# Language Academy of Sacramento/*Academia de Idiomas de Sacramento*

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

Agenda/*Agenda*
**BOARD MEETING/ REUNIÓN DE LA MESA**
June 8, 2026 at 5:30pm/*8 de junio de 2026 a las 5:30pm*
*Library/Biblioteca*

Members of the public who wish to access this Board meeting may do so at:
Zoom Link You may also call in using the Zoom phone number: (669) 900-6833;
Meeting ID: 912 0068 0381 Passcode: 777292

Members of the public who wish to comment during the Board meeting may use the "raise hand" tool on the Zoom platform. Members of the public calling in will be given the opportunity to address the Board during the meeting. Individual comments will be limited to three (3) minutes. If an interpreter is needed for comments, they will be translated to English and the time limit shall be six (6) minutes. The Board may limit the total time for public comment to a reasonable time. The Board reserves the right to mute or remove a participant from the meeting if the participant unreasonably disrupts the Board meeting (see additional information regarding (IIA) Oral Communications below.

## I. PRELIMINARY/PRELIMINARIO

**A**. CALL TO ORDER/Convocatoria
Meeting was called to order by/*La junta fue convocada por* _____*at* ____:____*p.m.*

**B**. ROLL CALL/Asistencia

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

**C.** APPROVAL OF AGENDA/*Aprobación de la Agenda*

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

Motion:____ Second:____ Vote:___

**D.** APPROVAL OF BOARD MEETING MINUTES/*Aprobación de las Minutas de la Mesa Directiva*
a. May 21, 2026/*21 de mayo de 2026*

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

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

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

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

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

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

**A. LAS Charter Renewal Petition Approval/*Renovación del chárter: Aprobación de la petición* –** School Leadership (60 min.)
i. Public Comments (maximum of three (3) minutes per speaker)/*Comentarios Públicos (máximo de 3 minutos por persona)*

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

Motion:____ Second:____ Vote:___

**B. LAS Charter Renewal Fiscal Year 2027 Budget Update/*Renovación del chárter: Actualización del presupuesto de LAS para el año fiscal 2027*** –School Leadership (30 min.)
i. Public Comments (maximum of three (3) minutes per speaker)/*Comentarios Públicos (máximo de 3 minutos por persona)*

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

Motion:____ Second:____ Vote:___

**C. LAS Charter Renewal Policy Committee Recommendations/*Renovación del chárter: Recomendaciones del comité de pólizas* –** 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:___

**D. LAS Family and Community Engagement (FACE) Policy (first read)/*Póliza de participación familiar y comunitaria de LAS (FACE) (primera lectura)*** – Parent Council, Bersola (10 min.)
i. Public Comments (maximum of three (3) minutes per speaker)/*Comentarios Públicos (máximo de 3 minutos por persona)*

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

Motion:____ Second:____ Vote:___

**E. Local Control and Accountability Plan (LCAP) Draft & Public Hearing/*Borrador del plan de control local y rendición de cuentas (LCAP) y audiencia pública* –** Bersola (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:___ |

**F. Facilities Resolution for Completion of Construction Work/*Resolución de Instalaciones para la finalización de las obras de construcción* –** Morales (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:___ |

## IV. FUTURE MEETINGS/*Próxima Junta*

A.) Next Meeting: Thursday, June 25, 2026 at 5:30pm – jueves, 25 de junio 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***
**May 21, 2026/*21 de mayo de 2026***
**5:30 pm in Library**

## I. PRELIMINARY/*PRELIMINARIO*

**I.A** 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.

**I.B**

| Name/ Nombre | Role/ Papel | Present/ Presente | Absent/ Ausente |
|---|---|---|---|
| 1. Denisse Rojas | Parent/*Madre* (25-28) | X | |
| 2. Alex Dickson | Parent/*Madre* (24-27) Secretary/*Secretaria* | X | |
| 3. Elena Garduño-Medina | Parent/*Madre* (23-26) President/*Presidente* | X | |
| 4. Miguel Pérez | Teacher/*Maestra* (25-28) | X | |
| 5. Ana Novoa | Teacher/*Maestro* (22-25) | X | |
| 6. Adriana Yáñez-Gutiérrez | Staff/*Personal* (23-26) | X | |
| 7. Pablo Bermudez | Community Member/*Miembro Comunitario* (25-28) | X | |
| 8. Antonio González | Community Member/*Miembro Comunitario* (24-27) | | X |
| 9. Yesenia Ramírez-Huamaní | Community Member/*Miembro Comunitario* (23-26) Treasurer/*Tesorera* | | X |
| 10. Student Representatives | Student Council Representatives/*Representates del Concilio Estudiantil* | | X |
| 11. Parent Representative | Parent Council Representatives/*Representates del Concilio de Familias* | | X |
| 11. Teejay Bersola | Director of Academic Accountability/*Directora de Responsabilidad Académica* | X | |
| 12. Judy Morales | Director of Business and Operations/*Directora de Negocios y Operaciones* | X | |
| 13. Eduardo de León | Executive Director/*Director Ejecutivo* | X | |

| | Agenda/Agenda | Action/Acción |
|---|---|---|
| **I.C** | **Approval of Agenda**<br>*Aprobación de la Agenda* | A motion was made to approve the May 21, 2026 agenda with the following change: move item IIIC to the beginning of the agenda.<br>*Se hizo una moción para aprobar la agenda del 21 de mayo de 2026 con el siguiente cambio: mover el tema IIIC al comienzo de la agenda.*<br><br>1st Motion/*1ª Moción*: Garduño-Medina<br>2nd Motion/*2ª Moción*: Dickson<br>Absences/*Ausencias*: González, Ramírez-Huamaní<br>Abstentions/Abstenciones: None/*ninguna*<br>The motion passed with seven votes. / *La moción pasó con cinco votos.* |
| **I.D.a.** | **Approval of Board Meeting Minutes**<br>*Aprobación de los minutos de la mesa directiva* | A motion was made to approve the April 30, 2026 meeting minutes.<br>*Se hizo una moción para aprobar las minutas de la junta del 30 de abril de 2026.*<br><br>1st Motion/*1ª Moción*: Yáñez-Gutiérrez<br>2nd Motion/*2ª Moción*: Novoa<br>Absences/*Ausencias*: González, Ramírez-Huamaní<br>Abstentions/Abstenciones: Garduño-Medina<br>The motion passed with six votes. / *La moción pasó con seis votos.* |
| **I.E** | **Mission**<br>*Misión* | The mission was read aloud. / *La misión fue leída en voz alta.* |

| | | |
|---|---|---|
| **II. COMMUNICATIONS NORMS/*NORMAS DE COMUNICACIÓN*** | | |
| **II.A.1.** | **Public Comments**<br>*Comentarios Públicos* | Eduardo de León made a comment about the LAS Facilities Use Agreement.<br>*Eduardo de León hizo un comentario acerca del Acuerdo de Instalaciones.* |
| **III. ITEMS SCHEDULED FOR DISCUSSION AND/OR ACTION**<br>***ARTICULOS PROGRAMADOS PARA DISCUSIÓN Y/O ACCIÓN*** | | |
| **III.C** | **Nutrition Services Transition Update/*Actualización de trancisión de servicios de nutrición* –** School Leadership/*Liderazgo escolar* | Judy Morales shared information about the Nutrition Services transition, including the announcement that the food vendor, Chartwells, submitted the winning bid for the 2026-2027 school year.<br>*Judy Morales compartió información sobre la transición de servicios de nutrición, incluyendo que el proveedor de comida, Chartwells, entregó la oferta ganadora para el año escolar 2026-2027.* |
| | **Public Comments**<br>*Comentarios Públicos* | None/*Ninguno* |
| **III.A** | **LAS Charter Renewal Petition Darft/*Borrador de la petición del chárter de LAS* –** School Leadership/*Liderazgo escolar* | Teejay Bersola presented the draft of the LAS Charter Petition which is slated to be submitted to the SCUSD in mid-June.<br>*Teejay Bersola presentó el borrador de la Petición del chárter de LAS, la cual se entregará a SCUSD para mediados de junio.* |
| | **Public Comments**<br>*Comentarios Públicos* | None/*Ninguno* |
| **IIII.B** | **LAS Fiscal Year 2027 Preliminary Budget/*Presupuesto preliminar de LAS para el año fiscal 2027* –** School Leadership/*Liderazgo escolar* | Judy Morales presented the Fiscal Year 2027 Preliminary Budget.<br>*Judy Morales presentó el presupuesto preliminar del año fiscal 2027.* |
| | **Public Comments**<br>*Comentarios Públicos* | None/*Ninguno* |
| **III.D** | **Policy Committe Update/*Actualización del comité de pólizas* –** School Leadership/*Liderazgo escolar* | Judy Morales presented an update to the board regarding upcoming policy updates.<br>*Judy Morales presentó una actualización de pólizas que se presentarán a la mesa directiva.* |
| | **Public Comments**<br>*Comentarios Públicos* | None/*Ninguno* |
| **IV. FUTURE MEETINGS/*PRÓXIMA JUNTA*** | | |
| a. Regular Board Meeting: Thursday, June 4, 2026 at 5:30pm – *jueves, 4 de junio de 2026 a las 5:30pm* | | |
| **V. FUTURE AGENDA ITEMS/*TEMAS PARA AGENDAS FUTURAS*** | | |
| **VI. ADJOURNMENT/*CLAUSURA*** | | |
| The board meeting was adjourned at 8:05 PM. / *La reunión de la Mesa se terminó a las 8:05 PM.* | | |

Agenda Item# IIIA

**Board Meeting Date:** June 8, 2026

**Subject**: **LAS Charter Renewal Petition and Submission Timeline**

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

**Background**:

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

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

**2004**
Original Charter Petition Approval: February 19, 2004

**2008**
1st Charter Renewal: September 8, 2008

**2014**
2nd Charter Renewal: March 20, 2014

**2019**
3rd Charter Renewal: January 22, 2019

**2026**
4th LAS Charter Renewal
*License to exist from July 1, 2027 – June 30, 2032*
Submission to SCUSD: June 16, 2026
Initial Hearing before August 6, 2026
Determination Hearing before September 3, 2026

Recommendation:

It is recommended that the Board review and approve the LAS charter renewal petition document content and delegate school leadership to finalize the formatting of the final document. It is also recommended that the Board approve the submission timeline.

Attachment:

1) LAS Charter Renewal Petition

| LAS Charter Renewal Petition | | | | |
|---|---|---|---|---|
| **Members** | Aye | Nay | Abstain | Absent |
| Garduño-Medina, Elena | | | | |
| Rojas, Dennise | | | | |
| Dickson, Alex | | | | |
| Pérez, Miguel | | | | |
| Novoa, Ana | | | | |
| Ramírez-Huamani, Yesenia | | | | |
| Gonzalez, Antonio | | | | |
| Yañez-Gutierrez, Adriana | | | | |
| Bermudez, Pablo | | | | |
| Totals: | | | | |

| LAS Charter Renewal Submission Timeline | | | | |
|---|---|---|---|---|
| **Members** | Aye | Nay | Abstain | Absent |
| Garduño-Medina, Elena | | | | |
| Rojas, Dennise | | | | |
| Dickson, Alex | | | | |
| Pérez, Miguel | | | | |
| Novoa, Ana | | | | |
| Ramírez-Huamani, Yesenia | | | | |
| Gonzalez, Antonio | | | | |
| Yañez-Gutierrez, Adriana | | | | |
| Bermudez, Pablo | | | | |
| Totals: | | | | |

**Estimated Time of Presentation:** 60 min
**Submitted By:** Bersola
**Date:** 060826

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

Agenda Artículo# IIIA

**Fecha de la Reunión**: 8 de junio de 2026

**Tema: Renovación de Chárter de LAS: Documento y Cronograma**

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

**Contexto:**

La Mesa Directiva de LAS es responsable de la dirección general, la visión y la planificación estratégica para alcanzar los objetivos educativos de la escuela, tal y como se establecen en los estatutos.

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

**2004**
Aprobación de la petición del chárter original: 19 de febrero de 2004

**2008**
Primera renovación del chárter: 8 de septiembre de 2008

**2014**
Segunda renovación del chárter: 20 de marzo de 2014

**2019**
Tercera renovación del chárter: 22 de enero de 2019

**2026**
4ª renovación del chárter de LAS
*Válida desde el 1 de julio de 2027 hasta el 30 de junio de 2032*
Presentación ante el SCUSD: 16 de junio de 2026
Audiencia inicial antes del 6 de augusto de 2026
Audiencia de resolución antes del 3 de septiembre de 2026

Recomendación: Se recomienda que la Mesa revise y apruebe el contenido del documento de renovación de la carta constitutiva de las LAS y delegue a la dirección escolar para finalizar el formato del documento final. También, se recomienda que la Mesa apruebe el calendario de presentación.

Adjunto:
1) LAS Charter Petición

# Language Academy of Sacramento

## CHARTER



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

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

**Charter Renewal Submitted for Approval to Sacramento City Unified School District**
**June 16, 2026**
**Charter Term: July 1, 2027 to June 30, 2032**

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# AFFIRMATIONS AND DECLARATION

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

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]

- LAS declares that it shall be deemed the exclusive public school employer of the employees of LAS for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]

- The Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]

- The Charter School will not charge tuition. [Ref. Education Code Section 47605(e)(1)]

- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as provided by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or of that student's parents or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]

- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]

- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973

("Section 504"), Title II of the Americans with Disabilities Act of 1990 ("ADA") and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing ("CTC") certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. [Ref. Education Code Section 47605(l)(1)

- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.

- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* ("Brown Act").

- The Charter school shall comply with Government Code Section 1090, *et seq*., as set forth in Education Code Section 47604.1 ("Section 1090") as well as all other components of Education Code Section 47604.1.

- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, *et seq*. ("PRA").

- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D)

- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]

- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(d)]

- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facility. [Education Code Section 47605 and 47605.1]

- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Section 47612(b) and 47610]

- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA") as reauthorized and amended by the Every Student

Succeeds Act ("ESSA").

- The Charter School shall not require any child to attend the Charter School nor any employee to work at the Charter School. [Ref. Education Code Section 47605(f)-(g)]

- The Charter School shall comply with the California Public Records Act, Government Code Section 7920.000, *et seq*. ("CPRA").

- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]

- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. {Ref. Education Code Section 47605(n)]

- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]

- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 ("FERPA").

- The Charter School shall comply with Education Code Section 51744 *et seq.* related to independent study, as applicable.

- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

- The Charter School shall ensure that preferences, if given as part of the enrollment lottery are not likely to negatively impact the racial, ethnic and unduplicated pupil

balance the charter school strives to reflect.

**Eduardo de León, LAS Executive Director** **Date**

**Executive Summary of Petition Updates**

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

# EXECUTIVE SUMMARY

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

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

## Charter School Intent and Charter Requirements

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

a. *Improve pupil learning.*

b. *Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.*

c. *Encourage the use of different and innovative teaching methods.*

d. *Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.*

e. *Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.*

f. *Hold the schools established under [the Charter Schools Act] accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.*

g. *Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.*

*Education Code Section 47601(a)-(g)*

In reviewing petitions for the establishment of charter schools, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged. (Education Code Section 47605(c).)

# About The Language Academy of Sacramento (LAS)

## Vision Statement

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

## Mission Statement

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

## Historical Background

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

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

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

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

## School Location

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

## Enrollment History

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

## LAS Demographics

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

## 2004 Founding Board

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

## School Leadership

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

teaching credential with emphasis on Bilingual Education, an Administrative credential with an emphasis on Urban Education, and a master's degree in Educational Leadership.

## Key Supporters

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

## International Visitors

Through the years, LAS has served as a model for bilingual and immersion education for other international programs. Below is a list of representative countries of LAS visitors and their organizational affiliations:
Argentina: American Councils of Education and U.S. Department of Education
Brazil: Brazilian Education Delegation (U.S. Department of Commerce)
Colombia: UC Davis International English and Professional Program
Georgia: Georgian Education Delegation (Northern California World Trade Center)
Indonesia: Indonesian Education Delegation (U.S. Department of State International Visitor Program)
Japan: Osaka City University: Graduate School of Literature and Human Sciences
Japan: UC Davis International English and Professional Programs
Malaysia: United States Department of Commerce
Mexico: Instituto Pedagógico para Problemas de Lenguaje (IPPLIAP), US Library of Congress International Literacy Prize winner
Taiwan: UC Davis International English and Professional Programs

## Highlights and Recognitions: Local, Statewide, and International

**Recognitions:**

- Featured in the Global California 2030 Initiative as a Dual Language Immersion Model (2018)
- LAS reflects California's commitment to multilingual education following Proposition 58's passage in 2016.

- LAS's existence is a validation of the public's evolved recognition of the efficacy of an expansive educational model with ancillary international relevance.

**Local**

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

**Infrastructure & Staff:**

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

**Climate & Engagement**

2025

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

2026

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

**Statewide Recognition:**

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

- In October of 2018, State Superintendent of Public Schools Tom Torlakson featured LAS as a Dual Language Immersion Program Model for the Global California 2030 Initiative.

**International Recognition:**

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

# Case for Renewal

## LAS: Per AB1505- CA Dashboard Charter Renewal Three-Tiered System

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

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

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

The three performance categories thresholds are as follows:

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

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

Per the CDE's analysis, LAS-is in the Middle Performance Category. The following are LAS CA Dashboard Indicators for the 2024 and 2025 school years.

*LAS: All School-Wide Dashboard Indicators*

| School-Wide Indicator | Charter School 2024 Dashboard | Charter School 2025 Dashboard |
|---|---|---|
| ELA DFS | **-24.5 points** | **-19.3 points** |
| Math DFS | **-34.3 points** | **-31.0 points** |
| Absenteeism | **9.7%** | **11.0%** |
| Suspension | **0.5%** | **0.8%** |
| English Learner Progress Indicator (ELPI) | **46.8%** | **51.4%** |

*LAS: California Dashboard ELA Two-Year Comparison of Distance from Standard to State*

| Groups | Charter Spring 2024 | State Spring 2024 | Charter Spring 2025 | State Spring 2025 |
|---|---|---|---|---|
| **Schoolwide** | -24.5 points | -13 points | -19.3 points | -8.1 points |
| **English Learner (EL)** | **-57 points** | -67.6 points | **-45.5 points** | -59.9 points |
| **Long-Term EL** | **-62.8 points** | -109.6 points | **-55.3 points** | 104.5 points |
| **Students with Disabilities** | -128 points | -96 points | -116.1 points | -89 points |
| **Socioeconomically Disadvantaged** | -43.3 points | -41 points | **-32.4 points** | -35 points |
| **Hispanic** | **-29.1 points** | -39.3 points | **-23.2 points** | -34 points |
| *Asian** | *No Data* | *+60.7 points* | *No Data* | *+ 62.9 points* |
| *Two or More Races** | *No Data* | *+24 points* | *No Data* | *+29 points* |

| | | | | |
|---|---|---|---|---|
| *White** | *No Data* | *+19.2 points* | *No Data* | *+23.8 points* |

+ Fewer than 31 students were represented in at least one of the two years compared.

* Comparison not included for criterion 2

*LAS: California Dashboard Math Two-Year Comparison of Distance from Standard to State*

| Groups | Charter Spring 2024 | State Spring 2024 | Charter Spring 2025 | State Spring 2025 |
|---|---|---|---|---|
| **Schoolwide** | **-34.3 points** | -48 points | **-31.0 points** | -42 points |
| **English Learner (EL)** | **-67.3 points** | -93.4 points | **-53.4 points** | -86.1 |
| **Long-Term EL** | **-87.9 points** | -163.5 points | **-99.3 points** | -158.9 |
| **Students with Disabilities** | -132.5 points | -124 points | -131.0 points | -121 points |
| **Socioeconomically Disadvantaged** | **-48.8 points** | -78 points | **-46.3 points** | -73 points |
| **Hispanic** | **-37.6 points** | -79 points | **-34.4 points** | -74 points |
| *Asian** | *No Data* | *+50 points* | *No Data* | *+52 points* |
| *Two or More Races** | *No Data+* | *-5 points* | *No Data* | *-1 point* |
| *White** | *No Data* | *-10 points* | *No Data* | *-6 points* |

+ Fewer than 31 students were represented in at least one of the two years compared.

* Comparison not included for criterion 2

*LAS: California Dashboard English Learner Progress (ELPI)*

*Two-Year Comparison of Percent Progressing and Performance Level*

| Groups | Charter Spring 2024 | State Spring 2024 | Charter Spring 2025 | State Spring 2025 |
|---|---|---|---|---|
| **English Learner (EL)** | **46.8%** | 45.7% | **51.4%** | 46.4% |
| **Long-Term EL** | **51.2%** | 45.8% | **57.1%** | 49.1% |

LAS CA Dashboard 2024 and 2025 Data: Key Points

The Language Academy of Sacramento (LAS) has **met** and made **sufficient progress** toward standards that provide a benefit to pupils as evidenced by the following

1. Continuous improvement in ELA, Math, and ELPI.
2. English Learners, Hispanic students, and Socioeconomically Disadvantaged students outperform statewide peers.
3. Strong evidence of equity and closing opportunity gaps.

