Assist students on how to be successful counselors while instructing and providing lectures related to counseling.

Dean of Student Services (Interim) | Student Life February 2023- December 2023
Sierra College, Rocklin, California

- Supervised, supported, and established work standards for faculty, classified supervisory, classified support staff, and temporary/student help.
- Determined faculty and classified staffing needs while interviewing and screening applications and recommended staff for hire per established equity-minded District hiring processes and practices.
- Provided mentorship, direction, and motivation to staff members; monitored the faculty evaluation process and evaluated the work performance of faculty, classified supervisory, and classified staff in accordance with established District policies and procedures.

- Maintained awareness of specific criteria and standards utilized for faculty performance evaluations and faculty tenure; and observed and followed up on staff work performance.
- Utilized progressive discipline processes as appropriate and in conformity with established District policies, procedures, and bargaining unit negotiated agreements.
- Guided and facilitated the resolution of problems between staff members and/or District students and the general public.
- Exhibited integrity and sensitivity concerning the needs of staff and administered provisions of District collective bargaining agreements.
- Encouraged and provided staff development activities for continued professional development.
- Conducted staff meetings regularly to obtain input, develop work plans/schedules, and resolve issues and problems.
- Maintained regular Division in-service days for planning and staff development activities.
- Developed strategies and activities to establish further diversity, equity, and inclusion as a shared staff vision.
- Developed, prepared, and administered annual and long-range plans in conjunction with District budget development and program management efforts.
- Managed assigned departmental budgets, including general fund and discretionary budgets.
- Maintained knowledge of district budget processes and understood and adhered to categorical regulations as they applied to budget restrictions.
- Monitored and plan efficient use of budget funds to ensure detailed and accurate audit trails for all budgets.
- Listened, supported, and responded to student complaints, questions, and suggestions, referring them to appropriate District and/or external resources for assistance.
- Promoted and supported student equity; communicated student satisfaction with assigned programs and services to appropriate staff members.
- Maintained awareness of District instructional policies, procedures, and requirements changes and supported and stimulated student learning.
- Maintained positive community relations with K-12, post-secondary institutions, and business and industrial communities.
- Served as a resource and/or prepare and deliver oral presentations to community organizations and professional groups as appropriate.
- Attended professional meetings and conferences and participate in community affairs.
- Assisted community groups in the coordination and facilitation of advisory committee meetings.
- Applied an equity-minded framework to ensure programs, services, and processes are designed and delivered to meet the varying needs of all students.
- Exercised sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students, faculty, and staff.

PDEV & RISE Chair | Office of Instruction
Sierra College, Rocklin, California

2022- 2023

- Advised and assisted the Dean in creating department course schedules and faculty teaching assignments.

- Led and facilitated the preparation and implementation of the department budget.
- Led and facilitated planning for and utilization of equipment and facilities.
- Led and facilitated the review, development, and implementation of department curricula.
- Assisted in evaluating department classified staff when appropriate.
- Organized and facilitated Planning and Assessment Day activities.
- Facilitated the discussion, analysis, and reporting of program/course outcomes.

Counselor Supervisor | Office of Counseling

2020 – 2023

Sierra College, Rocklin, California

- Monitored and managed the counseling services provided by interns from the Counseling program at California State University, Sacramento.
- Monitored client/student welfare and supervisee performance and professional development utilizing a case-management approach.
- Met regularly with supervisees to review, manage and lead the supervisees' work and help them become prepared to serve a range of diverse clients.
- Maintained knowledge, understanding, and follow the ACA Code of Ethics.
- Facilitated supervisee personal and professional development while promoting academic, personal, career, and crisis counselor skills.

CARE Counselor & Title IX Advocate | Office of Counseling

2021- 2023

Sierra College, Rocklin, California

- Provided crisis intervention and personal counseling sessions for issues impacting retention, persistence, and academic success.
- Collaborated with the Residence Halls personnel to provide equitable services to students in need of housing and basic needs.
- Partnered and collaborated with the Dean of Conduct to ensure students received the necessary support.
- Worked collaboratively with other on-campus services to protect and advocate for survivors of sexual violence and gender-based violence.
- Advocated for students experiencing sex (including pregnancy, sexual orientation, and gender identity) discrimination (Title IX).
- Connected students experiencing Title IX-related issues related to housing, community resources, and mental health.
- Collaborated with on-campus and off-campus housing assistance departments to ensure students' basic needs are met.