## LAS: An Exemplary Charter Renewal Candidate in the Middle Performance Category

In addition to the CDE criteria above, LAS takes pride in demonstrating excellence specific to its innovative pedagogical approach. First, it is important to contextualize all that is The Language Academy of Sacramento and what makes it a truly unique learning community.

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

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

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

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

| Grade Level | Percentage of Instruction in Spanish | Percentage of Instruction in English |
|---|---|---|
| Transitional Kinder | 95% | 5% |
| Kindergarten – First | 90% | 10% |
| Second | 80% | 20% |

| | | |
|---|---|---|
| Third | 70% | 30% |
| Fourth | 60% | 40% |
| Fifth | 50% | 50% |
| Middle School | 30-40% | 60-70% |

*middle school language of instruction varies per subject

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

Because LAS is a dual language education (DLE) immersion program, research indicates that it takes a minimum of 5-7 years before DLE students' performance in English is comparable to non-DLE students.

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

That stated, LAS, as a charter school in the Middle Performance category for renewal, must address the question, ***"Can LAS demonstrate that the school is effectively serving students and is on a trajectory of improvement?"***

LAS response to this essential renewal question is a resounding, "YES!" The following group of evidence shows that:

1. Student outcomes are improving over time.
2. Student groups outperform comparable groups statewide.
3. LAS is implementing an efficacious dual language program with systems that are producing measurable gains.

4. LAS historical data reflects an overall educational program that is innovative, sound and viable.

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

### LAS TRIANGULATED DATA - CSDC, NWEA, AND LAS ACHIEVEMENT ANALYSIS: EVIDENCE 1 TO EVIDENCE 3

| Evidence Title | Evidence of Success | Data Source |
|---|---|---|
| **Evidence 1: Academic Growth Exceeds Comparable Schools** | LAS achieved **Above Average Growth (2024)** and **Accelerated Growth (2025)** in ELA and Math compared to schools with similar grade spans and demographics. English Learners and Long-Term English Learners consistently exceeded state growth expectations. | California Schools Development Center (CSDC) Renewal Worksheet; CDE Growth Data; Parsec Education Analysis |
| **Evidence 2: Verified NWEA MAP Academic Growth** | Grade levels met or exceeded annual growth projections. Grade 8 students demonstrated exceptional growth, with Reading growth reaching the **93rd percentile nationally** and Math growth reaching the **99th percentile nationally**. Most student groups exceeded expected growth targets. | NWEA MAP Growth (AB 1505 Approved Local Assessment); LAS Annual Charter Leader Reports (2025 & 2026) |
| **Evidence 3: Longitudinal Cohort Achievement Trajectories (Highest by Gr8)** | Multi-year cohort analyses ("Brostrom Graphs") show a consistent upward trajectory in ELA and Math achievement as students progress through the dual-language program, demonstrating sustained academic growth and long-term program effectiveness. | SBAC/CAASPP Cohort Historical Achievement Trajectory (LAS Brostrom Graphs) |

*Renewal Performance Evidence 1*

| **Renewal Performance: Evidence 1** |
|---|
| Overall Performance:<br>2024: **ABOVE** the CA State based on Growth Scores ELA and Math |

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

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

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

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

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

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

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

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

**LAS vs. CA State: English Learner Progress Indicator:**

**LAS Outperforms CA State in 2024 and 2025**

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

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

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*csdc@chartercenter.org*

*Evidence 1 Summary: Student Academic Growth Exceeds Comparable Schools*

1. Description of the Evidence

This evidence comes from the California Schools Development Center (CSDC), a statewide charter organization. It analyzes student growth scores in ELA and Mathematics compared with schools of similar grade span and socioeconomic demographics. LAS achieved Above Average Growth in 2024 and Accelerated Growth in 2025. English Learners and Long-Term English Learners consistently exceeded state growth expectations.

2. Why This Evidence Matters

Growth measures are often more meaningful than proficiency rates because they show how much students learn over time regardless of where they started. Charter renewal law emphasizes evidence that students are making meaningful academic progress.

3. Charter Renewal Argument

LAS demonstrates that students are learning at a faster rate than comparable schools throughout California. Particularly noteworthy is the accelerated growth among English Learners, Long-Term English Learners, Hispanic students, and socioeconomically disadvantaged students. This indicates that the instructional model is producing measurable academic gains

and successfully serving historically underserved populations.

*Renewal Performance: Evidence 2*

**Renewal Performance: Evidence 2**

Overall Performance:
2025: Grade Levels **Met or Exceeded Annual Growth Projection** ELA and Math. With the exception of the SPED Subgroup in ELA, all Gr8 Cohort Subgroups Exceeded Annual Growth Projection in ELA and Math.
2026: With the exception of Gr3 Math, Grade Levels Met or Exceeded Annual Growth Projection ELA and Math. With the exception of the SPED Subgroup in ELA and Math, all Gr8 Cohort Subgroups Exceeded Annual Growth Projection in ELA and Math

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

**Excerpt from LAS Annual Charter Leader Report for SCUSD for Year 2025**

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

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

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

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

## Student Growth Summary Report

**Aggregate by School**

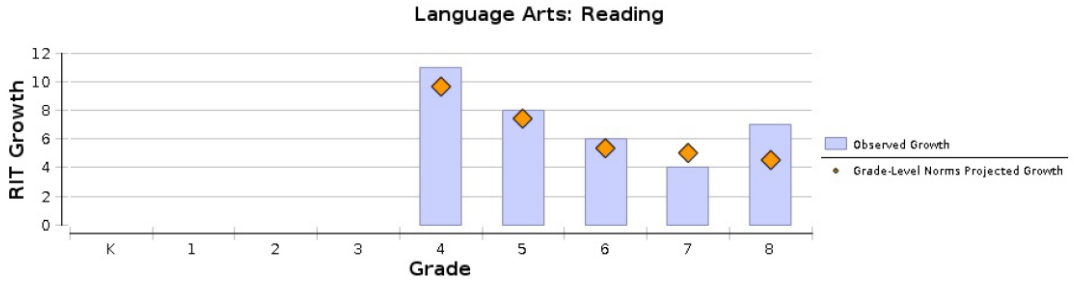
**Term:** Winter 2024-2025
**District:** The Language Academy Of Sacramento

**Norms Reference Data:** 2020 Norms.
**Growth Comparison Period:** Winter 2024 - Winter 2025
**Weeks of Instruction:** Start - 20 (Winter 2024)
End - 20 (Winter 2025)
**Grouping:** None
**Small Group Display:** Yes

### Language Academy of Sacramento

Language Arts: Reading

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




## Student Growth Summary Report

**Aggregate by School**

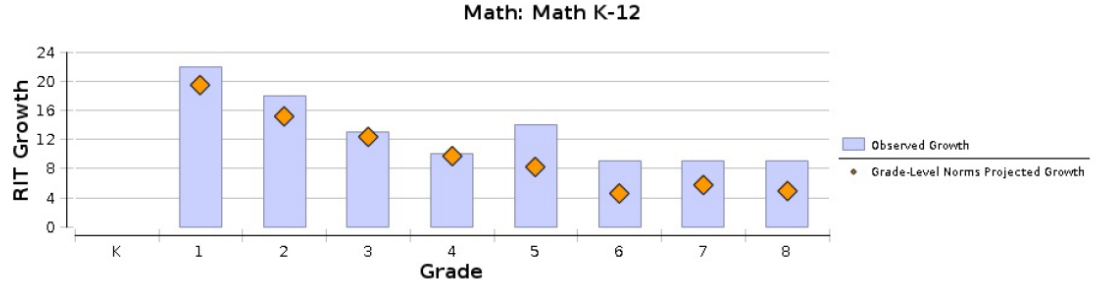
**Term:** Winter 2024-2025
**District:** The Language Academy Of Sacramento

**Norms Reference Data:** 2020 Norms.
**Growth Comparison Period:** Winter 2024 - Winter 2025
**Weeks of Instruction:** Start - 20 (Winter 2024)
End - 20 (Winter 2025)
**Grouping:** None
**Small Group Display:** Yes

### Language Academy of Sacramento

Math: Math K-12

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



## Student Growth Summary Report

**Aggregate by School**

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

**Norms Reference Data:** 2020 Norms.
**Growth Comparison Period:** Winter 2024 - Winter 2025
**Weeks of Instruction:** Start - 20 (Winter 2024)
End - 20 (Winter 2025)
**Grouping:** Program
**Small Group Display:** Yes

**Language Academy of Sacramento**

Language Arts: Reading

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


## Student Growth Summary Report

**Aggregate by School**

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

**Norms Reference Data:** 2020 Norms.
**Growth Comparison Period:** Winter 2024 - Winter 2025
**Weeks of Instruction:** Start - 20 (Winter 2024)
End - 20 (Winter 2025)
**Grouping:** Program
**Small Group Display:** Yes

**Language Academy of Sacramento**


Math: Math K-12

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

Increases in Student Achievement (Local Assessments)

*Charter School Directions: Refer to school growth reports in the assessment platform. This is not a record of students on, near, or below standards. This is a record of the average growth*

*students at your school made during the year. (Data on the table below is based on the previous NWEA MAP Student Growth Summary Reports above)*

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

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

**Reading (English)**

- **Overall: 1.48 CGI (93rd percentile)** – Strong growth overall.
- **Latino: 1.18 CGI (88th percentile)** – Slightly below the overall average but still high.
- **SED (Socioeconomically Disadvantaged): 1.30 CGI (90th percentile)** – Comparable to overall performance.
- **RFEP (Reclassified Fluent English Proficient): 2.22 CGI (99th percentile)** – Exceptional growth.
- **EL/LTELs (English Learners/Long-Term English Learners): 0.27 CGI (61st percentile)** – Moderate growth, lower than other subgroups.
- **SPED (Special Education): -0.42 CGI (34th percentile)** – Growth lagging significantly behind peers.
- **Math (Spanish through Gr4, English from Gr5 onward)**
- **Overall: 2.38 CGI (99th percentile)** – Outstanding growth.
- **Latino: 2.09 CGI (98th percentile)** – Very strong performance.
- **SED: 2.25 CGI (99th percentile)** – Exceptional growth.
- **RFEP: 2.91 CGI (99th percentile)** – Highest growth among subgroups.
- **EL/LTELs: 1.36 CGI (91st percentile)** – Strong but lower than other groups.
- **SPED: 3.53 CGI (99th percentile)** – Remarkable growth, highest among all subgroups.

**Key Takeaways:**

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

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

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

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

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

# Student Growth Summary Report

## Aggregate by School

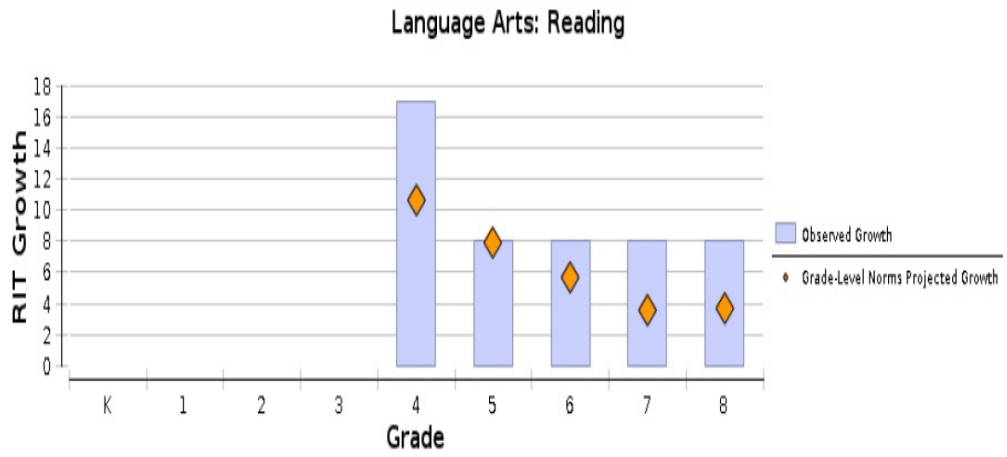
Term: Winter 2025-2026
District: Language Academy of Sacramento

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

## Language Academy of Sacramento

Language Arts: Reading

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




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


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# Student Growth Summary Report

## Aggregate by School

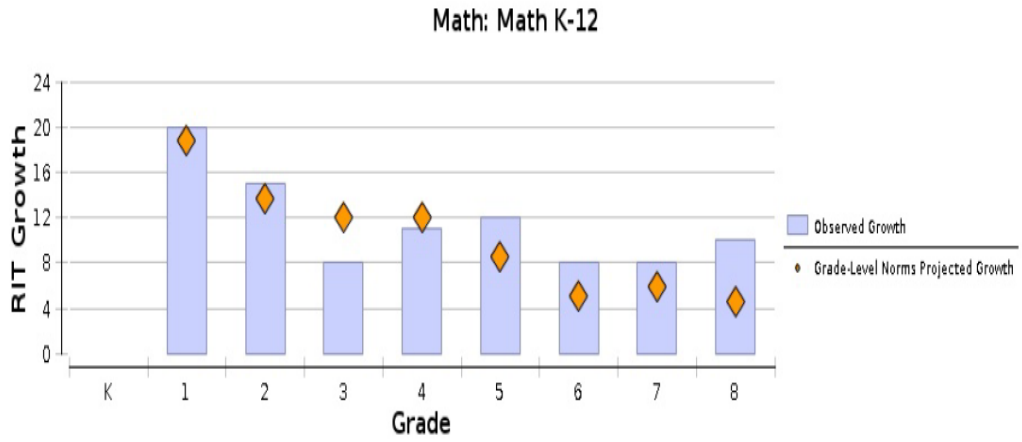
Term: Winter 2025-2026
District: Language Academy of Sacramento

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

## Language Academy of Sacramento

Math: Math K-12

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




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


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# Student Growth Summary Report

## Aggregate by School

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

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

## Language Academy of Sacramento

Language Arts:
Reading

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

**Explanatory Notes**
** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
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# Student Growth Summary Report

## Aggregate by School

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

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

## Language Academy of Sacramento

Math: Math K-12

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

**Explanatory Notes**
** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
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Increases in Student Achievement (Local Assessments)

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

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

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

**Winter MAP Growth Summary (Grade 8 Cohort)**

**Overall Performance**

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

**Reading Achievement**

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

**Math Achievement**

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

**Equity Highlights**

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

**Instructional Implications**

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

*Evidence 2 Summary: State-Verified NWEA MAP Growth Data*

### 1. Description of the Evidence

This evidence uses NWEA MAP Growth assessments, which are approved under AB 1505 as verified local assessment data. LAS students met or exceeded annual growth expectations in both ELA and Mathematics in 2025 and 2026. Grade 8 cohorts demonstrated particularly strong growth, with many student groups performing in the 90th to 99th national percentiles.

### 2. Why This Evidence Matters

AB 1505 specifically permits verified local assessment data as evidence in charter renewal decisions. Growth data provide an additional measure of student learning beyond state assessments and are especially valuable in demonstrating year-to-year academic progress.

### 3. Charter Renewal Argument

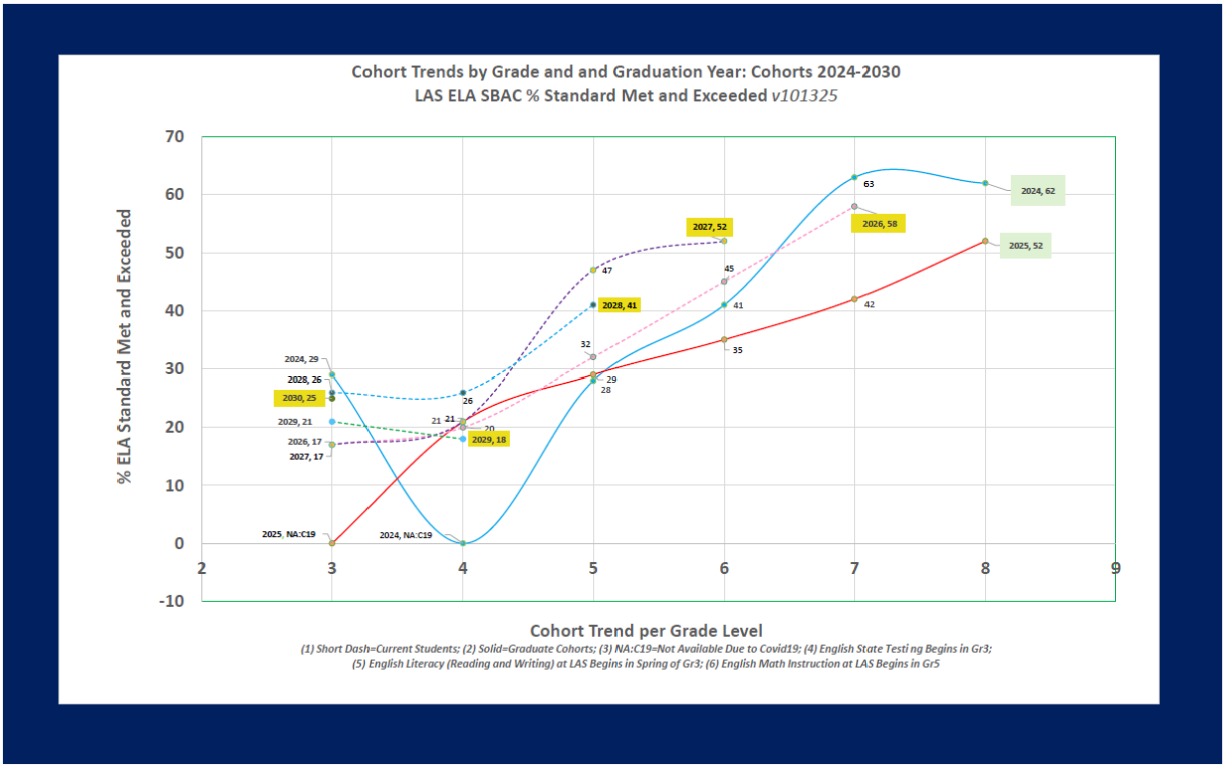
The NWEA results provide independent confirmation that LAS students are making exceptional academic growth. Reading growth ranked in the 93rd percentile nationally and math growth ranked in the 99th percentile nationally for Grade 8 students. These outcomes demonstrate that students are not only achieving but are accelerating academically, providing strong evidence that the school's educational model is highly effective.

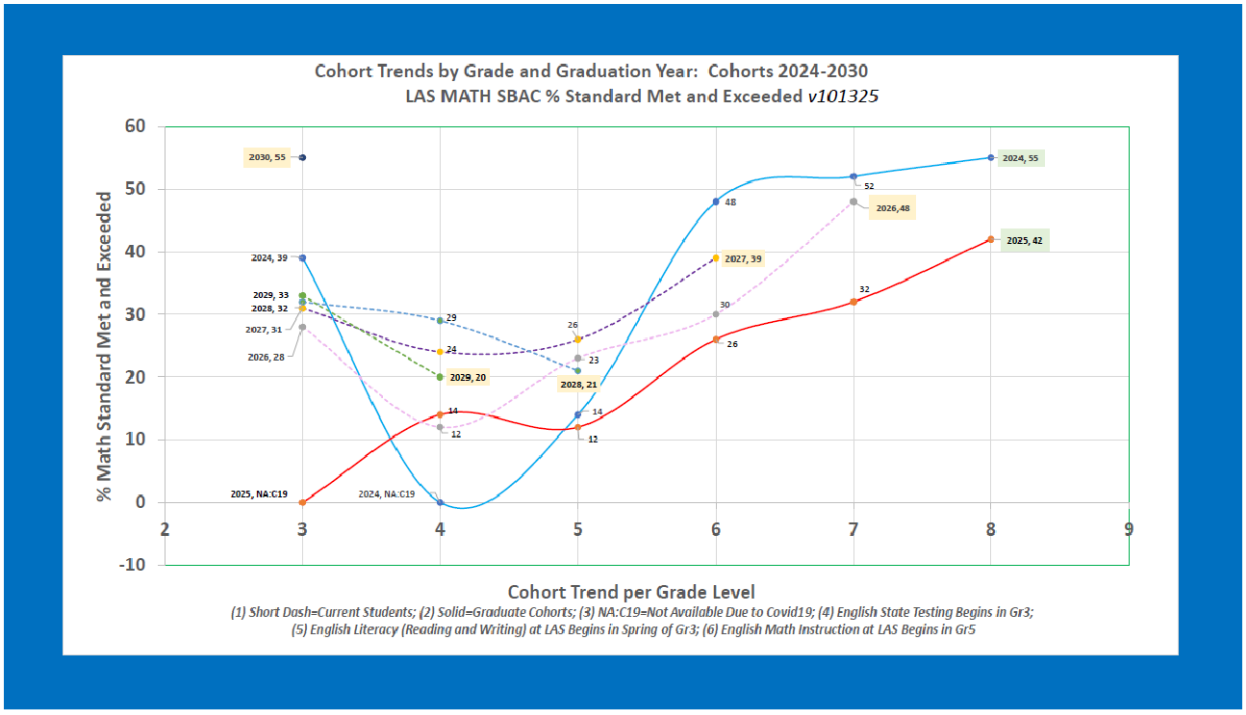
*Renewal Performance: Evidence 3*

**Renewal Performance: Evidence 3**
Overall Performance:
**UPWARD TRAJECTORY for ALL LAS Cohorts** in ELA and Math: Percentage of Students Who **Met or Exceeded Standards** on SBAC CAASPP

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

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


Cohort Trends by Grade and and Graduation Year: Cohorts 2024-2030
LAS ELA SBAC % Standard Met and Exceeded v101325
% ELA Standard Met and Exceeded
Cohort Trend per Grade Level
(1) Short Dash=Current Students; (2) Solid=Graduate Cohorts; (3) NA:C19=Not Available Due to Covid19; (4) English State Testi ng Begins in Gr3;
(5) English Literacy (Reading and Writing) at LAS Begins in Spring of Gr3; (6) English Math Instruction at LAS Begins in Gr5
2024, 62
2026, 58
2027, 52
2025, 52
2028, 41
2024, 29
2028, 26
2030, 25
2029, 21
2026, 17
2027, 17
2029, 18
2025, NA:C19
2024, NA:C19


Cohort Trends by Grade and Graduation Year: Cohorts 2024-2030
LAS MATH SBAC % Standard Met and Exceeded v101325
% Math Standard Met and Exceeded
Cohort Trend per Grade Level
(1) Short Dash=Current Students; (2) Solid=Graduate Cohorts; (3) NA:C19=Not Available Due to Covid19; (4) English State Testing Begins in Gr3;
(5) English Literacy (Reading and Writing) at LAS Begins in Spring of Gr3; (6) English Math Instruction at LAS Begins in Gr5
2030, 55
2024, 55
2026, 48
2025, 42
2027, 39
2024, 39
2029, 33
2028, 32
2027, 31
2026, 28
2029, 20
2028, 21
2025, NA:C19
2024, NA:C19

*Evidence 3 Summary: Longitudinal Cohort Achievement Trajectories*

### 1. Description of the Evidence

This evidence uses LAS cohort trajectory graphs ("Brostrom Graphs") to track student achievement over multiple years using SBAC/CAASPP results. The graphs show consistent upward trends in ELA and Mathematics achievement as students progress through the dual-language program.