Counselor (C.A.R.E./STEM) | Office of Counseling

2019- 2023

Sierra College, Rocklin, California

- Provided crisis intervention and personal counseling sessions for issues impacting retention, persistence, and academic success.
- Utilized a case-management approach while providing academic, career, and personal counseling services, emphasizing pathways and achieving student equity.

- Assisted students with the process of course selection and other educational processes/ experiences (Student Educational Plans), making decisions regarding Associate's degree, certificate programs, transfer, and occupational/career goals.
- Assisted students in clarifying life and career goals.
- Administered and interpreted career assessments/inventories to provide counseling to students.
- Prepared and maintained counseling records using current technology.
- Presented Career and Academic Planning (CAP) sessions.
- Made appropriate student referrals to campus and public service agencies as necessary.
- Assisted with orientation and recruitment programming.
- Maintained current academic and career information knowledge to assist students in career exploration, major/career decision-making, and academic goal completion.
- Utilized and interpreted career assessments and inventories for undecided students.

Personal Development & RISE Instructor | Office of Counseling

2020- 2023

Sierra College, Rocklin, California

- Instructed subjects such as Career Counseling Process, job placement, resume building, career development, job search, and career systems development.
- Instructed Counseling, Personal Development, and RISE (First-Year Seminar) courses, including developing and providing curriculum for historically underrepresented diverse students.
- Provided information and referrals to college programs, policies, services, and procedures on campus.
- Assessed student learning outcomes.
- Utilized pedagogy and andragogy teaching theories.

Human Career Development Instructor | Office of Counseling

2019- 2023

Sacramento City College, Sacramento, California

- Instructed Counseling/Human Career Development division courses, including developing and providing curriculum for student enhancement.
- Provided information and referrals on-campus college programs, policies, and procedures related to human career development.
- Assessed student learning outcomes.
- Maintained a thorough and up-to-date knowledge of the regular teaching field.
- Utilized current technology in the performance of teaching duties.

Success Coach | RISE (Historically Underrepresented Students)

2018 - 2019

Sierra College, Rocklin, California

- Utilized bilingual skills (English and Spanish) to coach 70 new students transitioning to the college environment.
- Provided academic and life coaching (goal setting, motivation, and growth mindset) to 60 disparately and disproportionately impacted students to succeed in college (First Generation, Latinx, African American, Undocumented, Pacific Islander, Native Americans, LGBTQ+, and DSPS).
- Designed second and third-year retention and completion guide for RISE program.

- Developed and presented student success workshops in first-year seminar course.
- Promoted second- and third-year student engagement in the campus community.
- Assessed college literacy, maintained student records, and initiated follow-up contacts as appropriate.
- Assisted with barriers to success (e.g. financial problems, homelessness, transportation).
- Identified students with possible learning disabilities, personal problems, or mental health concerns and connected them to counseling services.
- Communicated with peer mentors within student caseload responsibilities.

Evaluations and Student Support Specialist | Success Center

2016- 2019

Sierra College, Rocklin, California

- Case managed 300+ underrepresented students while being aware of emotional and cultural issues (e.g. veterans, LGBTQ+, Native American, UMOJA, International, RISE, DSPS, and Undocumented students) .
- Performed academic records evaluation for Associate Degrees for Transfer (ADT), Associate of Arts (AA), Associate of Science (AS) and certificate petitions.
- Assisted in high school outreach/recruitment and other public and community-related efforts.
- Functioned as a technology resource for students, counselors and other faculty for information, and assistance.
- Completed CSU General Education and IGETC certifications.
- Corresponded directly with Department Chairs/Faculty to make determinations with regard to course equivalencies.
- Worked collaboratively with college programs such as EOPS, Financial Aid, CalWORKs, DSPS, Veterans, TRiO, International students, assessment, counseling, and RISE.
- Assisted in various aspects of curriculum development and maintenance as assigned.
- Articulated, reviewed, and assessed official transcripts from other educational institutions and verified acceptable accreditation (e.g. CSUs, UCs, high school, out-of-state, privates, international, and DD214).