### 2. Why This Evidence Matters

Dual-language programs often require several years before the full academic benefits become evident. Longitudinal cohort analyses provide a more accurate picture of educational effectiveness than single-year snapshots.

### 3. Charter Renewal Argument

The data show that LAS students experience increasing achievement over time as they advance through the biliteracy pathway. The consistent upward trajectory supports the argument that the dual-language model is working as intended and that students realize stronger outcomes as they move through the program. This demonstrates sustained effectiveness rather than isolated success.

## LAS COMPREHENSIVE APPROACH TO MEASURING SUCCESS THROUGH ADDITIONAL METRICS: EVIDENCE 4 TO EVIDENCE 7

| Evidence Title | Evidence of Success | Data Source |
|---|---|---|
| **Evidence 4: Dashboard Performance & Authorizer Review** | LAS outperformed California in key student groups on ELA, Math, ELPI, Chronic Absenteeism, and Suspension indicators. SCUSD's Charter Oversight Report found that the Educational Program, Equitable Services, Governance, and Financial Operations all **Meet Standard** and concluded LAS is **on track for streamlined Middle-Tier renewal**. | California Dashboard (2024–2025); SCUSD Annual Charter School Oversight Report (June 2026) |
| **Evidence 5: Comparative CAASPP Achievement Results** | LAS ranked **1st or 2nd** compared to California and SCUSD in percentage of students meeting/exceeding standards. Grade 8 students consistently outperformed district peers and were competitive with state averages, demonstrating strong cumulative outcomes from the dual-language program. | CAASPP/SBAC Results (2024–2025); State, SCUSD, and LAS Comparative Achievement Analysis |

| | | |
|---|---|---|
| **Evidence 6: Strong Student Subgroup Performance** | English Learners, RFEP students, Latino students, and Socioeconomically Disadvantaged students frequently outperformed district and state peers. LAS demonstrated strong equity outcomes and success in closing achievement gaps. | CAASPP/SBAC Subgroup Analysis (2024–2025); State, SCUSD, and regional comparison schools |
| **Evidence 7: Local Indicators, Climate & Community Engagement** | LAS consistently met all Dashboard Local Indicators and achieved **over 90% satisfaction and participation rates**. Parent recommendation rates reached 98%, student satisfaction exceeded 92%, and staff recommendation rates reached 97–100%, reflecting strong community confidence and school climate. | California Dashboard Local Indicators; LAS Community Engagement Surveys (2025–2026) |

*Renewal Performance: Evidence 4*

**Renewal Performance: Evidence 4**

Overall Performance:
2025: **ABOVE** the CA State based on Difference From Standards (DFS) for ELA, Mathematics, and English Learner Progress Indicator (ELPI) Performance and
**OUTPERFORMS** CA State in Rate for Chronic Absenteeism and Suspension

Sacramento City Unified School District (SCUSD): Charter Authorizing District
At a Glance Renewal Performance Analysis – Excerpt from SCUSD Annual Charter School Oversight Report June 4, 2026

AT A GLANCE

| Performance Area | Performance Level<br>Notes or Required Actions |
|---|---|
| Performance Tier | On Track for Renewal |
| | The Charter School is on track for a middle-tier renewal based on 2025 and 2024 Dashboard data. All student groups increased performance in English Language Arts. Four of five student groups maintained or increased performance in Math. The Charter School has an exemplary English Learner Performance Indicator and a very low suspension rate. While chronic absenteeism remains a challenge, they outperform the state in this area for all student groups. |

| | |
|---|---|
| Education Program | Meets Standard |
| | Several key factors likely account for the Charter's success in its academic program.<br>1) Stability (students and staff) and the conditions that create it - including shared leadership.<br>2) Collaboration structures<br>3) Data Literate and Informed Decision Making<br>4) Universal access to first instruction<br>5) Language-Dense environment<br>6) Robust MTSS process |
| Equitable Service | Meets Standard |
| | Tiered Support Systems are a key element of the Charter School's ability to provide equitable access to all students. |
| Governance | Meets Standard |
| | Board members demonstrated a strong understanding of the school, its goals, and governance procedures. |
| Financial | Meets Standard |
| | The District has no financial health concerns. |
| Next Steps | Pending submission of a reasonably comprehensive renewal petition, the Charter School is on track for a streamlined Middle-Tier renewal in the 2026-27 School year. |

**Statewide Academic Performance Metric Comparison**

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

| Measure 1b: Most Current English Language Arts Performance | | | |
|---|---|---|---|
| **Group** | **Distance from Standard and Performance Color** | **State Data** | **Status Comparison (Above, At, Below)** |
| All Students | -19.3 | -8.1 | BELOW |
| English Learners | -45.5 | -59.9 | ABOVE |

| | | | |
|---|---|---|---|
| Long-Term EL | -55.3 | -104.5 | ABOVE |
| Disabilities | -116.1 | -89.4 | BELOW |
| SE Disadvantaged | - 32.4 | -35.3 | ABOVE |
| Hispanic | -23.2 | -33.7 | ABOVE |

| Measure 1c: Most Current Mathematics Performance | | | |
|---|---|---|---|
| **Group** | **Points from Standard and Performance Color** | **State Data** | **Status Comparison (Above, At, Below)** |
| All Students | -31 | -42.4 | ABOVE |
| English Learners | - 53.4 | -86.1 | ABOVE |
| Long-Term ELs | -99.3 | -158.9 | ABOVE |
| Disabilities | -131 | -120.7 | BELOW |
| SE Disadvantaged | -46.3 | -72.9 | ABOVE |
| Hispanic | - 34.4 | -73.6 | ABOVE |

| Measure 1d: Most Current English Learner Progress (ELPI) Performance | | | |
|---|---|---|---|
| **Group** | **Percent Progressing and Performance Level** | **State Data** | **Status Comparison (Above, At, Below)** |
| English Learner | 51.4% | 46.4% | ABOVE |
| Long-Term EL | 57.1% | 49.1% | ABOVE |

**2. Engagement and Climate Performance Indicators**

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

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

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

*Evidence 4 Summary: California Dashboard Performance and Authorizer Oversight Review*

1. Description of the Evidence

This evidence combines California Dashboard performance indicators with Sacramento City Unified School District's (SCUSD) 2026 Charter Oversight Report. The report concludes that LAS is "on track for a middle-tier renewal" and finds that the school's Educational Program, Equitable Services, Governance, and Financial Operations all meet standards. Dashboard data show that LAS outperforms California in several key student groups in ELA, Mathematics, ELPI, chronic absenteeism, and suspension rates.

2. Why This Evidence Matters

The California Dashboard is the state's primary accountability system and is specifically referenced in charter renewal law. An independent evaluation from the authorizing district carries significant weight because it reflects both academic and operational performance.

### 3. Charter Renewal Argument

Although LAS falls within the Middle Performance category under state criteria, it is clearly not a low-performing school. The authorizer's own review concludes that LAS meets standards in educational programming, equity, governance, and finance and is eligible for a streamlined middle-tier renewal. This demonstrates organizational effectiveness, fiscal stability, and successful implementation of the approved educational program.

*Renewal Performance: Evidence 5*

**Renewal Performance: Evidence 5**

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

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

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

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

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

| | ELA | MATH |
|---|---|---|
| LAS | 41 | 34 |
| SCUSD | 39 | 29 |
| State | 47 | 36 |

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

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

| | | End of Stage 1 | | | End of Stage 2 | | End of Stage 3 |
|---|---|---|---|---|---|---|---|
| | Gr3-8 Aggregate | Gr3 | Gr4 | Gr5 | Gr6 | Gr7 | Gr8 |
| LAS ELA | 41 | 21 | 26 | 47 | 45 | 42 | 62 |
| State | 47 | 43 | 44 | 47 | 46 | 47 | 46 |
| SCUSD | 39 | 34 | 36 | 39 | 41 | 42 | 38 |

| | | End of Stage 1 | | | End of Stage 2 | | End of Stage 3 |
|---|---|---|---|---|---|---|---|
| | Gr3-8 Aggregate | Gr3 | Gr4 | Gr5 | Gr6 | Gr7 | Gr8 |
| LAS Math | 34 | 33 | 29 | 26 | 30 | 32 | 55 |
| State | 36 | 46 | 41 | 35 | 34 | 34 | 32 |
| SCUSD | 29 | 36 | 34 | 27 | 32 | 32 | 24 |

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

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

| | ELA | MATH |
|---|---|---|
| LAS | 41 | 38 |
| SCUSD | 41 | 31 |
| State | 49 | 37 |

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

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

| | End of Stage 1 | | | End of Stage 2 | | | End of Stage 3 |
|---|---|---|---|---|---|---|---|
| | Gr3-8 Aggregate | Gr3 | Gr4 | Gr5 | Gr6 | Gr7 | Gr8 |
| LAS ELA | 41 | 25 | 18 | 41 | 52 | 58 | 52 |
| State | 49 | 44 | 46 | 49 | 48 | 50 | 48 |
| SCUSD | 41 | 37 | 39 | 39 | 44 | 44 | 40 |

| | End of Stage 1 | | | End of Stage 2 | | | End of Stage 3 |
|---|---|---|---|---|---|---|---|
| | Gr3-8 Aggregate | Gr3 | Gr4 | Gr5 | Gr6 | Gr7 | Gr8 |
| LAS Math | 38 | 55 | 20 | 21 | 39 | 48 | 42 |
| State | 37 | 46 | 42 | 36 | 37 | 36 | 34 |
| SCUSD | 31 | 39 | 35 | 28 | 36 | 32 | 26 |

*Evidence 5 Summary: Comparative CAASPP Achievement Results*

### 1. Description of the Evidence

This evidence compares LAS CAASPP proficiency rates to California and SCUSD. Across both 2024 and 2025, LAS ranked first or second among comparison groups in ELA and Mathematics and consistently outperformed SCUSD while remaining competitive with state averages. Grade 8 students demonstrated especially strong performance.

### 2. Why This Evidence Matters

CAASPP is California's official statewide assessment and remains one of the most recognized measures of student achievement. Comparative performance helps place school outcomes in context.

### 3. Charter Renewal Argument

LAS demonstrates that students are performing at levels comparable to or exceeding both district and state peers. The consistently strong Grade 8 outcomes are particularly important because they reflect the cumulative impact of the school's dual-language instructional model over multiple years. These results validate the effectiveness of the educational program.

*Renewal Performance: Evidence 6*

**Renewal Performance: Evidence 6**
Overall Performance:
2024 and 2025: Subgroups - **HIGHER (1st Place/2nd Place)** than the CA State and SCUSD

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

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

**Based on CAASPP 2024**

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

| | Gr3-8 Aggregate | Economically Disadvantaged | English Learners (ELs) | Reclassified Fluent English Proficient (RFEPs) | Latino | SPED | English Only |
|---|---|---|---|---|---|---|---|
| LAS ELA | 41 | 33 | 17 | 69 | 39 | 7 | 45 |
| State | 47 | 37 | 10 | 58 | 37 | 16 | 52 |
| SCUSD | 39 | 29 | 10 | 61 | 31 | 14 | 43 |

| | Gr3-8 Aggregate | Economically Disadvantaged | English Learners (ELs) | Reclassified Fluent English Proficient (RFEPs) | Latino | SPED | English Only |
|---|---|---|---|---|---|---|---|
| LAS Math | 34 | 29 | 13 | 48 | 33 | 9 | 47 |
| State | 36 | 25 | 10 | 39 | 24 | 13 | 40 |
| SCUSD | 29 | 20 | 9 | 41 | 21 | 12 | 32 |

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

| | Gr8 Only | Gr8 Only Economically Disadvantaged | Gr8 Only English Learners (ELs) | Gr8 Only Reclassified Fluent English Proficient (RFEPs) | Gr8 Only Latino | Gr8 Only SPED | Gr8 Only English Only |
|---|---|---|---|---|---|---|---|
| LAS ELA | 62 | 54 | 29 | 70 | 60 | na | 71 |
| State | 46 | 36 | 7 | 51 | 36 | 12 | 51 |
| SCUSD | 38 | 27 | 3 | 53 | 28 | 7 | 42 |
| Will C Wood | 30 | 29 | 2 | 60 | 20 | 4 | 29 |
| Miwok (Sutter | 68 | 49 | 10 | 59 | 53 | 15 | 72 |
| Cal Middle | 39 | 26 | 7 | 52 | 28 | 2 | 42 |
| Edison | 31 | 28 | na | 45 | 48 | 0 | 22 |

| | Gr8 Only | Gr8 Only Economically Disadvantaged | Gr8 Only English Learners (ELs) | Gr8 Only Reclassified Fluent English Proficient (RFEPs) | Gr8 Only Latino | Gr8 Only SPED | Gr8 Only English Only |
|---|---|---|---|---|---|---|---|
| LAS Math | 55 | 50 | 7 | 67 | 54 | na | 71 |
| State | 32 | 21 | 4 | 32 | 20 | 7 | 36 |
| SCUSD | 24 | 15 | 3 | 35 | 16 | 5 | 26 |
| Will C Wood | 20 | 21 | 4 | 47 | 10 | 4 | 13 |
| Miwok (Sutter) | 47 | 28 | 5 | 45 | 28 | 13 | 49 |
| Cal Middle | 27 | 15 | 5 | 35 | 18 | 4 | 29 |
| Edison | 33 | 30 | na | 50 | 48 | 9 | 28 |

**Based on CAASPP: 2025**

**7) FY25 LAS, State, and SCUSD: Subgroups Gr3-Gr8 Aggregate**

| | Gr3-8 Aggregate | Economically Disadvantaged | English Learners (ELs) | Reclassified Fluent English Proficient (RFEPs) | Latino | SPED | English Only |
|---|---|---|---|---|---|---|---|
| LAS ELA | 41 | 35 | 10 | 66 | 39 | 7 | 48 |
| State | 49 | 38 | 10 | 60 | 39 | 17 | 53 |
| SCUSD | 41 | 29 | 9 | 63 | 33 | 17 | 46 |

| | Gr3-8 Aggregate | Economically Disadvantaged | English Learners (ELs) | Reclassified Fluent English Proficient (RFEPs) | Latino | SPED | English Only |
|---|---|---|---|---|---|---|---|
| LAS Math | 38 | 33 | 18 | 52 | 36 | 9 | 43 |
| State | 37 | 26 | 11 | 41 | 26 | 13 | 41 |
| SCUSD | 31 | 21 | 10 | 44 | 23 | 14 | 36 |

**9) FY25 LAS, State, SCUSD, Surrounding MS and Surrounding DLE Program: Subgroups for Gr8 Only**

| | Gr8 Only | Gr8 Only | Gr8 Only | Gr8 Only | Gr8 Only | Gr8 Only | Gr8 Only |
|---|---|---|---|---|---|---|---|
| | Gr8 Only | Economically Disadvantaged | English Learners (ELs) | Reclassified Fluent English Proficient (RFEPs) | Latino | SPED | English Only |
| **LAS ELA** | **52** | **50** | **7** | **68** | **49** | 8 | **56** |
| **State** | 48 | 37 | 5 | 53 | 38 | 13 | 53 |
| **SCUSD** | 40 | 29 | 4 | 56 | 32 | 12 | 46 |
| **Will C Wood** | 28 | 27 | 1 | 74 | 18 | 2 | 26 |
| **Miwok (Sutter)** | 70 | 49 | 11 | 67 | 56 | 25 | 73 |
| **Cal Middle** | 42 | 28 | 0 | 56 | 33 | 16 | 42 |
| **Edison** | 32 | 31 | 0 | 36 | 35 | 9 | 43 |

| | Gr8 Only | Gr8 Only | Gr8 Only | Gr8 Only | Gr8 Only | Gr8 Only | Gr8 Only |
|---|---|---|---|---|---|---|---|
| | Gr8 Only | Economically Disadvantaged | English Learners (ELs) | Reclassified Fluent English Proficient (RFEPs) | Latino | SPED | English Only |
| **LAS Math** | **42** | **35** | 0 | **53** | **41** | **17** | **56** |
| **State** | 34 | 23 | 5 | 35 | 22 | 8 | 38 |
| **SCUSD** | 26 | 17 | 3 | 38 | 18 | 8 | 30 |
| **Will C Wood** | 22 | 21 | 1 | 60 | 11 | 2 | 20 |
| **Miwok (Sutter)** | 51 | 32 | 7 | 46 | 35 | 11 | 54 |
| **Cal Middle** | 31 | 18 | 5 | 42 | 22 | 11 | 31 |
| **Edison** | 22 | 20 | 0 | 36 | 32 | 0 | 19 |

*Evidence 6 Summary: Strong Performance of Student Subgroups*

### 1. Description of the Evidence

This evidence examines subgroup performance on CAASPP, including English Learners, Reclassified Fluent English Proficient (RFEP) students, Latino students, socioeconomically disadvantaged students, and Grade 8 cohorts. LAS subgroup performance frequently ranks above both state and district averages.

### 2. Why This Evidence Matters

California's accountability system places significant emphasis on equity and closing achievement gaps. Strong subgroup outcomes demonstrate whether a school is effectively serving students who have traditionally faced educational barriers.

### 3. Charter Renewal Argument

LAS produces exceptional outcomes for English Learners, RFEP students, Latino students, and economically disadvantaged students. Rather than merely matching statewide performance, many LAS subgroups outperform both district and state averages. This is compelling evidence that the school is advancing educational equity and fulfilling its mission to serve diverse learners effectively.

*Renewal Performance: Evidence 7*

**Renewal Performance: Evidence 7**

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

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

**Local Indicators as reflected on the Dashboards**

Over the past several years, LAS has met all required Local Indicators on the Dashboard, reflecting the Charter School's commitment to continuous improvement and accountability. These indicators, which include areas such as parent engagement, school climate, and implementation of state academic standards, demonstrate that LAS has established strong systems and practices in alignment with state expectations. By consistently meeting these measures, LAS shows its dedication not only to student achievement, but also to fostering a supportive school culture, engaging families as partners, and ensuring that high-quality instruction is delivered across **classrooms.**Climate & Engagement: 2025

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

Climate & Engagement: 2026

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

*Evidence 7 Summary: Local Indicators, Climate, and Community Engagement*

1. Description of the Evidence

This evidence includes Dashboard Local Indicators and community survey data. LAS has consistently met all required Local Indicators and reports over 90% satisfaction and participation rates among students, families, and staff. Parent recommendation rates reached 98%, while staff recommendation rates reached 97% to 100%.

### 2. Why This Evidence Matters

Charter renewal is not based solely on test scores. State accountability systems recognize the importance of parent engagement, school climate, governance, implementation of state standards, and stakeholder satisfaction as indicators of school quality and sustainability.

### 3. Charter Renewal Argument

LAS demonstrates overwhelming stakeholder support and a positive school culture. High participation rates strengthen the credibility of survey results, while extremely high satisfaction rates indicate strong confidence from families, students, and staff. Combined with successful Local Indicator performance, these results demonstrate that LAS provides a safe, engaging, and effective learning environment that warrants continued operation.

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

Collectively, these seven evidence areas demonstrate that LAS is a **successful and improving charter school** that delivers strong academic growth, produces positive outcomes for historically underserved students, maintains sound governance and fiscal health, and enjoys overwhelming support from students, families, and staff. These findings support the school's eligibility for charter renewal despite its Middle Performance classification under the state renewal framework.

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

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

postsecondary choices from the widest array of options."

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

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

# ELEMENT 1: THE EDUCATIONAL PROGRAM

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

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

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

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

## Population to be Served by the School

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

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

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

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

## Number of Students and Grades Served

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

## Enrollment Demographics Over Time

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

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

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

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

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

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

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

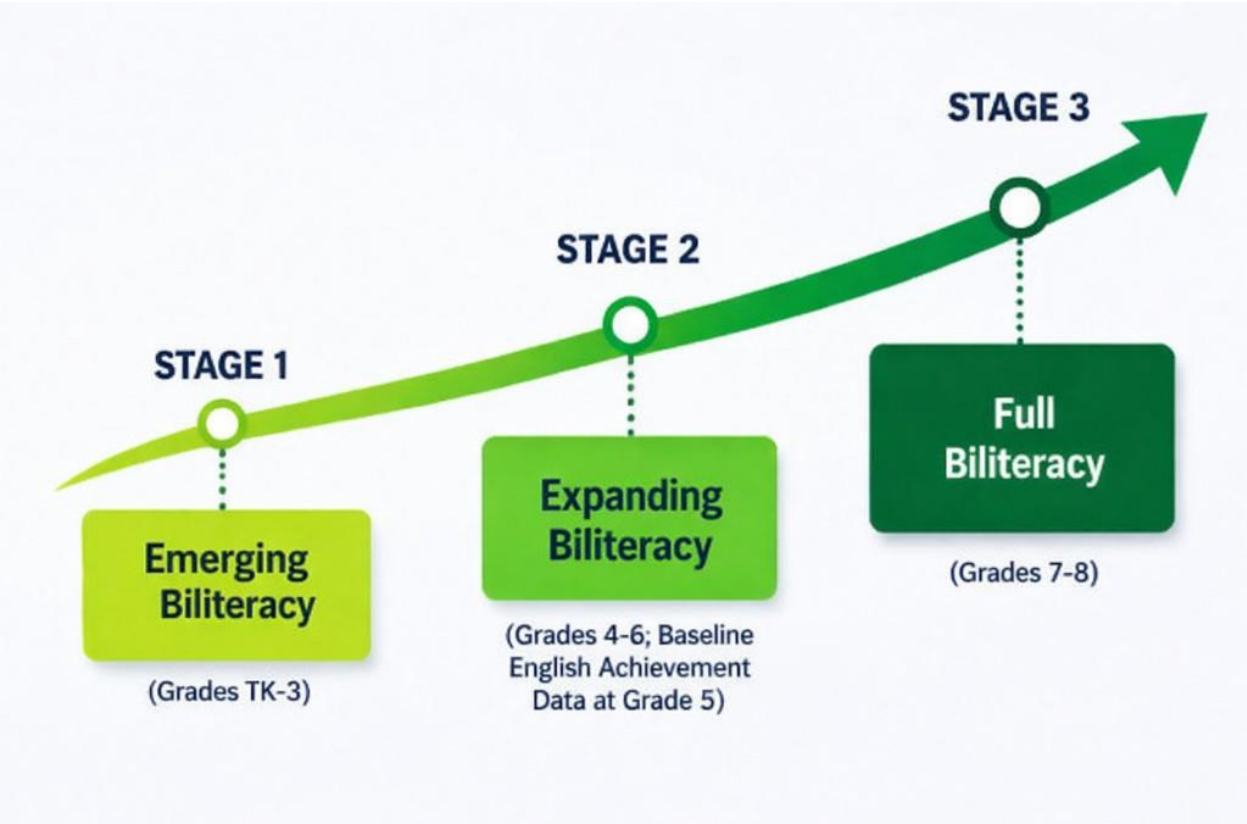
For several years, LAS has defined the picture of the LAS Graduate in relation to a college and career readiness template. Upon finishing grade 8, the LAS Graduate will possess the cornerstone skills of a 21st century-educated person who is able to negotiate with the world with an internalized, cross-cultural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

## Program Description

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

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

## LAS Biliteracy Grade Span Progression



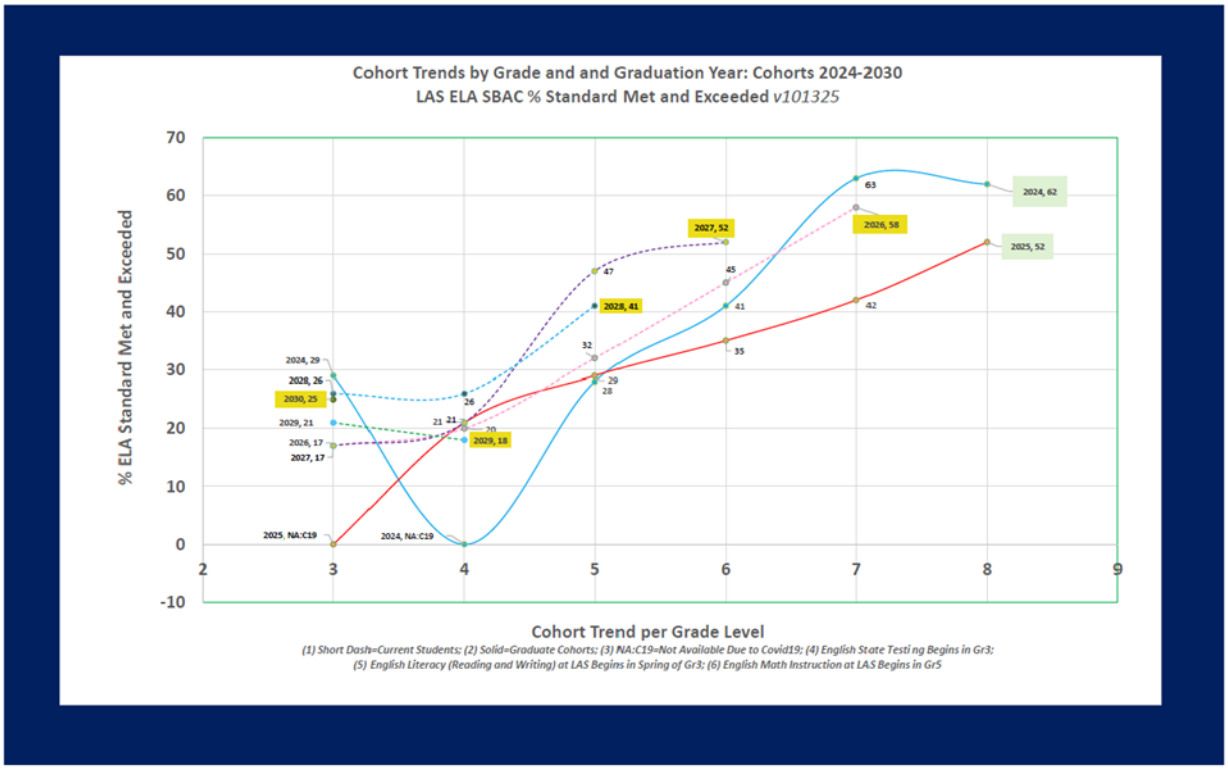
Overall, by the end of Grade 8, LAS achievement scores have been comparable or higher than the District and nearby public schools serving similar grades.

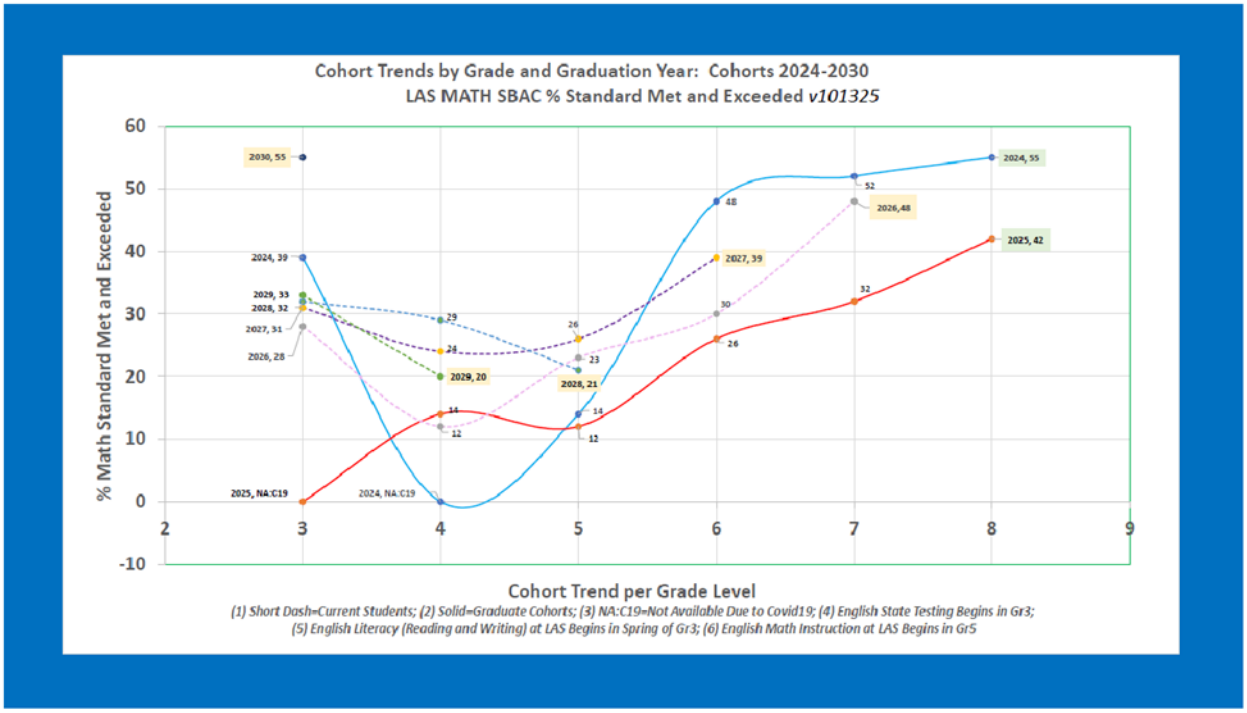
LAS academic plans are detailed in the Local Control and Accountability Plan (LCAP). LAS has clearly delineated internal and external accountability goals for all its subgroups. Plans address student academic achievement in Spanish and English, as developmentally appropriate within the context of a two-way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

## Achievement in English

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

# LAS Cohort Trends



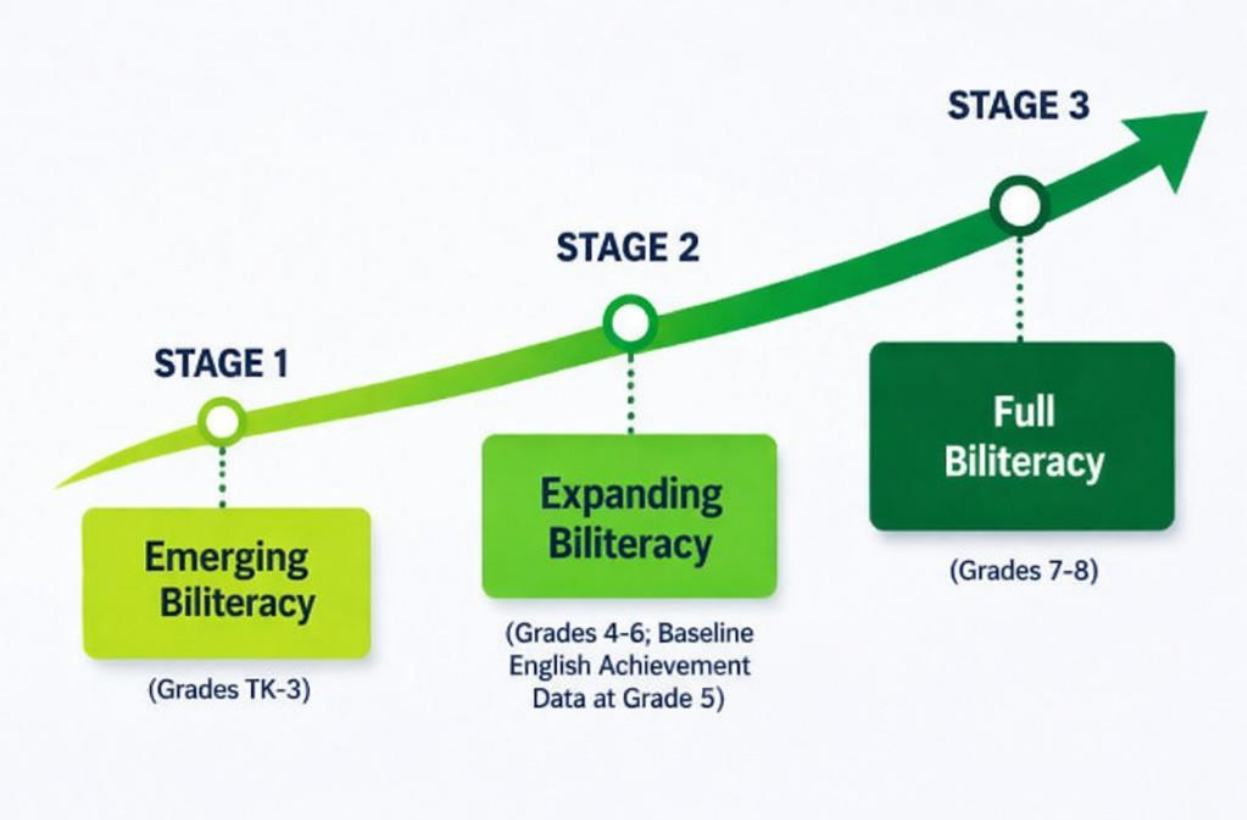
## Unique Educational Program Context in Understanding Achievement

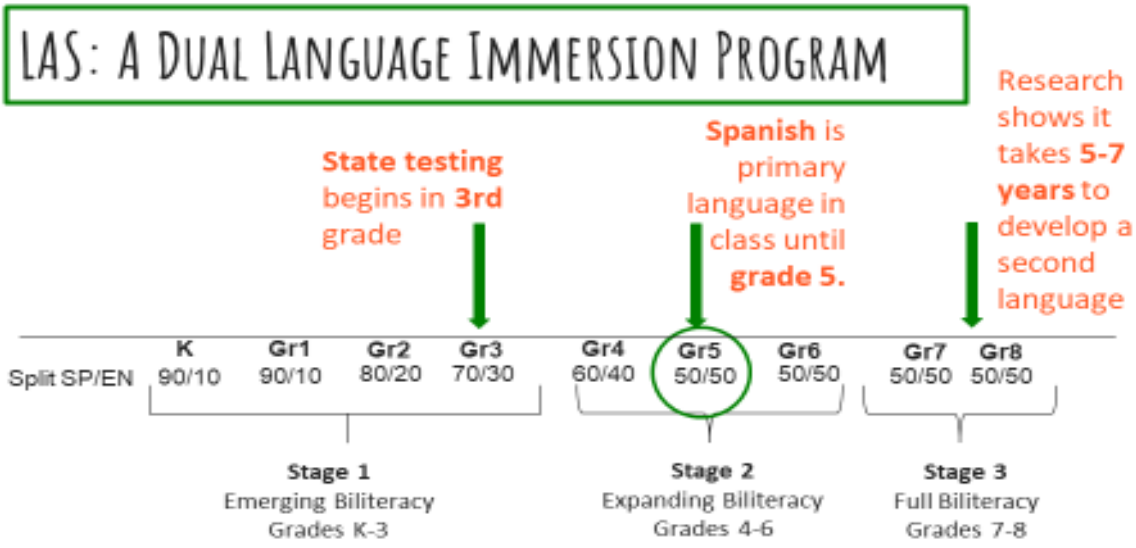
Research in dual language education and second language acquisition consistently finds that the development of cognitive academic language proficiency (CALP) typically requires approximately five to seven years, as learners build the complex linguistic, cognitive, and academic skills necessary for full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

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

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

## LAS Biliteracy Grade Span Progression



## FY25 SBAC Scores: Aggregate (Gr3-Gr8 Combined)

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

| | ELA | MATH |
|---|---|---|
| **LAS** | **41** | **38** |
| **SCUSD** | 41 | 31 |
| **State** | 49 | 37 |

*Aggregate scores do NOT tell our story…*

## FY25 SBAC by Grade Levels: English Language Arts

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

*This is where we outperform!*

## FY25 SBAC by Grade Levels: Mathematics

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

*This is where we outperform!*

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

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

## LAS Key Charter Goals

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

| | | |
|---|---|---|
| Goal 1 (Metric 4.0: AP 4.1, AP 4.2 and AP 4.3) NWEA MAP Growth- By End of Stage 3 Gr8, the Gr8 cohort will show a MAP Growth CGI Equivalent of meeting one year growth (CGI: Zero or higher)<br><br>Goal 1 (Metric 6.0: AP 6.1) MAP Fluency Spanish Reading; By the end of Gr5, 90% of students will be proficient in Spanish reading fluency. | | |
| **LAS Goal 1: ACADEMIC PERFORMANCE (AP)** | | |
| **Description: High Achievement in Mathematics** | | |
| External Accountability:<br><br>Goal 1 (Metric 2.0: AP 2.1 and AP 2.2) SBAC % of students who meet Math standards-By End of Stage 3 Gr8, the cohort will show an upward trajectory from Gr5 SBAC Math baseline | M1 | SP 1, 2, 4, 7 and 8<br><br>AP |
| Goal 1 (Metric 2.0: AP 2.3) End of Stage 3 (7-8) SBAC Math- Maintain performance data to be comparable/ competitive trajectory with the state, district, and neighboring schools | | |
| Internal Accountability:<br><br>Goal 1 (Metric AP 5.0: AP 5.1, AP 5.2 and AP 5.3) LAS Benchmark NWEA MAP Math- By End of Stage 3 Gr8, the Gr8 cohort will show a MAP Growth CGI Equivalent of meeting one year growth (CGI: Zero or higher) | | |
| **LAS Goal 2: ACADEMIC ENGAGEMENT (AE)** | | |
| **Description: Low Chronic Absenteeism** | | |
| Goal 2 (Metric 7.0: AE 7.1 and AE 7.2) Attendance rate of 95% or above | M2 | SP5<br><br>AE |
| Goal 2 (Metric 8.0: AE 8.1 and AE 8.2) Chronic Absenteeism rate of 3% or less or decreasing trajectory each year; Subgroups- Within 2% margin from the school rate | M2 | SP5<br><br>AE |

| | | |
|---|---|---|
| **LAS Goal 3: CONDITIONS AND CLIMATE (CC)** | | |
| **Description: Low Suspension Rate** | | |
| Goal 3 (Metric 9.0: CC 9.1 and CC 9.2) Suspension rate lower than 2% Subgroups- Within 2% margin from the school rate | M2 | SP6<br>CC |
| **LAS Goal 1: ACADEMIC PERFORMANCE (AP)** | | |
| **Description: Upward trajectory of EL Progress** | | |
| External Accountability:<br>Goal 1 (Metric 5.0: AP 5.1) Cohort reclassification rate of 65% or higher by the End of Stage 3 (Gr8). | M1 | SP2<br>AP |
| Internal Accountability:<br>Goal 1 (Metric 5.0: AP 5.2) LAS Reading Benchmark NWEA MAP- By End of Stage 3 Gr8, the Gr8 cohort will show a MAP Growth CGI Equivalent of meeting one year growth (CGI: Zero or higher) | | |
| **LAS Goal 3: CONDITIONS AND CLIMATE (CC)** | | |
| **Description: High Satisfaction Data from Climate Survey** | | |
| Goal 3 (Metric 10.0: CC 10.2) Student Annual Survey Data:<br>90% or higher of students will agree with the statement, ***"I like my school."*** | M3 | SP 1, 3, and 6<br>CC |
| Goal 3 (Metric 10.0: CC 10.2) Family Annual Survey Data:<br>90% or higher of families will agree with the statement, ***"I would recommend the school to others."*** | | |
| Goal 3 (Metric 10.0: CC 10.2) Staff Annual Survey Data:<br>90% or higher of staff will agree with the statement, ***"I would recommend the school to others."*** | | |

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

LAS aspires to create learning experiences with laser focus and depth, a goal aligned with the Common Core State Standards. Research on standards-based instruction and curriculum design suggests that the breadth of required academic standards often exceeds the available instructional time, with estimates indicating that effectively teaching all standards with depth would require substantially more time than a single school year allows—sometimes nearly double the available instructional days (Marzano, 2010; Au, 2011; Berliner, 2011; Polikoff et al., 2011; Schmidt & Prawat, 2006). Given the impracticality of this scenario, it is crucial for LAS to identify the skills and content critical for students to acquire annually and then provide in-depth instruction that is designed in order for students to acquire enduring conceptual understanding.