COMMITTEE INVOLVEMENT

American River College

- Social Justice & Equity Committee (ACCCA) 2025 to Present
- Telecommunications and Tech Advisory Committee (State Chancellor's) 2025 to 2026
- Instructional Accessibility Committee 2024 to 2026

California State University, Sacramento

- Counseling Education Advisory Board Committee 2020 – 2025

Sacramento City College

- Dual Enrollment Advisory Committee (WMCHS) 2019– 2023
- La Comunidad Group 2019- 2023

Sierra College

- Equal Employment Opportunity (EEO) Representative 2013 - 2023
- Probation and Dismissed Student Planning Workgroup Lead 2021 – 2023

- Academic Senate – At-large Senator 2021 – 2023
 - Incorporating Career into the Classroom Committee 2021 - 2022
 - Guided Pathways (Interest Areas) Steering Committee 2018 - 2021
 - Interest Areas Success Team Committee, Language and Literature Liaison 2018 – 2020
-

AWARDS

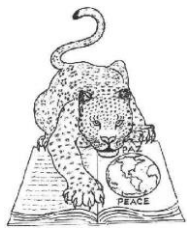
- Excellence in Equity Award, Sierra College 2024
-

FACILITATOR & KEYNOTE SPEAKER

- Miramontes-Quinones, (2024). *Blooming Into New Beginnings*. California State University, Sacramento's Counseling Program Graduation, Sacramento, CA.
- Miramontes-Quinones, (2024). *Leadership and Communication*. Deans Training and Presentation at ARC, Sacramento, CA.
- Kubic, R., Miramontes-Quinones, D., Olin, B. & Todd, J. (2023). *Is Your Community College District Ready for a Residence Halls Facility?* Association of Chief Business Officials (ACBO), Lake Tahoe, CA.
- Miramontes-Quinones, D. (2023). *Fostering Your Counseling Identity: Overcoming Impostor Syndrome*. Counseling Symposium, California State University, Sacramento, CA.
- Miramontes-Quinones, D. (2022). *Providing Career, Academic, and Personal Counseling to College Students*. Intern Presentation, Rocklin, CA.
- Miramontes-Quinones, D. (2022). *Providing Mental Health Services to College Students (CARE)*. Group Presentations, Rocklin, CA.
- Miramontes-Quinones, D. (2021). *WoW: Equity in the Classroom Workshop*. Campus Presentation, Rocklin, CA.
- Miramontes-Quinones, D. (2020). *Community Chat – Current Social Events Counseling*. Counseling Services, Rocklin, CA.
- Miramontes-Quinones, D. (2020). *Crisis, Stress-Management, and Self-care Counseling*. Counseling Services, Rocklin, CA.
- English, M., Green, K., & Miramontes-Quinones, D. (2019). *Success Center: Student Stories*. Friday Forum – Faculty Presentation, Rocklin, CA.
- Jackson-Laínez, L. & Miramontes-Quinones, D. (2019). *Bringing Equity to Sierra College: Staff and Management*. Campus Presentations, Rocklin, CA.
- Miramontes-Quinones, D. (2018). *Guided Pathways in Community Colleges*. Campus Presentations: Re-Engineering Sierra College, Rocklin, CA.
-

RESEARCH | PUBLICATIONS

- **Dissertation:** The Impact of COVID-19 Protocols in First-Generation Latinx Community College Students' Persistence, Units Completed, and GPA in the Superior California Region.



Board Meeting Date: October 22, 2026

Subject: LAS Academics 101: Design, Academic Achievement and Accountability

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

Background:

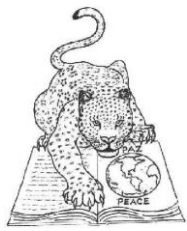
LAS Governing Board is responsible for the overall leadership, vision, and strategic planning for achieving the educational goals of the school as stated in the charter.