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

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

## Two-Way Spanish-English Bilingual Program Structure at LAS

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

In alignment with the LAS Learning Principles, the school utilizes state-adopted curricula for core subject matter, and English Language Development (ELD) is provided for English learners who have not yet been reclassified as Fully English Proficient. In addition to mastering essential

state content standards, teachers foster a passion for social justice and encourage students to develop cross-cultural competencies.

Complexity is embedded in the design of the LAS two-way Spanish-English bilingual educational program. The infrastructure of the program supports frequent programmatic analysis, instructional planning and articulation. At the classroom level, teachers meet weekly to plan instruction and review assessment data. Teachers also meet in primary, intermediate, and middle school cohorts to vertically and horizontally articulate curricula and assessments across grade levels. Grounded in the lesson study model, teachers engage in structured, collaborative inquiry cycles that involve jointly planning, observing, and refining instruction, providing opportunities for cross-grade collaboration and shared professional learning during common planning time (Stepanek et al., 2007; Follmer et al., 2024; Lewis et al., 2006).

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

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

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

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

| Grade Level | Percentage of Instruction in Spanish | Percentage of Instruction in English |
|---|---|---|
| Transitional Kinder | 95% | 5% |
| Kindergarten – First | 90% | 10% |
| Second | 80% | 20% |

| | | |
|---|---|---|
| Third | 70% | 30% |
| Fourth | 60% | 40% |
| Fifth | 50% | 50% |
| Middle School | 30-40% | 60-70% |

*Middle school language of instruction varies per subject

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

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

## Curriculum Description

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

Development Standards, with core curricula and document their work in a yearly backwards plan.

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

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

## Curriculum List – State Adopted and Supplemental Materials

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

| **English Language Arts** | |
|---|---|
| *Grade Level* | *State Adopted Curriculum* |
| 3 – 5 | Heinemann Teacher's College Reading and Writing Project's (TCRWP) Units of Study Curriculum |

| | |
|---|---|
| 6 – 8 | Heinemann Teacher's College Reading and Writing Project's (TCRWP) Units of Study Curriculum, CSU Expository Reading and Writing Curriculum (ERWC) |
| Supplementary Materials | Newsela, RAZ Kids http://www.readinga-z.com, CommonLit |

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

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

| | |
|---|---|
| Supplementary Materials | |

| **Science** | |
|---|---|
| *Grade Level* | *State Adopted Curriculum* |
| TK | Integrated Thematic Learning of Social Studies and Spanish/English Language Arts Read Alouds: Various Titles |
| K-5 | Amplify Science |
| 6 – 8 | Accelerate Learning: CA Integrated Model. STEM Scopes |
| Supplementary Materials | |

## Curriculum for Socio-Emotional Learning

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

## Second Step

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

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

| Skills for Learning | Empathy | Managing Emotions | Problem Solving |
|---|---|---|---|
| Learning to listen | Identifying feelings | Managing frustration | Solving problems |
| Focusing attention | Feeling confident | Calming down strong feelings | Inviting to play |
| Following directions | Respecting different preferences | Handling waiting | Fair ways to play |
| Staying on task | Showing compassion | Managing anger | Handling name-calling |
| Being assertive | Predicting feelings | Managing worry | Taking responsibility |
| Using self-talk | Making friends | Managing hurt feelings | Responding to playground exclusion |
| | | | Dealing with negative peer pressure |

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

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

## Restorative Justice Practices and Classroom Circles

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

## Cyber Civics

Fully aware of the tremendous impact of digital technology exposure and its effect on the mental health of young adolescents today, LAS implements a Cyber Civics program starting in fifth grade and throughout the middle school years. Cyber Civics began in a Waldorf classroom and was originally designed to address the question, *"How to teach kids to use digital technologies ethically, thoughtfully, and wisely."* LAS teachers access easy-to-teach lessons via online portal on topics of 1) Digital Citizenship, 2) Information Literacy, and 3) Media Literacy for Positive Participation. Students learn how to responsibly navigate the perils, prospects, and possibilities, of the 21st century digital world.

# Instructional Approaches - How Learning Best Occurs

## LAS Learning Principles

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

## ACTFL: Language Instruction: Past and Present

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

| In the Past | Today |
|---|---|
| Students learned about the language (grammar) | Students learn to use the language |

| | |
|---|---|
| Teacher-centered class | Learner-centered with teacher as facilitator/collaborator |
| Focused on isolated skills (listening, speaking, reading, and writing) | Focus on the three modes: interpersonal, interpretive, and presentational |
| Coverage of a textbook | Backward design focusing on the end goal |
| Using the textbook as the curriculum | Use of thematic units and authentic resources |
| Emphasis on teacher as presenter/lecturer | Emphasis on learner as “doer” and “creator” |
| Isolated cultural “factoids” | Emphasis on the relationship among the perspectives, practices, and products of the culture |
| Use of technology as a “cool tool” | Integrating technology into instruction to enhance learning |
| Only teaching language | Using language as the vehicle to teach academic content |
| Same instruction for all students | Differentiating instruction to meet individual needs |
| Synthetic situations from textbook | Personalized real world tasks |
| Confining language learning to the classroom | Seeking opportunities for learners to use language beyond the classroom |

| | |
|---|---|
| Testing to find out what students don't know | Assessing to find out what students can do |
| Only the teacher knows criteria for grading | Students know and understand criteria on how they will be assessed by reviewing the task rubric |
| Students "turn in" work only for the teacher | Learners create to "share and publish" to audiences more than just the teacher |

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

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

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

## Five Key Modes of Communicative Competence

*Communication:*

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

*Cultures:*

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

*Connections:*

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

*Comparisons:*

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

*Communities:*

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

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

LAS students engage in a rigorous curriculum derived from essential California Common Core State Standards (CCSS). Students at the Language Academy receive systematic, explicit, direct instruction driven by the CCSS. Teachers have received training in the area of CCSS

implementation and best practices to help students achieve in these areas. Curriculum implementation and teaching strategies are designed to provide universal access for all students, and student engagement is monitored in order to ensure active participation in classroom lessons and activities. The instructional sequence commonly referred to as "I Do, We Do, You Do" is grounded in the Gradual Release of Responsibility (GRR) model, which structures learning through a progression of teacher modeling, guided practice, collaborative work, and independent application to support student mastery of skills and concepts (Pearson & Gallagher, 1983; Duke & Pearson, 2002; Fisher & Frey, 2014; Hattie, 2009).

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

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

## Literacy Instruction in English

The LAS educational program aligns curriculum, instruction, and assessment with the California Common Core State Standards (CA CCSS), the California English Language Development (ELD) Standards, and the California ELA/ELD Framework to support English learners in developing academic language, biliteracy, critical thinking, and college and career readiness. English learners receive instruction in comprehension, vocabulary development, and the grammatical structures of the English language. In all grades, students are placed in appropriate designated groupings for an English Language Development (ELD) period in order to ensure targeted instruction at the individual level. This serves to lower the affective filter while developing the necessary English skills to achieve academic success. Through both designated and integrated ELD, all students expand their knowledge and understanding of both formal and informal language registers as well as forms and functions of the English language. Students study expository and narrative texts and receive academic vocabulary instruction. Transitional

strategies that link Spanish and English literacy are taught explicitly. Instruction is designed to meet the linguistic and academic needs of both native English speakers and native Spanish speakers. Over the past four years, LAS staff members have engaged in ongoing professional learning through the school's ELD Task Force focused on implementing the principles of the California English Learner Roadmap. This work has emphasized integrated and designated ELD, asset-based and culturally sustaining practices, and coherent instructional approaches designed to support multilingual learners' academic achievement, language development, and biliteracy (California Department of Education, 2017).

## Literacy Instruction in Spanish

The foundation for instruction in Spanish Language Arts is the California Common Core State Standards in Spanish Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. This document incorporates Spanish grammar and phonics. In the LAS two-way Spanish immersion program, all students are taught to comprehend, read, and write in Spanish before receiving formal literacy instruction in English. The San Diego County Office of Education, in collaboration with the California Department of Education and the Council of Chief State School Officers, contributed to the development of the Common Core en Español project, which provides a linguistically adapted version of the California Common Core State Standards to support biliteracy instruction and cross-grade articulation in dual language programs. This framework supports students in developing academic Spanish proficiency, including control of formal and informal registers and discipline-specific language across content areas (California Department of Education, 2010; CCSSO & CDE, 2014; SDCOE, 2025).

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

## Literacy Instruction

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

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

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

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

## Identifying and Responding to Needs of All Pupils

### Support for Students Who Are English Language Learners

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

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

In addition to quality instruction within a two-way Spanish-English bilingual program context, the Language Academy implements a variety of strategies designed to meet the needs of

English Learners. LAS will continue to meet all applicable legal requirements for English Learners ("EL"), including long-term English Learners ("LTEL") or ELs at risk of becoming long-term English Learners ("AR -LTEL") as it pertains to annual notification to parents, student identification, placement, ELD and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness and state testing requirements.

### *Identifying English Learners*

#### Home Language Survey

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

Home Language Survey questions:

1. What language did your child first learn to speak?
2. What language does YOUR CHILD use the most at home?
3. What language do you use most frequently to speak to your child?
4. What is the language most often spoken by adults in the home?

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

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

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

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

#### State Assessment

Initial ELPAC: Students with a "TBD" determination after HLS review are assessed on their English language proficiency level with the Initial English Language Proficiency Assessment for

California (ELPAC). The initial ELPAC is used for students who have not yet taken the ELPAC and who have not yet been classified as an English Learner.

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

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

2. An Initially Fluent English Proficient (IFEP)

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

Summative ELPAC: All students with "EL" designation take the summative ELPAC every spring between February and May until they are reclassified as English proficient. The Summative ELPAC is used to assess EL students' progress towards mastery of the English language, as well as to fulfill the Every Student Succeeds Act (ESSA) federal requirement.

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

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

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

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

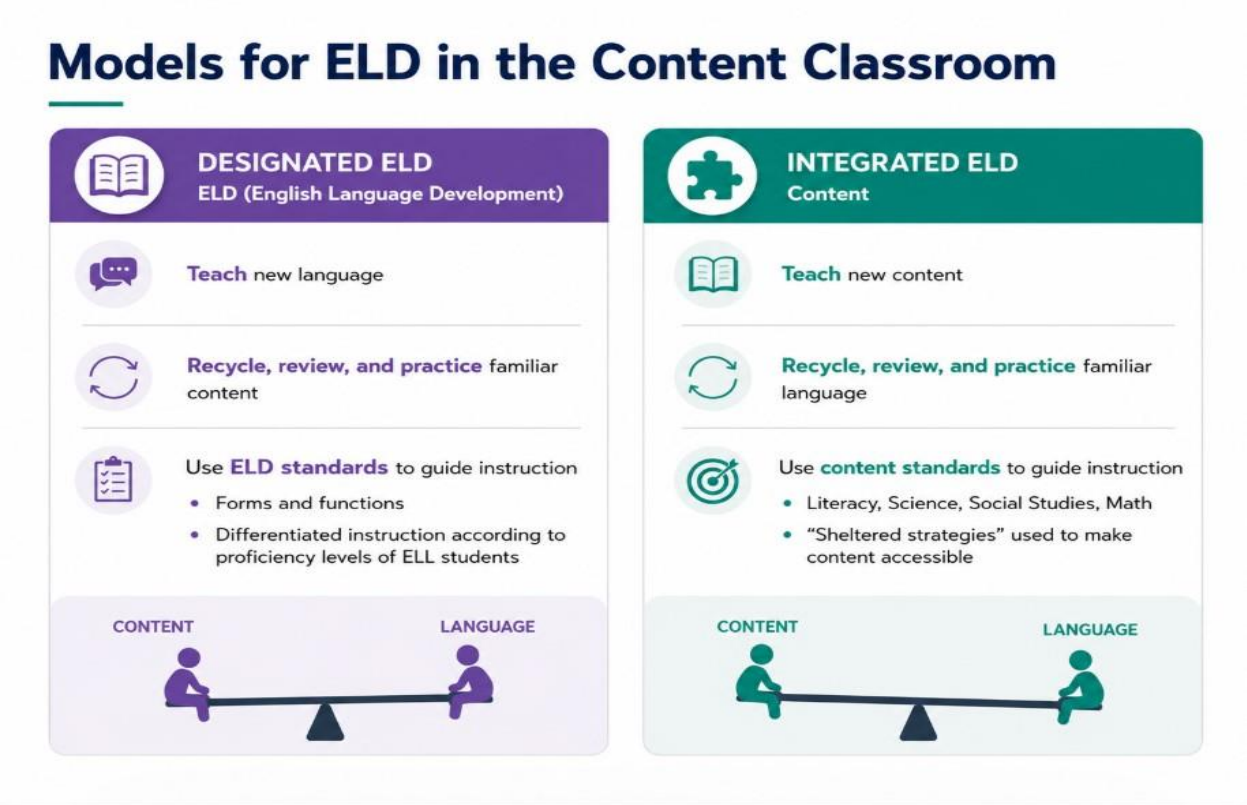
Bridging: Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The "bridge" alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD

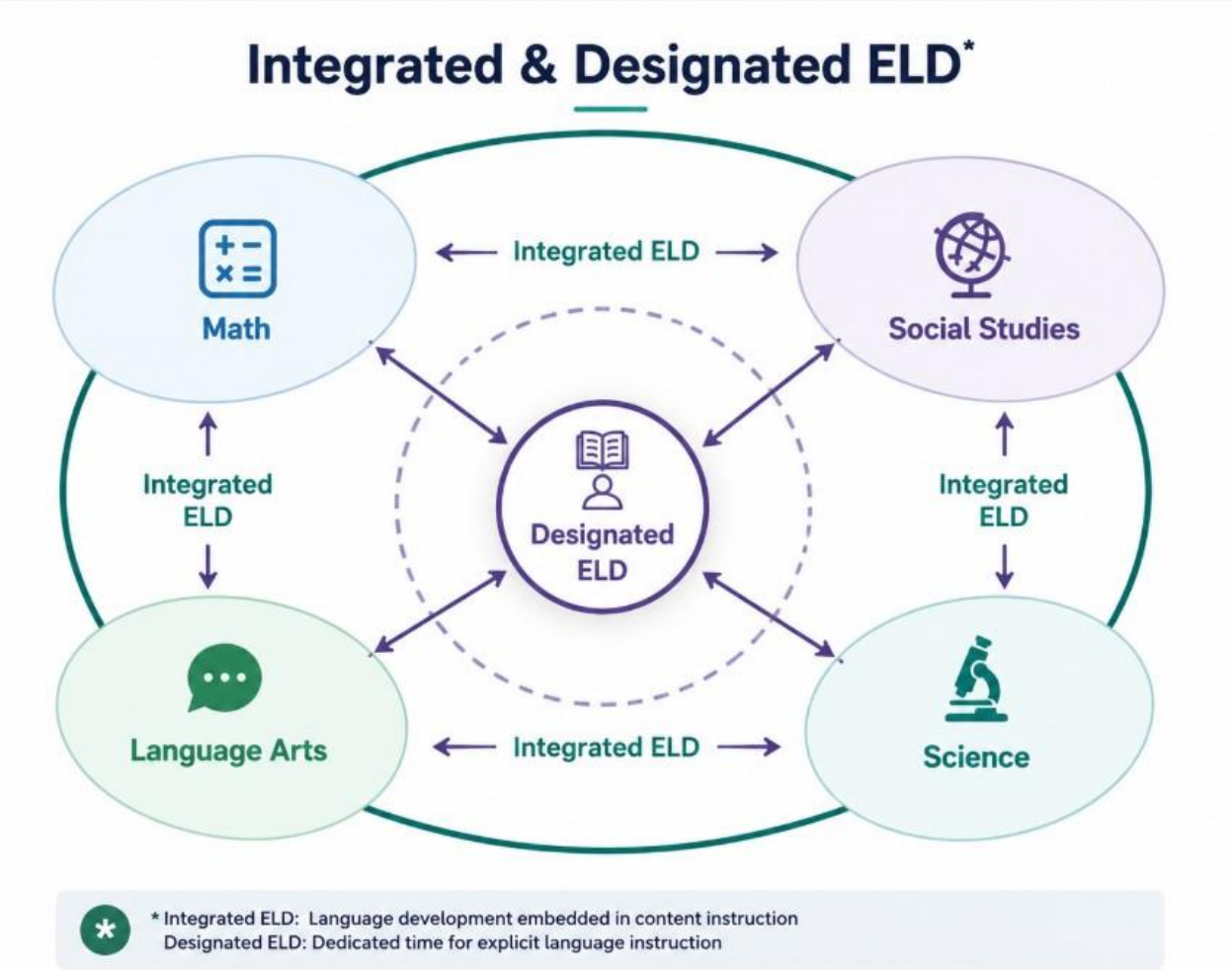
instruction. However, ELs at all levels of English language proficiency fully participate in grade-level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

*ELD Instruction Design*

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

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






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

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

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

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

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

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

### *Monitoring and Evaluating Program Effectiveness*

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

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

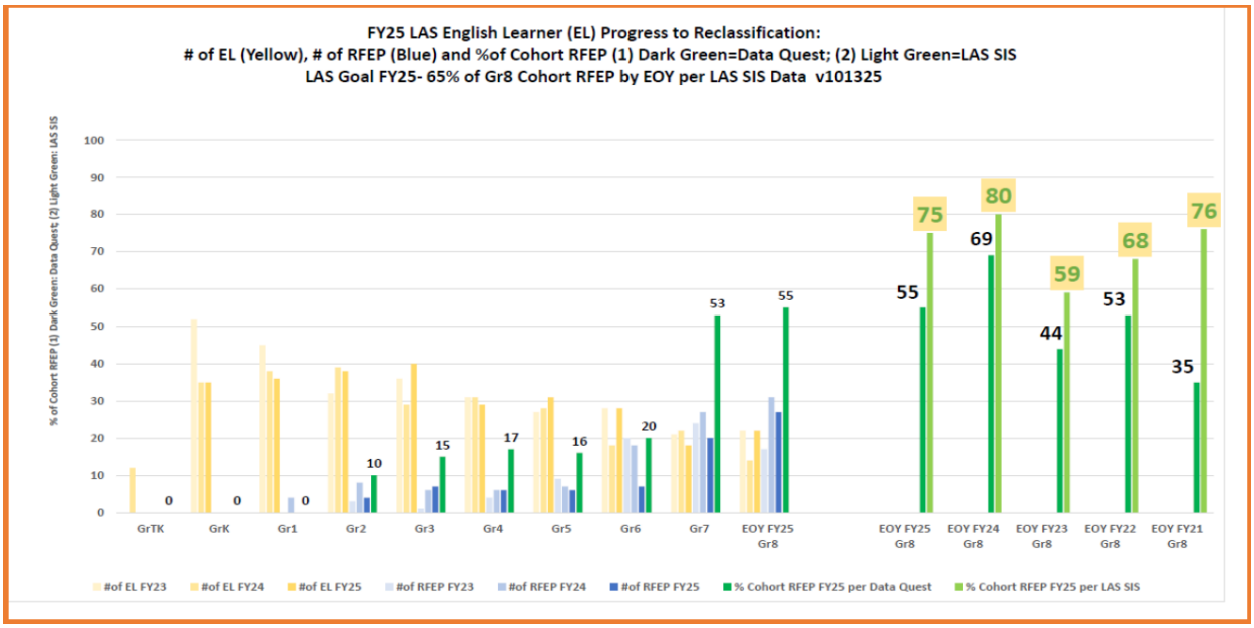
Reardon, 2014; Callahan, 2013; Saunders & O'Brien, 2006). At LAS, internal longitudinal data show that approximately 71% of students are reclassified as RFEP by the end of Grade 8 over the past three years.

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

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

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

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




*LAS Redesignation Process and Reclassification Criteria*

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

Reclassification Criteria

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

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

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

<u>Criterion 1 Assessment of English Language Proficiency (ELPAC)</u>

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

Criterion 2 Comparison of Performance of Basic Skills

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

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

Criterion 3 Teacher Evaluation

Grade K-8 teachers review student academic performance utilizing:

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

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

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

Criterion 4 Parent Opinion and Consultation

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

Reclassification

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

### *English Learners with Individualized Education Plans*

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

### *EL Students with Disabilities*

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

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

A. Gathering basic student information

B. Reclassification Criteria (1-4):

<u>Criterion 1: Assessment of English Language Proficiency</u>

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

<u>Criterion 2: Basic Skills Relative to English Proficient Students (4 possible options):</u>

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

<u>Criterion 3: Teacher Evaluation (2 possible options):</u>

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

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

4-8:

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

All Grade Levels:

- Goals met
- Goals not met

Criterion 4: Parent Consultation

C. Reclassification Team Decision

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

## Support for Students Achieving Above Grade Level

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

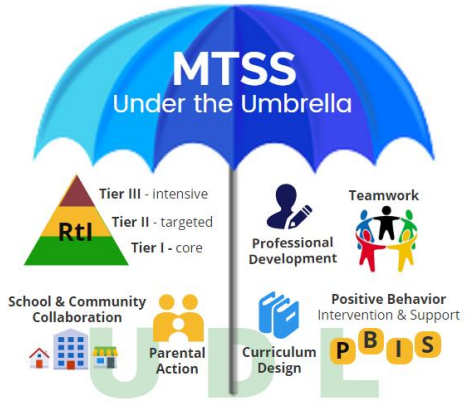
Overall, through their academic enrichment experiences, LAS students are provided with opportunities to showcase their bilingual, biliterate and academic skills in the school and the community.

## Support for Students Achieving Below Grade Level

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

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

*MTSS (Multi-Tiered System of Support)*




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

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

An MTSS Coordinator facilitates the process throughout the school year by providing

teacher support, assessment protocols, and documentation tools. Teachers follow the tiered levels of intervention and proceed through a series of processes and documentation. The tiers are described as follows:

- MTSS Tier 1 includes all students in the general education classroom. Teachers complete a series of assessments following a mandated timeline. Assessment results are entered into Grade Level Literacy spreadsheets, a color-coded spreadsheet used to collect individual student assessment data. These spreadsheets are analyzed and updated on a continuous basis throughout the school year as assessments are completed. Teachers complete MTSS Grouping Worksheets as grade level cohorts to identify students with academic, behavioral, or attendance concerns. At the Tier 1 level, teachers conduct meetings with parents to discuss concerns and strategize early intervention accommodations and supports. After a period of 6-8 weeks, the student will either remain in MTSS Tier 1, with their progress continuing to be monitored with regularly scheduled follow-up meetings, or it may be determined to refer the student to MTSS Tier 2.

- MTSS Tier 2 level interventions include more intense support in one or more areas or through intervention programs. Teachers document student progress and continue to communicate with parents. If the desired results are not seen, a student may be referred to the Intervention Progress Team (IPT) composed of general education teachers, education specialists, literacy, school psychologist, school counselor, special education coordinator and other specialists as needed. The IPT team analyzes grade level cohort MTSS Grouping Worksheets to recommend additional next steps, such as additional interventions/strategies for support or SST referrals.

- MTSS Tier 3 level interventions include reading intervention. A good example of this is LAS's Reading Intervention Program options. Over the past several years, for Spanish, Heggerty Phonemic Awareness, Estrellita, and Benchmark Decodables have been utilized. For English, LAS has adopted Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words ("SIPPS") and Read Naturally as our primary reading intervention programs. Based on areas of need identified by curriculum-based assessments and diagnostics, students are placed in a reading intervention program. Each of the reading programs address various literacy skills, such as, reading fluency, comprehension, phonemic awareness, vocabulary, and phonics. MTSS Tier 3 is the point at which a student receives the most intense, robust, long-term academic and/or behavior support for exceptionalities specified in their IEP or 504 Accommodation Plan.

*Interventions*

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

instructional cycles throughout the academic year to ensure that student needs are continuously identified, monitored, and addressed through systematic progress monitoring and instructional adjustment (Stecker, Fuchs, & Fuchs, 2008). Interventions are offered at all MTSS tiers depending on the focus of each intervention cycle.

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

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

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

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

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

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

*Student Success Team*

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

*Three-Tiered Intervention Approach*

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

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

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

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

## Section 504 of the Rehabilitation Act

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

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

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

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

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

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

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

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

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

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

*Support for Students with Disabilities*

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

## Special Education Program Description

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

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

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

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

*Child Find*

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

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

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

*Special Education Services*

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

*Staffing*

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

LAS is currently served by:

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

*Identification and Referral*

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

Referrals may be made by any LAS certificated employee or parents/guardians. Referrals will (1) state the reasons for the referral and include any test results, records or reports upon which

the referral is based; (2) describe any attempts to remediate the student's performance prior to the referral, including any supplementary aids or support services provided for this purpose; and (3) describe the extent of parental contact or involvement prior to the referral. A copy of such referral along with the procedural safeguards notice will be given to the student's parents.

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

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

*Assessments*

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

*IEP Meetings*

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

*IEP Development*

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

*IEP Implementation*

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

*Interim and Initial Placements of New Charter School Students*

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

*Non-Public Placement/Non-Public Agencies*

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

*Non-Discrimination*

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

*Parent/Guardian Concerns and Complaints*

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

*Due Process Hearing*

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

*SELPA Representation*

The Charter School shall represent itself at SELPA meetings.

*Funding*

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

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

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

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

39. Consistent access to district provided Augmentative/Alternative (AAC) System throughout all parts of the school day and at home, in order to access curriculum and social opportunities

40. Access to a scribe to support written responses during assignments, classwork, and assessments when needed

41. The student will have access to Google Translate to support understanding of academic content and communication across languages.

42. Translations in English and Spanish to support comprehension of instruction, assignments, and academic vocabulary

43. Sentence starters and sentence frames to support organization of ideas and written expression

44. Calculation devices, such as a calculator, to support mathematical computation and problem-solving

45. Access to teacher notes during quizzes and assessments to support recall of information, organization, and understanding of key concepts

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

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

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

*SELPA Membership*

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

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

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

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

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

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

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

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

## School Days and Instructional Minutes

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

## Learning Time

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

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

## Technology and Materials for Students

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

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

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

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

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

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

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

## LAS Annual Goals

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

## LAS LCAP

### Alignment to California Dashboard & State Priorities

| LAS Goal | California Dashboard Area | State Priorities Alignment | |
|---|---|---|---|
| **Goal 1** | **Academic Performance (AP)** | **1, 2, 4, 7, 8** | ✓ |
| **Goal 2** | **Academic Engagement (AE)** | **5** | ✓ |
| **Goal 3** | **Conditions & Climate (CC)** | **1, 3, 6** | ✓ |

## Goal 1: Academic Performance

| Priority Area | Measure | FY25 Result | Target | Data Source | Status |
|---|---|---|---|---|---|
| ELA Achievement | Grade 8 SBAC (All) | 52% Met/Exceeded | Upward Trajectory | DataQuest | Met Goal |
| ELA Achievement | Grade 8 SBAC vs District/State | 52% / 48% / 38% | Meet or Exceed | DataQuest | Met Goal |
| Math Achievement | Grade 8 SBAC (All) | 42% Met/Exceeded | Upward Trajectory | DataQuest | Met Goal |
| Math Achievement | Grade 8 SBAC vs District/State | 38% / 37% / 31% | Meet or Exceed | DataQuest | Met Goal |
| ELL Achievement | Reclassification Rate: 75% | ≥65% | DataQuest, Infinite Campus | Met Goal | |
| ELA Growth | MAP CGI: 3.64 | CGI ≥ 0 | MAP Growth | Met Goal | |
| Math Growth | MAP CGI: 2.91 | CGI ≥ 0 | MAP Growth | Met Goal | |
| Spanish Literacy | >90% Proficient | ≥90% | Internal Assessment Data | Met Goal | |

*Academic Performance Subgroup Snapshot*

| Subgroup | ELA SBAC | Math SBAC | ELA MAP CGI | Math MAP CGI |
|---|---|---|---|---|
| Latinx | 49% | 41% | 0.68 | 2.78 |

| Subgroup | ELA SBAC | Math SBAC | ELA MAP CGI | Math MAP CGI |
|---|---|---|---|---|
| EL | 7% | 0% | -1.07 | 3.83 |
| RFEP | 68% | 53% | 1.80 | 2.17 |
| SPED | 8% | 17% | -2.07 | 3.12 |
| LI | 50% | 35% | 0.40 | 2.69 |

Sources: DataQuest (SBAC), MAP Growth Reports.[1]

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## Goal 2: Academic Engagement

| Measure | FY25 Result | Target | Data Source | Status |
|---|---|---|---|---|
| Attendance | 95% | ≥95% | Infinite Campus, DataQuest | Met Goal |
| Chronic Absenteeism | 11% | <3% | Infinite Campus, DataQuest | Not Met |

*Engagement Subgroup Snapshot*

| Subgroup | Attendance | Chronic Absenteeism |
|---|---|---|
| Latinx | 95% | 11.4% |
| EL | 94% | 15.1% |
| RFEP | 96% | N/A |
| LTEL | 94% | 19.1% |
| SPED | 94% | 19.5% |

| Subgroup | Attendance | Chronic Absenteeism |
|---|---|---|
| LI | 95% | 12.4% |

Source: Infinite Campus, DataQuest.

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## Goal 3: Conditions & Climate

| Measure | FY25 Result | Target | Data Source | Status |
|---|---|---|---|---|
| Suspension Rate | 1.1% | <2% | Infinite Campus, DataQuest | Met Goal |
| Family Survey Participation | 96% | ≥90% | SurveyMonkey | Met Goal |
| Student Satisfaction | 92% | ≥90% | SurveyMonkey | Met Goal |
| Family Satisfaction | 98% | ≥90% | SurveyMonkey | Met Goal |
| Staff Satisfaction | 97% | ≥90% | SurveyMonkey | Met Goal |
| Board Election Participation | Appointed Member | 85% Participation | Local Data | N/A |
| Teachers on Permit/Waiver | 0 | 0 | SARC | Met Goal |
| Curriculum Access | 100% | 100% | Local Indicator Report | Met Goal |
| Facility Rating | Good | Good | Local Indicator Report, SARC | Met Goal |

*Climate Subgroup Snapshot*

| Subgroup | Suspension Rate |
|---|---|
| Latinx | 1.0% |
| EL | 1.2% |
| RFEP | 2.8% |
| LTEL | 1.2% |
| SPED | 1.6% |
| LI | 1.5% |

Source: Infinite Campus, DataQuest.

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## Executive Summary

| Goal | Metrics Meeting Target | Metrics Below Target | Primary Data Sources |
|---|---|---|---|
| Academic Performance | 8 | 0 | DataQuest, MAP Growth, Infinite Campus |
| Academic Engagement | 1 | 1 | Infinite Campus, DataQuest |
| Conditions & Climate | 8 | 0 | SurveyMonkey, SARC, Local Indicator Reports, Infinite Campus |

## Highlights

- ELA performance exceeds district and state averages
- Math performance exceeds district and state averages

- ELL reclassification exceeds target (75%)
- Attendance meets goal (95%)
- Family participation and satisfaction exceed targets
- Zero teachers on permits or waivers
- Chronic absenteeism remains the primary area of concern

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### Data Source Key

| Source | Description |
|---|---|
| DataQuest | California Department of Education assessment and accountability data |
| Infinite Campus | Student information system |
| MAP Growth | NWEA growth assessment data |
| SurveyMonkey | Educational Partner Survey results |
| Local Data | School-collected governance and participation records |
| SARC | School Accountability Report Card |
| Local Indicator Report | California Dashboard Local Indicators |

# ELEMENT 2: MEASURABLE STUDENT OUTCOMES

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

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

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

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

*satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.*

*LAS will meet all State Standards and conduct the student assessments as required by Education Code Section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools, in accordance with Education Code Section 47605(d)(1). LAS will comply with applicable federal assessment and accountability requirements of the Every Student Succeeds Act.*

***Statement: Local Control and Accountability Plan***

*The current LCAP is on file with the District and is also available on our website (https://www.lasac.info/) and is attached as Appendix 3. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting.*

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

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

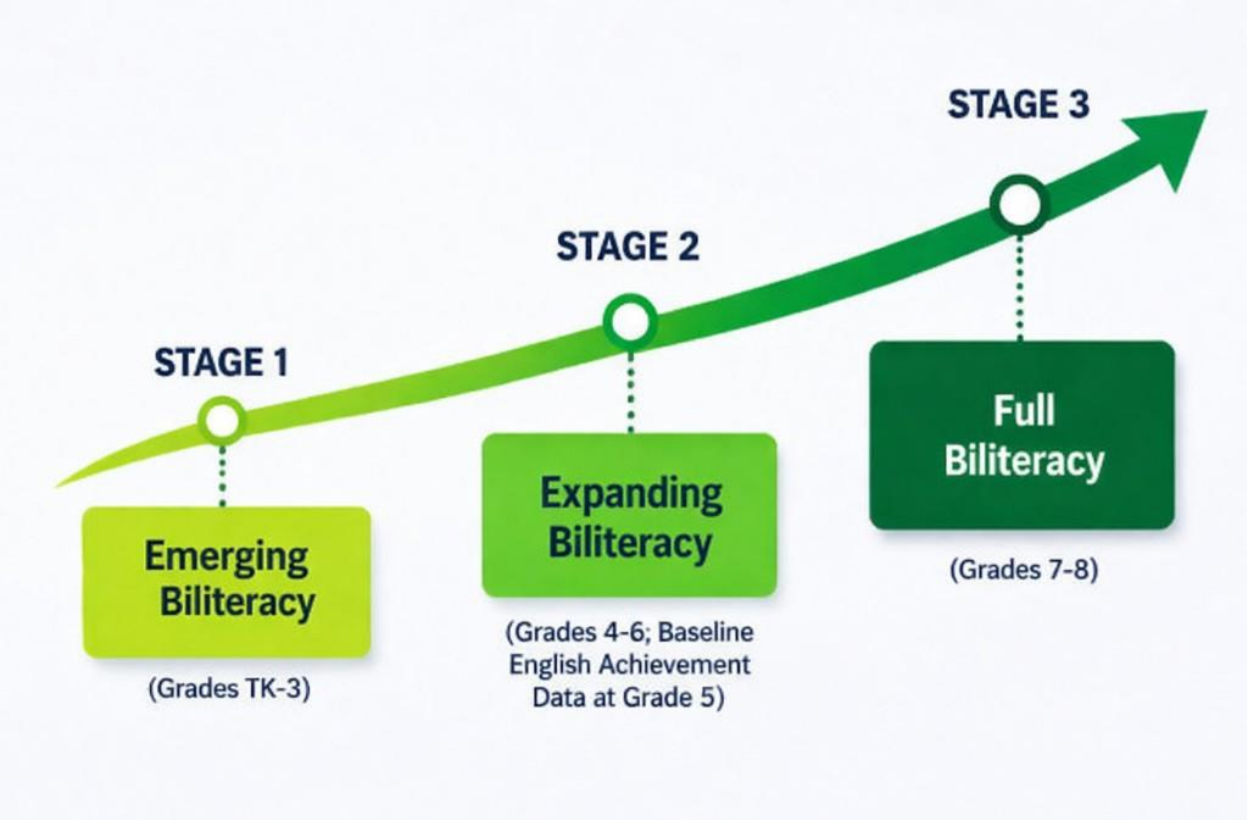
## Context of LAS Dual Language Education (DLE) Program and LCAP Goals

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

As students move into middle school, the gap decreases and, eventually, the achievement of two-way students surpasses that of students in English-only programs. Indeed, teachers in the two-way Spanish immersion program at LAS have found that, in the primary grades,

standardized tests in Spanish have greater validity in reflecting students' knowledge and skills than standardized tests in English. By the sixth, seventh, and eighth grades, however, students begin to outscore their counterparts in English-only programs on standardized tests in English. It is precisely for this reason that the LAS school design extends through the eighth grade. The figure below illustrates the expected biliteracy progression for LAS students and demonstrates an upward trajectory for Grades 7 & 8 students scoring at Standard Met or Standard Exceeded in state standardized assessments.

## LAS Biliteracy Grade Span Progression




## Schoolwide Performance Goals to be Achieved Over a Given Period of Time:

*Upward Trajectory Concept*

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

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

*Student Outcomes and Actions Aligned with the Eight State Priorities*

*LAS Key Charter Goals*

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

| | | |
|---|---|---|
| Goal 1 (Metric 6.0: AP 6.1) MAP Fluency Spanish Reading; By the end of Gr5, 90% of students will be proficient in Spanish reading fluency. | | |
| **LAS Goal 1: ACADEMIC PERFORMANCE (AP)** | | |
| **Description: High Achievement in Mathematics** | | |
| External Accountability:<br><br>Goal 1 (Metric 2.0: AP 2.1 and AP 2.2) SBAC % of students who meet Math standards-By End of Stage 3 Gr8, the cohort will show an upward trajectory from Gr5 SBAC Math baseline | M1 | SP 1, 2, 4, 7 and 8<br><br>AP |
| Goal 1 (Metric 2.0: AP 2.3) End of Stage 3 (7-8) SBAC Math- Maintain performance data to be comparable/ competitive trajectory with the state, district, and neighboring schools | | |
| Internal Accountability:<br><br>Goal 1 (Metric AP 5.0: AP 5.1, AP 5.2 and AP 5.3) LAS Benchmark NWEA MAP Math- By End of Stage 3 Gr8, the Gr8 cohort will show a MAP Growth CGI Equivalent of meeting one year growth (CGI: Zero or higher) | | |
| **LAS Goal 2: ACADEMIC ENGAGEMENT (AE)** | | |
| **Description: Low Chronic Absenteeism** | | |
| Goal 2 (Metric 7.0: AE 7.1 and AE 7.2) Attendance rate of 95% or above | M2 | SP5<br><br>AE |
| Goal 2 (Metric 8.0: AE 8.1 and AE 8.2) Chronic Absenteeism rate of 3% or less or decreasing trajectory each year; Subgroups- Within 2% margin from the school rate | M2 | SP5<br><br>AE |
| **LAS Goal 3: CONDITIONS AND CLIMATE (CC)** | | |
| **Description: Low Suspension Rate** | | |

| | | |
|---|---|---|
| Goal 3 (Metric 9.0: CC 9.1 and CC 9.2) Suspension rate lower than 2% Subgroups- Within 2% margin from the school rate | M2 | SP6<br>CC |
| **LAS Goal 1: ACADEMIC PERFORMANCE (AP)** | | |
| **Description: Upward trajectory of EL Progress** | | |
| External Accountability:<br>Goal 1 (Metric 5.0: AP 5.1) Cohort reclassification rate of 65% or higher by the End of Stage 3 (Gr8). | M1 | SP2<br>AP |
| Internal Accountability:<br>Goal 1 (Metric 5.0: AP 5.2) LAS Reading Benchmark NWEA MAP- By End of Stage 3 Gr8, the Gr8 cohort will show a MAP Growth CGI Equivalent of meeting one year growth (CGI: Zero or higher) | | |
| **LAS Goal 3: CONDITIONS AND CLIMATE (CC)** | | |
| **Description: High Satisfaction Data from Climate Survey** | | |
| Goal 3 (Metric 10.0: CC 10.2) Student Annual Survey Data:<br>90% or higher of students will agree with the statement, ***"I like my school."*** | M3 | SP 1, 3, and 6<br>CC |
| Goal 3 (Metric 10.0: CC 10.2) Family Annual Survey Data:<br>90% or higher of families will agree with the statement, ***"I would recommend the school to others."*** | | |
| Goal 3 (Metric 10.0: CC 10.2) Staff Annual Survey Data:<br>90% or higher of staff will agree with the statement, ***"I would recommend the school to others."*** | | |

# ELEMENT 3: METHODS OF MEASURING STUDENT PROGRESS

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

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

Within the annual LCAP, LAS aligns its assessments to the Eight State Priorities and demonstrates multiple measures for each subject area. LAS affirms that to the extent practicable, its methods for measuring pupil outcomes for the eight State Priorities shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(c)(5)(C).

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

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

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

## LAS Assessments for Standards and Skills that LAS Seeks to Measure

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

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

## All Required State and Federal Assessments

- **CAASPP and California Science Test ("CAST"):** LAS participates in the state-mandated CAASPP and CAST assessments as specified in Education Code Section 60605, and any other state-required assessments as applicable to charter schools. Additionally, those students with the most significant cognitive disabilities are assessed using the California Alternate Assessment ("CAA").
- **ELPAC**: As stated above, English Learners are assessed annually using the English Language Proficiency Assessments for California.
- **Physical Education Assessment**: Students in grades 5 and 7 are assessed using the California Physical Fitness Test ("PFT").

## LAS Schoolwide Assessments

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

## LAS Assessments for Reading Standards

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

- *NWEA MAP Fluency and MAP Growth Guidelines:* Teachers are responsible for administering reading assessments at least three times per year and for maintaining an ongoing record of instructional reading level progress for instructional purposes. It is expected that anecdotal notes and progress monitoring data will be used to monitor student growth throughout the school year. To the extent possible, teachers are to report independent reading levels for both Oral Reading Fluency and Comprehension. Education Specialists are to collaborate with classroom teachers on possible accommodations and modifications for students receiving specialized academic instruction in reading per their IEP.

- *Amira Reading Screener (Grades K–2):* Beginning with the 2025–26 school year, California requires all local educational agencies to annually screen students in kindergarten through second grade for risk of reading difficulties, including dyslexia, using tools approved by the state's Reading Difficulties Risk Screener Selection Panel. The panel approved four screening instruments on December 16, 2024, with Amira (published by Amira Learning) being one of them.
  Amira Learning was the only screener unanimously approved by the nine-member panel and serves students in kindergarten through second grade in both English and Spanish. The screener captures key early reading skills — including how smoothly a student reads, knowledge of letter names and sounds, recognition of common words, and vocabulary — by listening to students read aloud. Its purpose is to identify early signs of reading challenges so teachers can intervene quickly with the right support. A recent University of Houston study found that Amira is able to effectively identify 98% of students at risk for dyslexia.
  At LAS, Amira will be administered once per year, following Trimester 2, to ensure that students have received sufficient literacy instruction in the classroom prior to screening. Administering the screener at this point in the year allows results to more accurately reflect each student's developing reading skills and provides teachers with meaningful data to inform instruction and interventions for the remainder of the year.