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

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

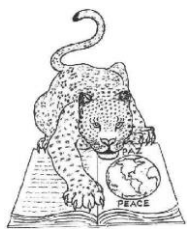
A California Public School

Meeting Highlight:

Expanding Learning Opportunities Program (ELOP) and Learning Recovery Emergency Block Grant (LREBG) funding have created a continued opportunity for LAS to organically mobilize and design multi-tiered support systems to address the learning. LAS Academic Support Team for fiscal year 2025-26 consisting of Intervention Program Leads: Ana Luna Franco, Maria Anguiano, and Dehisy Valencia, Math Leads: Maria Anguiano, Ana Novoa, and Dehisy Valencia and Literacy Coach: Gemma Jáuregui, have been at the core of this work. These LAS leaders will be sharing with the board their pre/post work evaluation for the 2025-26 school year.

Attachment(s):

1) LAS Academic Support Team: Presentation



Fecha de la reunión: 22 de octubre de 2026

Tema: Responsabilidad académica 101: Diseño, logros y responsabilidades

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

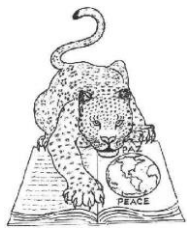
Contexto:

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

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 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.

Lo más destacado de la reunión:

La financiación Programa de Expansión de Oportunidades de Aprendizaje (ELOP por sus siglas en inglés) y del Programa de Subvenciones en Bloque de Emergencia para la Recuperación del Aprendizaje (LREBG por sus siglas in inglés) ha creado una oportunidad continua para que LAS movilice y diseñe de forma orgánica sistemas de apoyo de varios niveles para abordar el aprendizaje. El Equipo de Apoyo Académico de LAS para el año escolar 2025-26, compuesto por las Líderes del Programa de Intervención: Ana Luna Franco, Maria Anguiano y Dehisy Valencia, las Líderes de Matemáticas: María Anguiano, Ana Novoa y Dehisy Valencia y la Capacitadora de Lectoescritura: Gemma Jáuregui, ha estado en el centro de este trabajo. Estos líderes de LAS compartirán con la junta su evaluación de trabajo pre/post para el año escolar 2025-26.

Adjunto:

- 1) Presentación del equipo de apoyo académico de LAS

2025 - 2026

**Language Academy of Sacramento
Academic Support Team**

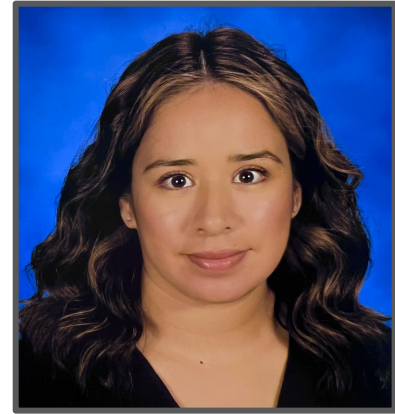
Meet the Team:



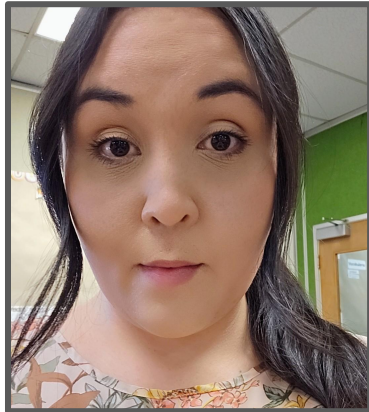
Gemma N. Jáuregui



Ana Luna-Franco



Ana Novoa



Dehisy Valencia



María Anguiano

AGENDA

1. **Intervention Summary/Resumen de intervenciones**
(Gemma Jáuregui, Ana Luna-Franco, Dehisy Valencia)
2. **Teacher Led Intervention Summary / Resumen de intervenciones dirigidas por maestros**
(María Anguiano, Gemma Jáuregui)
3. **Math Lead Summary/Resumen de líderes de matemáticas**
(María Anguiano, Ana Novoa, Dehisy Valencia)
4. **Summer School 2026 / Escuela de verano 2026**
(Ana Luna-Franco)

2025 - 2026

Intervention Summary / Resumen de intervenciones

Who? - ¿Quién?

GrTK - 2 Lead

Dehisy Valencia
Kindergarten

Gr3 - 4 Lead

Ana Luna Franco
Middle School
Secundaria

Gr5 - 8 Lead

Gemma Jáuregui
Literacy Coach/Middle School
Capacitadora de bilectoescritura/
Secundaria

Interventionists

TK-2

Gabriela Castillo
Carmen Mejia

3rd

Araceli Rosas
Jaqueline Hernández

4th-8th

Jaqueline Castillo

5th-8th

Jaqueline Castillo
Kristen D'Anjou

What? - ¿Qué?

- Four, six-seven week cycles
- TK - 2nd Focus:
 - Phonological Awareness / Foundational Skills
- Pre/Post for TK-2 is CORE Spanish Phonics Survey
- 3rd - 8th Focus:
 - Fluency
 - Comprehension
 - Synthesizing
 - Central Idea
 - Text Structure
 - Figurative Language
 - Point of View
 - Monitoring for Comprehension
 - Vocabulary
- Pre/Post for 3rd-8th are EDLs or DRAs
- Most students grew
 - Students' growth may have been affected by absences

Intervention Summary

Total Students in Intervention for FY25/26	Homeless	Foster	Students with Disabilities	SED	RFEP	ML
239	0	0	11	187	26	136
Cycle 1 / Ciclo 1	Cycle 2 / Ciclo 2		Cycle 3 / Ciclo 3		Cycle 4 / Ciclo 4	
94 students/ estudiantes	91 students/ estudiantes		83 students/ estudiantes		95 students/ estudiantes	
Cycles	Foundational Skills Overall Growth		Comprehension Overall Growth		Overall Growth	
Cycle 1	93%		89%		91%	
Cycle 2	89%		87%		88%	
Cycle 3	83%		88%		86%	
Cycle 4	76%		95%		86%	

2025 - 2026

**Teacher Led Intervention Summary /
Resumen de intervenciones dirigidas
por maestros**

Teacher-Led After-School Intervention Summary

Teacher-Led Interventions per grade	1st	4th	6th	7th	8th
Literacy:	Oct/Nov - 14 Jan/Feb - 14				
Math:		Oct/Nov - 15 Feb/Mar - 15	Oct/Nov - 12 Feb/Mar - 11	Feb/Mar - 6	Feb/Mar - 12

Grade	Literacy Overall Growth
1st	Oct-Dec: 11/12 = 92% *2 sts did not have a post assessment score Jan/Feb: 13/14 = 93%

Grade	Math Overall Growth
4th	Oct/Nov: 12/13* = 92% *2 sts did not have a pre assessment score Feb/Mar: 9/15 = 60%
6th	Oct/Nov: 9/11 = 82% Feb/Mar: 10/12 = 83%
7th	Feb/Mar: 6/6 = 100%
8th	Feb/Mar: 12/12 = 100%

Teacher-Led After-School Intervention

Next Steps/Siguientes Pasos

- 2026-2027 Teacher-led intervention interest form was shared with teachers on September 14, 2026
 - Currently, there is a 4th grade math intervention cycle taking place. (October 12th - November 4th)
- We will continue to monitor progress throughout the year.

2025 - 2026

Math Summary / Resumen de líderes de matemáticas

Who? - ¿Quién?

GrTK - 2

Dehisy Valencia
Kinder Grade
Kinder Grado

Gr4 - 5

Ana Novoa
Fourth Grade
Cuarto Grado

Gr5 - 8

María Anguiano
Middle School
Secundaria

2025-2026

TK-2nd	3rd - 5th	5th - 8th
GrTK-2 Mathematics resources <i>Recursos matemáticos para GrTK-2</i> Math Assessments Data Analysis <i>Análisis de resultados de evaluaciones de matemáticas</i> MAP Math Growth Awards <i>Certificados de MAP Math Growth</i> Kindergarten and First Grade After School intervention <i>Intervenciones de después de clase para Kindergarten y primer grado ~</i>	Bridges Pilot in TK-5th <i>Piloto de Bridges en Tk a 5to grado</i> Classroom MAP Accelerator Engagement and Participation <i>Participación de MAP Accelerator del salón</i> MAP Math Growth and MAP Accelerator (minutes and skills leveled up) Rewards and Celebrations <i>Premios y celebraciones de MAP Math Growth y MAP Accelerator (minutos y habilidades de nivel)</i> Fifth Grade After School intervention <i>Intervenciones de después de clase para estudiantes en quinto grado.</i>	Data Analysis and collection <i>Análisis y recopilación de resultados de evaluaciones</i> MAP Math Growth and MAP Accelerator Recognition <i>Reconocimiento de MAP Math Growth y MAP Accelerator</i> Leadership with CPM 3rd Edition Implementation <i>Liderazgo en la implementación de la 3^{ra} Edición de CPM</i> Lead Math Teacher-Led After School Intervention for grades 4th-8th <i>Líder de las intervenciones después de la escuela dirigidos por maestros 4^{to}-8^{vo}</i> Gr6-8 Mathematics resources <i>Recursos matemáticos para Gr6-8</i>