- *NWEA Reading Fluency (Grades K*–5): MAP Reading Fluency is an adaptive universal screening and progress monitoring assessment for early reading skills that can gather data on oral reading fluency, literal comprehension, and foundational reading skills for an entire class in approximately 20 minutes, and screens for reading difficulties. Students in grades K–5 are assessed at least three times per year (fall, winter, and spring) as a benchmark in both Spanish and English. Teachers also have the ability to retest students before progress reports and report cards as needed. MAP Reading

Fluency has received the highest rating of "convincing evidence" in nearly all classification accuracy categories from the National Center of Intensive Intervention (NCII), validating its reliability and accuracy as a screener.
The assessment is structured around an adaptive pathway:

- *Sentence Reading Fluency (SRF):* All students begin with a Sentence Reading Fluency measure, a two-minute timed task in which students read simple sentences and identify matching pictures, assessing automaticity and fluency. To advance to the Oral Reading assessment, students must answer 15 or more sentences correctly with at least 75% accuracy. Students in grade 4 and above automatically proceed to Oral Reading.

- *Oral Reading Pathway:* Students who meet the SRF threshold read three passages aloud, each followed by a short comprehension quiz. The difficulty of the first passage is based on grade level and time of year, with subsequent passages adapting up or down based on performance. Scores include oral reading rate, accuracy, and literal comprehension.

- *Foundational Skills Pathway:* Students who do not meet the SRF threshold are directed to the foundational skills pathway, which includes timed sub-assessments in phonological awareness, phonics and word recognition, and language comprehension (picture vocabulary and listening comprehension).

- *NWEA MAP Growth (Grades K–8):* MAP Growth is a computer-adaptive assessment that measures academic growth and achievement in reading, serving both English and Spanish speaking students. Teachers in grades K–8 administer MAP Growth three times per year (fall, winter, and spring). Students in K–2 are assessed in Spanish, and beginning in 3rd grade, students are assessed in both Spanish and English.
  MAP Growth uses the RIT (Rasch Unit) scale to report scores. Because it is an equal-interval scale, a given number of RIT points represents roughly the same amount of learning regardless of where a student falls on the scale, making it possible to track individual growth meaningfully across grade levels and years. Each student's report includes their RIT score, national percentile rank, and growth relative to projected growth — allowing teachers, coaches, and administrators to evaluate not just where a student is performing, but how much they are growing compared to peers nationwide. MAP Growth reading RIT scores can also be converted to estimated Lexile scores in English, which teachers can use to select appropriately leveled reading materials for individual students. RIT growth across an entire school year can be compared to projected growth from the beginning of the year to evaluate whether a student progressed as expected. No score should be treated as absolute or used in isolation — MAP Growth data is one of multiple data points used alongside classroom performance, anecdotal

notes, and ongoing progress monitoring to form a complete picture of student achievement.

### LAS Assessment for Writing Standards

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

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

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

### LAS Assessment for Math Standards

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

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

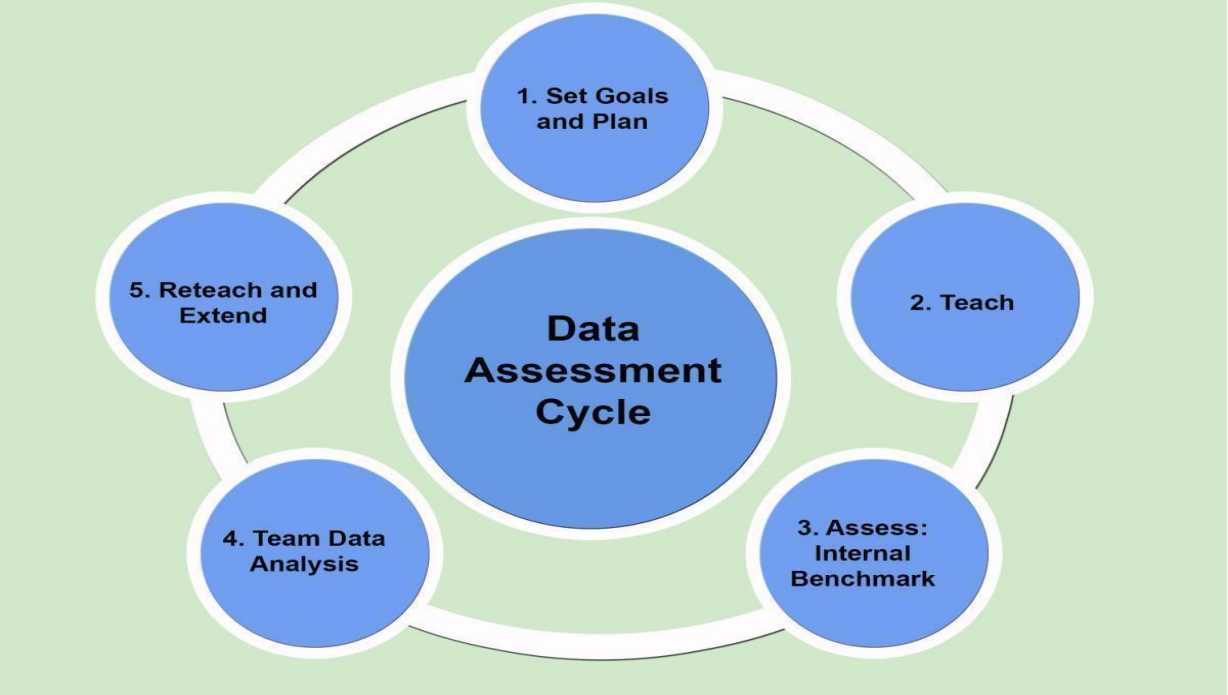
### Data for Continuous Improvement

The data assessment cycle at LAS reflects an organized, intentional, and differentiated process for each teacher and grade-span level. During grade-level team and school leadership meetings,

staff engage in professional dialogue about aspects of the data assessment cycle that need improvement.

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

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




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

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

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

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

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

## Student Report Cards

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

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

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

## Parent Communication

LAS identifies parents and teachers as two integral parts of the student's academic success team. As such, LAS encourages parents and teachers to stay in close communication regarding each student's progress toward subject mastery. In addition to informal discussions and communications throughout the year, LAS offers two formal opportunities each school year for parents and teachers to meet individually to discuss the child's progress. These parent-teacher conference periods are scheduled at specific intermittent periods: In the beginning of year, in

November after completion of the normalization period, to provide an overview of the goals and objectives of the child's academic plan for the year, and in March, to provide another update on the child's progress toward subject mastery before moving on to the next grade level.

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

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

## Educational Technology for Data, Learning, and Assessment

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

## Use and Plan for Reporting Data

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

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

LAS also uses MAP Growth diagnostics to measure student progress as a second point of information. The diagnostic is given three times a year. It is a student growth measure and provides LAS with information not just on whether a student is performing on grade level but which standards they have mastered and which standards they need additional support on. The

MAP Growth diagnostic is nationally normed and helps us to understand how we are doing relative to students across the country. The diagnostics are also highly predictive of performance on the CAASPP.

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

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

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

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

# ELEMENT 4: GOVERNANCE STRUCTURE

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

## Non-Profit Public Benefit Corporation

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

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

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

## LAS Bylaws

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

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

Please find attached the following organizational documentation:

- **Appendix 4.1 - Articles of Incorporation**
- **Appendix 4.2 - Bylaws for LAS Governing Board**

## Governing Board Structure: Composition and Qualifications

LAS is governed by the LAS Governing Board ("Board" or "Governing Board") in accordance with its adopted bylaws, which shall be consistent with the terms of this charter.
The Governing Board is composed of nine members, all of whom are elected by their peers. The nine elected members consist of community members, parent representatives, and teacher/staff representatives. The combination of teacher/staff, parent, and community membership ensures that the voice of each group of stakeholders is taken into consideration.

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

## Current LAS Governing Board

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

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

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

**Antonio González** is a Community Representative on the LAS Governing Board. He worked for LAS as a teacher for six years (2011-2017) and had two children attend LAS. He previously served on the LAS board as a teacher representative. He then went abroad to continue working in the education sector in Berlin, Germany. The experience he has gained from the many years of teaching and various education related positions have provided him with insights into the needs of all members of the school community. His experience living abroad has given him a unique perspective that he brings to the LAS Governing Board.

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

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

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

**Denisse Rojas** is a Parent Representative on the LAS Governing Board. She has been a part of the school community since 2017. In her professional life, she has worked in education for

nearly 15 years and currently serves as a school counselor. Her work has centered on equity, advocacy, student success, and her experience as a first generation immigrant and former English learner has deepened that commitment. She obtained both her bachelor's degree in Psychology and master's degree in Counseling from Sacramento State.

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

## Governing Board Member Recruitment

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

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

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

## Board Meetings, Trainings and Responsibilities

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

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

**Appendix 4.21: Board Meeting** Agendas

## Board Committees

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

- Curriculum Design Team: The committee shall advise the Board on curriculum/textbook adoption, changes to curriculum, curriculum implementation, professional development needs, peer coaching and support, inclusion of paraprofessionals, language use, academic goals, assessment, student performance benchmarks, and other curriculum and instruction-related items requested by the Governing Board.

- Finance Committee: The committee shall develop the annual budget, identify budgetary modifications during the school year, review and manage expenses, establish financial needs and priorities, assure that procedures and controls are in place to maintain financial integrity, and make financial recommendations to the Governing Board.

- Facilities Committee: The committee shall have the responsibility to plan and oversee all aspects of site development and maintenance, assess needs and establish priorities of site work, determine costs, prepare recommendations to the Governing Board and perform all other activities as may lawfully be delegated by the Governing Board.

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

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

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

## Board Duties

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

- Negotiate and approve the Memorandum of Understanding, Special Education Memorandum of Understanding and Facilities Use Agreement with SCUSD
- Hire and evaluate an Executive Director
- Develop, establish, implement, and maintain Governing Board policy and procedures
- Establish and maintain fiscally sound budget practices
- Evaluate the effectiveness of school programs
- Approve the academic calendar and operations schedule
- Oversee annual elections and appointments to the Governing Board to ensure proper transition
- Approval and monitoring of the general policies of the Charter School
- Approval and monitoring of the Charter School's annual budget
- Receipt of funds for the operation of the Charter School in accordance with charter school laws
- Solicitation and receipt of grants and donations consistent with the mission of the Charter School
- Approving the Charter School's personnel policies and monitoring the implementation of these policies by the administrative designee and/or duly constituted committees; and
- Financial audit oversight
- Approval of school calendar
- All matters related to Charter accountability including approval, amendment, or revocation
- Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes

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

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

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

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

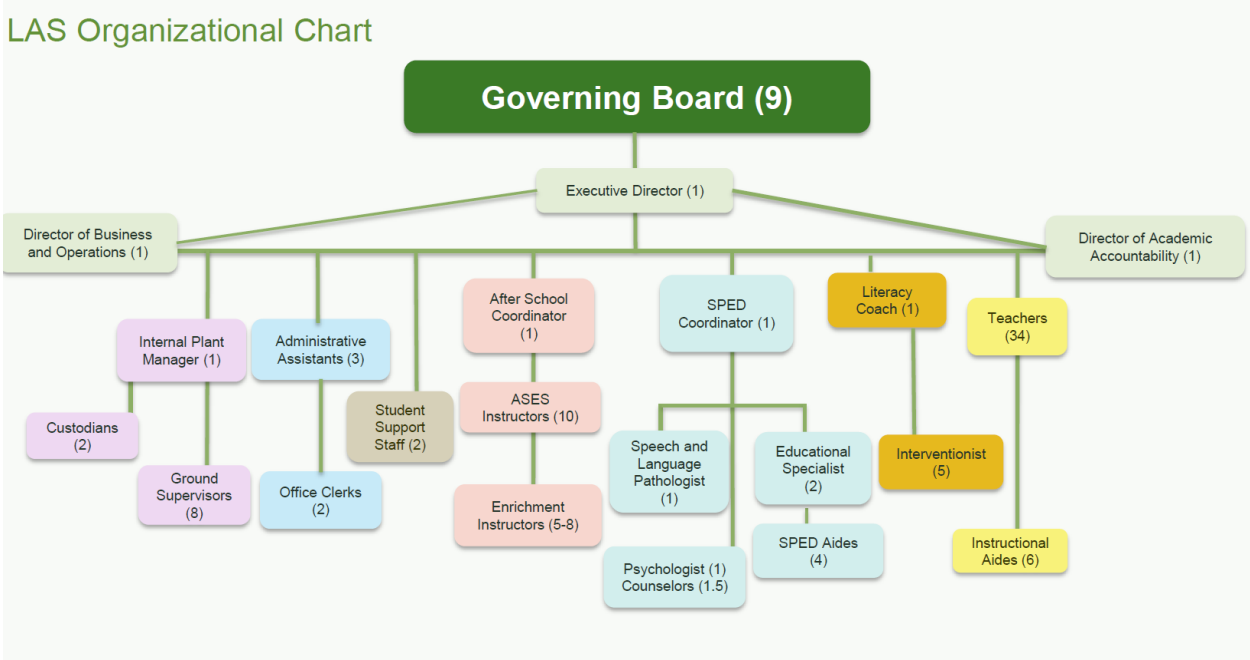
All board decisions are made by a majority of the Governing Board then in office. Board members are trained on conflicts of interests and understand recusal requirements, as well as abstention expectations. When Board members participate in board meetings via teleconference, they are required to follow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

## Board Delegation of Duties

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

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

## Organizational Chart




## Board Policies

The Governing Board has adopted a comprehensive set of policies that the Charter School follows in daily operation. The policies are monitored annually for compliance with the law. When a law changes or is added, the policies are amended as necessary or new policies are adopted. A few policies are summarized as follows:

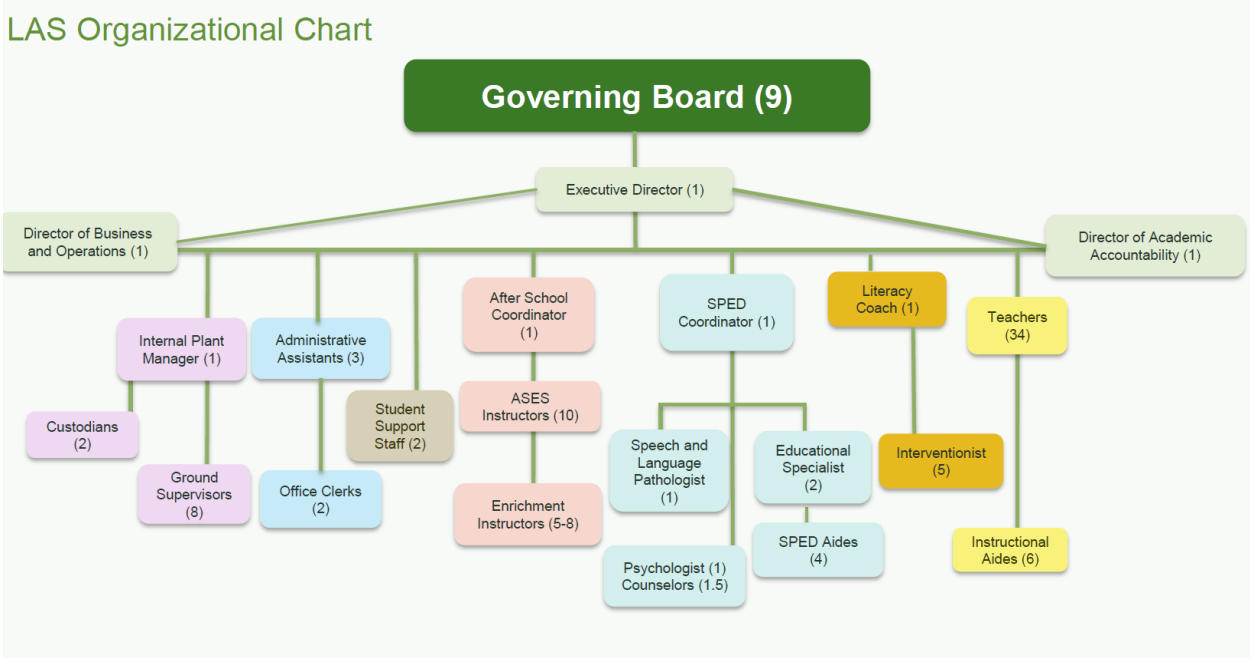
- Conflict of Interest Code and Policy: LAS has adopted a Conflict of Interest Code that is compliant with the Political Reform Act and identifies the positions within LAS that are required to complete the annual Form 700. LAS' adopted Conflict of Interest Policy complies with the California Corporations Code, Government Code sections 1090, et seq. and 87100, et seq. LAS' policy includes a clause addressing conflict of interest for staff who serve on the Governing Board in accordance with Education Code section 47604.1(d). This clause indicates that staff members are required to abstain from voting on, or influencing or attempting to influence another member of the governing board regarding all matters uniquely affecting the staff member's employment.

- Complaint Policy: LAS has adopted several complaint policies. It has an adopted Uniform Complaint Procedure ("UCP") that complies with the California Code of Regulations. It has complaint processes in place to handle complaints that do not get processed through the UCP, including complaints made by employees, Title IX grievance processes, and other student/parent/guardian complaints. These complaint policies outline the persons to whom the complaints are to be made, the timelines for investigating and resolving complaints, appeal rights, if any, among other things.

- Conflict Resolution Policy: LAS has adopted a conflict resolution policy that emphasizes resolving conflicts at the lowest level possible. Parents and Guardians are expected to bring concerns to the classroom teacher or staff most directly involved using appropriate communication (in-person, email, phone, or ParentSquare). If the issue is not resolved, it is escalated to the school administration who reviews the matter from a neutral perspective with consideration for school-wide needs and in alignment with the school's mission and vision, applicable laws and regulations. If necessary, school administration will also take into account operational considerations such as cost, space, staffing and potential liability. After these steps are followed, matters can be brought to the Governing Board, which will consider the issues, may take action, decline to act, affirm the administration's decision, or direct further review by the Conflict Resolution Committee.

- Policies and Internal Controls to Prevent Fraud, Embezzlement, and Conflict of Interest: LAS has adopted comprehensive fiscal policies and internal controls designed to prevent fraud, embezzlement, and conflicts of interest. These policies include clear segregation of financial duties, documented approval and review processes, and regular oversight by school leadership and the Governing Board. Board members and other designated officials are required to complete and timely file Form 700 (Statements of Economic Interests) and to abstain from participating in discussions, decisions, or votes, or to recuse themselves entirely, when a real or potential conflict of interest exists.

**Stakeholder Involvement**




The input of all educational partners is valued by the Board and School Leadership. As such, educational partners are able to provide feedback on items that are on the agenda at Board

and committee meetings. Additionally, as previously described, a process exists for parents to apply for both Board and Board Committee positions.

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

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

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

## Parent Involvement

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

## Parent Rights

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

- Observe the classroom(s) in which their child is enrolled or will be enrolled (requires that they check in at the front office)

- Meet with their student's teacher(s), counselor, and/or administrator
- Be notified if their child is absent from school without permission
- Receive the results of their student's performance on standardized and statewide tests
- Receive information on the performance of the school
- Have a school environment for their child that is safe and supportive of learning.
- Examine the curriculum materials of the class(es) in which their child is enrolled
- Be informed of their student's progress in school and of the appropriate school personnel whom they should contact if problems arise with their student
- Have access to the school records of their child and to question anything that they feel is inaccurate, misleading or is a violation of the student's privacy rights and to receive a response from the school
- Receive information concerning the academic performance standards, proficiencies, and skills their child is expected to accomplish
- Be informed in advance about school rules, attendance policies, dress codes, and procedures for visiting the school
- Receive information about academic testing, psychological testing or counseling services the school does involving their child and to deny permission to give the test
- Participate as a member of a school-wide committee, governing board, or parent organization in accordance with any rules and regulations governing membership in these groups

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

## Committees Available to Parents

*Participation in Advisory Councils*

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

*English Learners Advisory Committee (ELAC)*

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

## Parent Organizations

*Parent Council*

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

*Parent Association*

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

Parent Agreement

| | |
|---|---|
| Program Continuity<br>Maintain my child in the program for the duration of the program. | Parent Association<br>Attend monthly Parent Association meetings. |
| Learning Environment<br>Create a quiet area with school supplies for my child to complete homework<br>Review that homework is complete<br>Limit the amount of screentime (TV/Tablet/Computer/Smart Phone/Smart Watch)<br>Establish a set bedtime with a regular routine to ensure that my child can rest and be ready to learn the next day<br>Read to my child, or have my child read: | Parent Participation<br>Suggestions to fulfill volunteer opportunities<br>Volunteer in the classroom or garden<br>Offer to prepare class materials at home<br>Attend or serve on the Governing Board<br>Serve on the Parent Council<br>Read and provide feedback on LAS Local Control Accountability Plan (LCAP)<br>Assist with field trips<br>Sign up to help plan and work a school event such as: |

| | |
|---|---|
| 20 min. daily - TK – 2nd<br>30 min. – 40 min. daily - 3rd – 8th<br>Talk with my child's teacher about my child's progress and challenges<br>Attend parent-teacher conferences and school events<br>Communicate high expectations for my child's future.<br>Support the learning in school by routinely asking my child what he/she has learned<br>Encourage my child by giving them compliments specific to the task or behavior s/he accomplished/performed<br>Encourage my child to practice life skills in all venues | Back to School Night<br>School Event and/or Festival<br>Family Reading/Book Fair Night<br>College and Career Readiness Events<br>Day of the Child<br>Donate food or materials for an event<br>Assist a class in the After School Program: Academic or Enrichment |

## Parent/Guardian Involvement

Please see attached as **Appendix 5.1**, the Student & Family Handbook.