2025 - 2026

**Summer School 2026 / Escuela de
verano 2026**

Who? - ¿Quién?

Summer School Lead /
Líder de la escuela de verano

Gemma Jáuregui

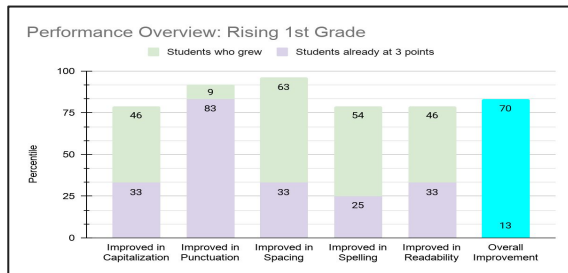
Demographics

Grade	R 1	R 2	R 3	R 4	R 5	R 6	R 7	R 8
Total Students	*25	*25	*25	*25	*25	*25	*16	*5
Multilingual Learners	15=60%	13=52%	15=60%	11=44%	15=60%	7=28%	6=37.5%	2=40%
Reclassified Fluent English Proficient	0	1=4%	1=4%	4=16%	4=16%	1=4%	6=37.5%	1=20%
Socially Economically Disadvantaged	15=60%	16=64%	15=60%	15=60%	19=76%	17=68%	14=87.5%	4=80%

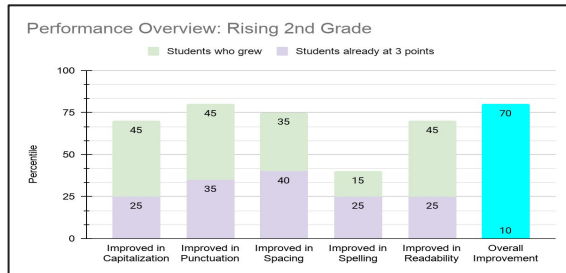
*Total number of students indicate **initial** enrollment, numbers do not reflect the number of students assessed.

2024-2025

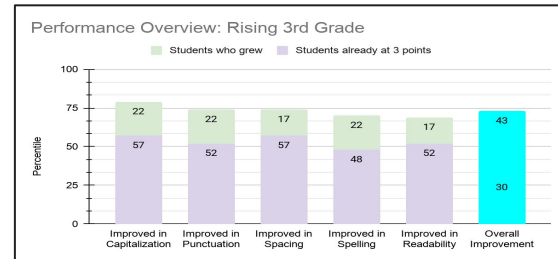
R1



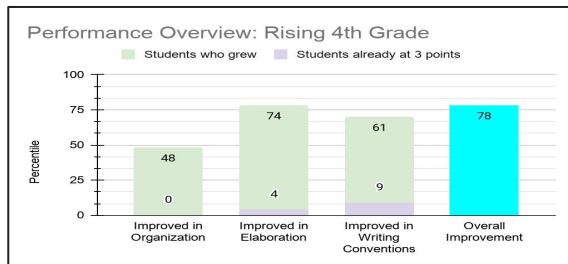
R2



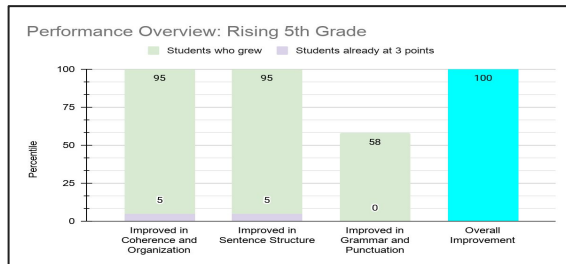
R3



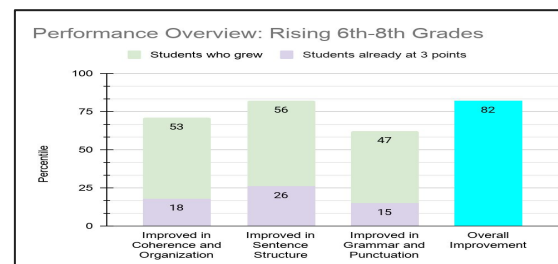
R4



R5



R6-8





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Agenda Item# IVC

Board Meeting Date: October 22, 2026

Subject: Transitional Kindergarten Teacher Qualifications (local determination clause)

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

Committee: School Leadership

Information:

Per California Education Code section 48000(g), under the purview of the California Department of Education (CDE), requires credentialed teachers who are first assigned to a TK classroom after July 1, 2015 to have one of the following:

- A. At least 24 units in early childhood education, childhood development, or both.
- B. As determined by the Local Educational Agency (LEA) employing the teacher, professional experience in a classroom setting with preschool age children comparable to the 24 units of education described in subparagraph (A).
- C. A child development teacher permit issued by the Commission on Teacher Credentialing (CTC).

At LAS, we have chosen option B in order to fulfill the requirement for our current Transitional Kindergarten teachers (2).

Recommendation: School leadership recommends that the board approve the attached local determination clause for the two TK teachers.

Attachments: Local Determination Clauses for Rodríguez and Vargas.



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Local Determination Clause (Rodríguez, Irene)				
Members	Aye	Nay	Abstain	Absent
Rojas, Denisse				
Dickson, Alex				
Garduño-Medina, Elena				
Pérez, Miguel				
Novoa, Ana				
Yáñez-Gutiérrez, Adriana				
Bermudez, Pablo				
Gonzalez, Antonio				
Ramírez,-Huamaní, Yesenia				
Totals:				

Local Determination Clause (Vargas, Karina)				
Members	Aye	Nay	Abstain	Absent
Rojas, Denisse				
Dickson, Alex				
Garduño-Medina, Elena				
Pérez, Miguel				
Novoa, Ana				
Yáñez-Gutiérrez, Adriana				
Bermudez, Pablo				
Gonzalez, Antonio				
Ramírez,-Huamaní, Yesenia				
Totals:				

Estimated Time of Presentation: 10 min
Submitted By: School Leadership
Date: 10/19/26



Artículo de Agenda # IVC

Fecha de la Reunión: 22 de octubre de 2026

Tema: Calificaciones de maestras de Kínder Transicional (determinación local)

- | | |
|-------------------------------------|---|
| ☐ | 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: Según la sección 48000(g) del Código de Educación de California, bajo la jurisdicción del Departamento de Educación de California (CDE), se requiere que los docentes acreditados que sean asignados por primera vez a un aula de TK después del 1 de julio de 2015 tengan uno de los siguientes:

- A. Al menos 24 unidades en educación infantil temprana, desarrollo infantil o ambos.
- B. Según lo determine la Agencia Educativa Local (LEA) que contrata al docente, experiencia profesional en un aula con niños en edad preescolar comparable a las 24 unidades educativas descritas en el subpárrafo (A).
- C. Un permiso de docente de desarrollo infantil emitido por la Comisión de Acreditación Docente (CTC).

En LAS, hemos elegido la opción B para cumplir con el requisito para nuestros docentes actuales de TK (2).

Recomendación: El liderazgo escolar de la escuela recomienda que la junta apruebe la cláusula de determinación local adjunta para las dos docentes de TK.

Documentos adjunto: Cláusulas de determinación local para Rodríguez y Vargas.

Tiempo estimado para la presentación: 10 min.
Entregado por: Liderazgo Escolar
Fecha 10/19/26



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Transitional Kindergarten Teacher Qualifications Local Determination

As permitted under Education Code 48000(g), Irene Rodríguez possesses significant professional experience in classroom settings with preschool-aged children, as determined by The Language Academy of Sacramento (LAS). This experience is documented by twenty-four years of full-time teaching and instructional planning in recognized early childhood education facilities or school-based preschool settings. Maestra Rodríguez has taught Kindergarten for the entirety of her tenure and her professional experience includes:

Delivering developmentally appropriate instruction with state standards for transitional kindergarten students.

- Joyful literacy tool kits
 - Provide systematic routines for letter-sound correspondence, phonemic awareness, and sight word recognition.
 - Offer scaffolded activities that match students' developmental stages, ensuring that all learners can access the curriculum.
 - Incorporate playful, multisensory activities that keep TK students engaged while aligning with ELA foundational standards.
- Bridges in Mathematics Teacher's Guide
 - Aligns to California's math standards through engaging, age-appropriate lessons.
 - Uses manipulatives, stories, and visual models to introduce math concepts in ways TK students can understand.
 - Supports teachers with scripted lessons that provide consistency and flexibility for differentiation.
- Heggerty Teacher's Guide
 - Builds daily routines for phonological and phonemic awareness.
 - Provides a structured, evidence-based sequence to support early reading development.
 - Ensures consistent exposure to foundational skills required in state standards.

Demonstrating deep knowledge of early literacy, early mathematics, social-emotional learning, and creative play in classroom practice.

- Early Literacy (Joyful Literacy and Heggerty)
 - Joyful literacy integrates evidence-based practices from six What Works



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Clearinghouse (WWC) practice guides and provides a roadmap for effective early literacy instruction.

- Strengthens phonemic awareness, phonics, vocabulary, and oral language, which are the building blocks of reading.
- Promotes joyful, interactive literacy routines that encourage a love of learning while targeting state literacy benchmarks.
- Early Mathematics (Bridges in Mathematics)
 - Uses the CRA (Concrete-Representational-Abstract) approach: manipulatives → pictorials → abstract thinking.
 - Introduces early numeracy skills such as counting, one-to-one correspondence, and cardinality.
 - Builds conceptual understanding of shapes, measurement, and early operations through stories and play.
 - Encourages problem-solving and mathematical language through structured, playful lessons.
- With guidance from the literacy coach, a Reading and Literacy Leadership Specialist, the team has deepened its understanding of early literacy practices, focusing on building strong phonemic awareness and oral language skills to best support TK students.

Planning and implementing child-centered learning activities and formative assessments.

- Works alongside another credentialed teacher and collaborates to create age appropriate structures and group activities
- Designs differentiated activities to meet the developmental range within TK classrooms
- Designs instructional lessons that prioritize exploration and hands-on learning

Maintaining positive and developmentally appropriate classroom environments.

- Establishes age-appropriate clear routines and procedures
- Large classroom environment that allows for learning centers, calming corners, play areas, as well as appropriate outdoor play and snack areas
- Established a learning environment that balances play, academic and social-emotional learning



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Effectively communicating and collaborating with families and guardians.

- Family meetings held prior to the school year to build connections between students and their families
- Consistent communication with families via an online platform (Remind)
- Back to School meetings that allow for families to tour the classroom
- Parent-Teacher conferences are held at least twice a year to ensure consistent communication about student progress in a variety of areas
- After meeting requirements, volunteers are invited to participate and support students in a variety of areas

Utilizing evidence-based strategies promoting engagement and kindergarten readiness.

- Incorporates multisensory learning (songs, movement, manipulatives) experiences
- Provides multiple scaffolding opportunities
- Focuses on readiness indicators such as letter recognition, phonemic awareness, and number sense



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Transitional Kindergarten Teacher Qualifications Local Determination

As permitted under Education Code 48000(g), Karina Vargas possesses significant professional experience in classroom settings with preschool-aged children, as determined by The Language Academy of Sacramento (LAS). This experience is documented by twenty-three years of full-time teaching and instructional planning in recognized early childhood education facilities or school-based preschool settings. In addition to teaching other primary grades, maestra Vargas has taught Transitional Kindergarten for over the last nine consecutive years and her professional experience includes:

Delivering developmentally appropriate instruction with state standards for transitional kindergarten students.

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- Focuses on readiness indicators such as letter recognition, phonemic awareness, and number sense