# ELEMENT 5: EMPLOYEE QUALIFICATIONS

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

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

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

All employees are expected to possess the personal characteristics, skills, knowledge and experience required by their job description as determined by the Charter School. All employees must comply with the LAS' employee policies and procedures (to include, but not

limited to, live scan, criminal record clearance, proof of identity, Employment Eligibility Verification, and tuberculosis screening).

## Employee Records

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

## Qualifications of School Employees

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

- Commitment of time, energy, and effort in developing LAS' program
- Belief in the basic philosophy of emphasizing the core curriculum
- Ability to live out and reinforce the school's core values with all students, staff, families, and, as needed, external partners
- Commitment to working with families as educational partners
- Strong written and verbal communication skills
- Knowledge of the developmental needs of students in grades TK-8
- Awareness of the social, emotional and academic needs of students
- Ability to plan cooperatively with other staff
- Willingness to continue education through additional courses and training, workshops, seminars and staff development
- Active participation in staff meetings
- Focus on working closely with the Charter School faculty by providing any information regarding a student's behavior, attitude and/or classroom performance
- Take a leadership role in some aspect of the Charter School's development
- Abide by federal, state, and local laws
- Maintain a professional relationship with all students
- Refrain from the use of alcohol or drugs during the course of professional practice
- Exemplify honor and integrity in the course of professional practice, particularly in the use of public funds and property

- Comply with state, federal, and local laws regarding the confidentiality of student records
- Fulfill the terms and obligations detailed in the Petition
- Meet Mandated Reporter training requirements
- Adhere to a high level of professional and ethical standards
- Department of Justice Background Check and Tuberculosis Test

## Administrators

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

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

The qualifications for the following administrative roles are listed below:

### Executive Director:

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

### Director of Business and Operations:

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

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

## Director of Academic Accountability:

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

## Special Education Coordinator:

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

## Literacy Coach:

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

- Demonstrate proficiency in both written and spoken English and Spanish

### High Quality Teachers

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

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

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

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

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

## Hiring and Selection of Staff

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

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

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

## Other Non-Certificated Staff

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

## Services Provided Via Contractors

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

## Teacher Evaluation

LAS administrators are responsible for evaluating teachers. LAS administrators observe teachers and provide feedback regularly. A critical part of teacher evaluation and retention is based on their growth as a teacher, student growth, professionalism, and alignment with the Charter School. When participating in the evaluation process, each teacher meets with a school administrator and develops a yearly professional development plan in which they set goals. LAS' professional development plans are aligned to these plans and are designed to support teachers in meeting their goals. Just as staff are expected and encouraged to grow at high levels, these expectations are applied to LAS administrators and the Charter School by the LAS Governing Board.

## Appendix 6: Include LAS Evaluation Process Guide

## Professional Development

The Charter School has a robust professional development plan and schedule for teachers. Each year, teachers typically work on their goals and the administration plans professional development around these goals. Throughout the year, teachers receive high level professional

development based on teacher goals, needs for the year, and ongoing feedback. Administrators and teachers are constantly looking at data to determine how to best support the needs of ELs, special education students, socioeconomically disadvantaged students and other subgroups that may need support. Teachers receive approximately 20 days of professional development throughout the year typically during Friday meetings, professional development days, and the two weeks before the school year begins/ends.

# ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

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

i. *That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*

ii. *The development of a school safety plan, and the annual review and update of the plan, pursuant to Section 47606.3*

- *Education Code Section 47605(c)(5)(F).*

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

## Procedures for Background Checks

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

The Charter School shall require all parents,  volunteers and third party vendors, who will

supervise children outside of the presence of a credentialed employee, to undergo fingerprinting/background checks pursuant to Education Code Sections 35021 *et seq.*

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

## Tuberculosis Risk Assessment and Examination

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

## Role of Staff as Mandated Child Abuse Reporters

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

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

## Comprehensive Discrimination and Harassment Policies and Procedures

LAS is committed to providing an environment free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived

characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. LAS has adopted comprehensive policies to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with LAS' anti-discrimination and anti-harassment policies. All supervisors are required to participate in regular training detailing their legal responsibilities. A copy of LAS' current policies are provided in **Appendix 4.4**.

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

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

## Drug Free/Alcohol Free/Smoke Free Environment

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

## Bloodborne Pathogens

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

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

## Facility Safety

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire

alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001. The Charter School shall comply with the Americans with Disabilities Act.

## School Safety Plan

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

a. Child abuse reporting procedures, including procedures specifically designed to address

b. the supervision and protection of children from child abuse or neglect or sex offenses

c. Routine and emergency disaster procedures, including adaptations for pupils with disabilities.

d. Policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations

e. Procedures to notify teachers of dangerous students pursuant to Education Code Section 49079

f. A discrimination and harassment policy consistent with Education Code Section 200

g. Provisions of any school wide dress code that prohibits students from wearing "gang-related apparel," if applicable

h. Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School

i. A safe and orderly environment conducive to learning

j. The rules and procedures on Charter School discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6.

k. Procedures for conducting tactical responses to criminal incidents

l. Procedures to prepare for active shooter or other armed assailants by conducting a drill, if this topic is covered in the School Safety Plan

m. Procedures specifically designed to notify parents and guardians of students, teachers, administrators, and school personnel when the school confirms the presence of immigration enforcement on the school site

n. Procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school ground

o. A protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

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

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

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

## Health and Safety Procedures

Immunizations

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

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

Medication in School

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

Per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to

respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

Health Screening

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

Diabetes

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

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

## Suicide Prevention Policy

The Charter School shall maintain a policy ( Appendix 4.4.14) on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum, every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy to incorporate best practices identified by the California Department of Education's model policy, as revised.

## Prevention of Human Trafficking

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

## Menstrual Products

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

## All Gender Restrooms

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

## School Meals

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

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

## Recess

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

## California Healthy Youth Act

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

## Mental Health Education

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

## Mental Health Information

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

## Workplace Violence Prevention Plan

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

## Bullying Prevention

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

## Supporting LGBTQ Students

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

## Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

## Gun Safety Notice

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

## Athletic Programs

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

## Transportation Services

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

## Extreme Weather Policy

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

# ELEMENT 7: STUDENT POPULATION BALANCE

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

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

LAS seeks to achieve a racial and ethnic, special education, and English Learner, including redesignated ELs, balance as indicated in Education Code Section 47605(c)(5)(G). The Charter

School implements a student recruitment strategy that strives to ensure a racial and ethnic, special education, and English Learner, including redesignated ELs balance, among its students that is reflective of the general population residing within the territorial jurisdiction of the District that includes, but is not necessarily limited to, the following strategies:

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

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

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

## Outreach and Recruitment Plan

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

LAS recognizes the need for its model in the Sacramento community. The Charter School

conversely recognizes the challenges of recruiting students and families to a new school, particularly one that is not their "home" or "district" school or may be farther away than the school closest to their homes. The recruitment process is approached as informing families about their various choices for a free, public school.

## Plan for Achieving Balance

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

## Linguistic Balance

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

## Plan for Monitoring and Correcting Imbalances

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

## Annual Outreach Efforts with Specific Organizations and Media

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

- An enrollment process that includes a timeline that allows for a broad-based recruiting and application process

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

## Additional Outreach Actions:

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

## Practices and Policies to Support Balance

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

- Developing an enrollment timeline and process that allows for a broad-based recruiting and application process

- Engaging in outreach efforts and making presentations via neighborhood groups, community organizations, other leadership organizations, and local preschools
- Advertising enrollment openings through marketing brochures, posting flyers in neighborhoods, distributing flyers at local grocery stores, and/or public service announcements targeted towards diverse populations, and when necessary, in various languages.

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

**Appendix 8: Enrollment Information Packet**

# ELEMENT 8: ADMISSION POLICIES AND PROCEDURES

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

## Enrollment Assurances

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

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as

determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

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

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

## Application Process and Timeline

The LAS application process will be comprised of the following:

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

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

| Date(s) | Assignment | Objective |
|---|---|---|
| October - November | sent information regarding Open Enrollment at Parent Association meeting(s), Send out fliers to all families for distribution, advertise in LAS newsletter, social media and the LAS website | To involve the parents, community and staff to advertise |

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

## Admissions Guidelines & Public Random Lottery Process

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

- Parent is interested in the Language Academy of Sacramento
- Parent attends a voluntary information session and tour
- Parent completes Enrollment Application
- Enrollment Applications are sorted by language groups:
    - Native English Speaker, Native Spanish Speaker, or Bilingual (combination of one or more language)
- Classes are created by language groups using a lottery system in the following order:
    - Siblings of currently enrolled students
    - Children of current, permanent LAS staff

- Students residing in the 95820 postal code
- Students residing in the Sacramento City Unified School District (SCUSD) attendance area
- Students from outside the SCUSD attendance area

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

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

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

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

- Completion of a student enrollment form
- Proof of Immunization
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements
- Release of records, if applicable[1]

LAS and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).
The Executive Director will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Executive Director). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending.

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

random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

## Charter School Complaint Notice

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

# ELEMENT 9: ANNUAL INDEPENDENT FINANCIAL AUDIT

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

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

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

At the conclusion of the audit, the Executive Director, Director of Business and Operations, the school's Back Office provider, along with the Board's designated committee, if applicable, reviews any audit exceptions or deficiencies, and reports them to the Board with

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

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

# ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES

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

> *(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.*
>
> *(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*
>
> > *(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.*
> >
> > *(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*
>
> *(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the*

*pupil or the pupil's parent or guardian or, if the pupil is a homeless child or youth, or a foster child or youth , in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).*

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

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

## Alternative Means of Correction: Progressive Discipline

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

1. **Verbal Warning**

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

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

3. **Time Out in the Classroom/Think Spot**

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

4. **Time Out in Buddy Classroom and Follow up Agreement**

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

5. **After School Detention**

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

6. **In-House Suspension**

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

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

In cases where suspension or expulsion are necessary, the Charter School will follow a comprehensive set of suspension and expulsion policies which are listed below. The policies will be printed and distributed as part of, or as an exhibit to, the Charter School's annual Student and Family Handbook. The policies in the Student and Family Handbook will clearly describe the Charter School's expectations regarding attendance, mutual respect, substance abuse, violence,

safety, and work habits, and the policies and procedures for student discipline. Each student and his or her parent or guardian will be required to review and understand the policies prior to enrollment and at the start of each school year. These policies will provide all families with an opportunity for due process and will conform to applicable federal and state law regarding students with exceptional needs.

## Suspension and Expulsion Policy and Procedures

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

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

The Charter School shall ensure students and their parents/guardians[1] are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and its procedures are available as part of the annual Student and Family Handbook as well as online via the Charter School's website.

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

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

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including, but not limited to the applicable provisions of the Education Code when imposing any form of discipline on a student identified as an individual with disabilities, for whom the Charter School has a basis of knowledge of a suspected disability, or who is otherwise qualified for such services or protections in according due process to such students.

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

## Procedures

### *A. Grounds for Suspension and Expulsion of Students*

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

*B. Enumerated Offenses*

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student:

    a) Caused, attempted to cause, or threatened to cause physical injury to another person.

    b) Willfully used force or violence upon the person of another, except self-defense.

    c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

    d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

    e) Committed or attempted to commit robbery or extortion.

    f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

    g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

    h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by the student.

    i) Committed an obscene act or engaged in habitual profanity or vulgarity.

    j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

    k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

    l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

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

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 8, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and

reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

iii. Causing a reasonable student to experience substantial interference with their academic performance.

iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in paragraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

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

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

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

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

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

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

b) Brandished a knife at another person.

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

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

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any

person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

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

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 8, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or

group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

iii. Causing a reasonable student to experience substantial interference with their academic performance.

iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(c) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in paragraph (1) above.

(d) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(e) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

ii. An act of cyber sexual bullying.

(a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

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

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

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

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

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

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

    b) Brandished a knife at another person.

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

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

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

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

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

*C. Suspension Procedure*

Suspensions shall be initiated according to the following procedures:

1. Conference

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

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

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

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension, the specific offense(s) committed by the student, and the date of return following suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director or designee, the student and the student's parent/guardian shall be invited to a conference to determine if the suspension for the student should be extended pending an

expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

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

4. Homework Assignments During Suspension

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

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

### *D. Authority to Expel*

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

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

*E. Expulsion Procedures*

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

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

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

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing; and
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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

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

declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing

room during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

### *G. Record of Hearing*

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

### *H. Presentation of Evidence*

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay, except as otherwise provided herein. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual

battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

### *I. Expulsion Decision*

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Governing Board, which will make a final determination regarding the expulsion. The Governing Board shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Governing Board is final.

If the Administrative Panel decides not to recommend expulsion, or the Governing Board ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

### *J. Written Notice to Expel*

The Executive Director or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district or school in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

### *K. Disciplinary Records*

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

### *L. No Right to Appeal*

The student shall have no right of appeal from expulsion from the Charter School as the Board's decision to expel shall be final.

*M. Expelled Students/Alternative Education*

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

*N. Rehabilitation Plans*

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

*O. Readmission or Admission of Previously Expelled Student*

The decision to readmit a student after the end of the student's expulsion term, or to admit a previously expelled student from another school district, private school, or charter school, shall be in the sole discretion of the Board following a meeting with the Executive Director or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board following the meeting regarding the Executive Director's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

*P. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities*

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent/guardian and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian, or the Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under the IDEA regulations only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to the Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

b. The parent/guardian has requested an evaluation of the child.

c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

## Retaliation Is Prohibited

The School prohibits retaliation against any student, school employee and/or parent for reporting a possible violation of this policy or for cooperating in an investigation of a potential violation of this policy. Any student or parent who retaliates against another student, parent and/or employee for reporting a possible violation of this policy or for cooperating in an investigation will be subject to disciplinary action, up to and including suspension and/or criminal charges.

## Language Academy of Sacramento
## Student Behavior Management Process/Flowchart

**Creating a Culture: Classroom Environment (Adult Strategies)**

- Build Relationships with Students
- Teach Behavioral Expectations
- Reinforce Positive Behaviors (5:1 Ratio)
- Problem Solve with Student(s)
- Elicit Parent/Guardian/Family Support

**Show Respect**

**Make Good Decisions**

**Solve Problems**

**Observe and Identify Problem Behavior**
Determine if the behavior is minor or major.

**Verbal Warning/Social Conference:** Staff member identifies behavior to be corrected and teaches behavior expectation.

**Think Spot:** Student takes a break to reflect away from the group within the classroom (set timer for 5 mins). Staff member checks-in with student to discuss what the student will do to not engage in the behavior.

**Buddy Classroom & Follow-Up Agreement**

1. Student completes reflection form outside of the classroom or away from playground (set timer for 10 mins)
2. Student and staff member confer and review student reflection form and discuss how to repair harm.
3. See Responsive Classroom Interventions.

**Contact Parents:** Discuss how to work together.

**Refer to School IPT Process:** Problem Solving Process

**Minor (Staff Managed)**

- Inappropriate Language/ Body Language
- Horseplay
- Non-Compliance
- Off-Task Behavior
- Side-Talking/Noises
- Inappropriate Affection; PDA
- Lying/False Information
- Tardy
- Minor Destruction of Property
- Copying/cheating
- Running
- Tattling
- Stealing
- Verbal conflict/arguing
- Pretend Weapons
- Rude Behavior
- Teasing
- Rumor/Gossip

**Major (Admin. Managed)**

- Bullying: Repeated, Unwanted, Aggressive Behavior that Involves a Real or Perceived Power Imbalance
- Physical Fighting
- Major Destruction of Property
- Stealing (if items not returned)
- Threats to Harm Self/Others
- Drug/Alcohol Use/Possession
- Weapons/Weapon-Like Implement Use/Possession
- Serious Disruption of Class
- Harassment
  - -Racial
  - -Sexual
  - -Physical
- Repeated Minor Infractions (more than three)

Referring Staff Member completes and sends student to the office with a referral form. If the student is a Special Education student, contact the SPED coordinator.

1. Student completes reflection form before meeting with Administrator.
2. Administrator follows-up with the referring staff member.
3. Student and Administrator confer and review student reflection form and discuss how to repair harm.

Administrator determines consequence and follows up as needed (Intervention team, parent, student, and staff).

Data is entered into the Student Information System (SIS)

**Did the behavior change?**

**NO:** Possible Office Intervention

**YES:** Reinforce and Recognize Corrected Behavior

## Climate for Learning

LAS school staff is committed to providing a safe, orderly and caring learning environment where students feel comfortable, share responsibility for maintaining a positive school climate, and take pride in their school and their achievements. As a school, LAS encourages attitudes and behaviors that promote mutual respect and harmonious relations. LAS values and encourages student involvement and provides opportunities for students to voice their opinions about school policies and practices. Through Multi-Tiered Systems of Support (MTSS), Positive Behavior Intervention Supports (PBIS), Social Emotional Learning (SEL), and Restorative Justice Practices, LAS strives to foster a supportive, academic, behavioral and physical school environment for students and the entire school community.

Each support structure plays a vital role in maintaining a positive school climate and culture. The Multi-Tiered System of Supports (MTSS) provides a structure that integrates varying levels of support that help meet the individualized academic and/or behavioral needs of students. Positive Behavior Intervention Supports (PBIS) provides explicit school wide agreements and expectations for students, staff and school community. Our Social Emotional Learning Practices (SEL) provide students with tools they can use when they find themselves in difficult situations or when school rules/agreements are not followed. Restorative Justice Practices help establish and create an inclusive community to problem solve and restore damaged relationships.

## MTSS (Multi-Tiered Systems of Supports)

The LAS Multi-Tiered System of Supports is a systematic, continuous improvement structure where data-based problem solving and decision making is practiced to address the academic, behavioral or socio-emotional needs of students. Through this intervention practice, the classroom teacher identifies the academic and/or behavior concern/s and implements research-based interventions that may become increasingly intensive depending on the level of concern and the student's response to the intervention.

The classroom teacher will inform parents of the concern/s, implement interventions, and through a "yellow folder" process, collect data and monitor student progress. When additional guidance and support is necessary, the teacher may consult with the Intervention Progress Team (IPT), composed of academic and behavior experts, to gain new perspectives on the student's needs and gather additional intervention strategies. The IPT may suggest further interventions or refer the case to the Student Success Team (SST), which usually consists of parents, teacher, school support personnel, and an administrator, to further examine the student's academic, behavioral and socio-emotional needs.

# ELEMENT 11: STAFF RETIREMENT

***Governing Law**: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employee's Retirement System, or federal social security.*
*-California Education Code Section 47605(b)(5)(K)*

All LAS employees who qualify for membership in STRS or an alternate retirement system shall be covered under the appropriate system. Employees will contribute at the rate established by STRS or at the designated rate by LAS for non-STRS members for an alternative retirement plan (e.g. an employer-sponsored 403(b) account).

The Director of Business and Operations (DBO) of LAS will ensure that appropriate arrangements for coverage have been made. LAS will make all employer contributions as required. LAS will also make contributions for workers' compensation insurance, unemployment insurance and any other payroll obligations of an employer. Moreover, the DBO will also ensure that internal procedure for monitoring staff credentials and authorizations is followed, including the proper notification and follow up with staff when out of compliance.

The Language Academy of Sacramento retains the option to elect the coverage at a future date, as it considers various scenarios in its long-term budget projections.

# ELEMENT 12: ATTENDANCE ALTERNATIVES

***Governing Law**: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools*

*California Education Code Section 47605(b)(5)(L)*

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend LAS may attend school within their school of residence according to District policy or at another school district or school within the District though the District's intra and inter-district policies. Enrollment in LAS shall not guarantee any student placement or enrollment in any program or school of the District. Parents and guardians of each student enrolled in LAS will be informed on admission forms that the students have the right to admission in a particular school of the District as a consequence or enrollment in the Charter School except to the extent that such a right is extended by the local education agency.

# ELEMENT 13: EMPLOYEE RETURN RIGHTS

***Governing Law**: A description of the rights of an employee of the schools district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school*

*California Education Code Section 47605(b)(5)(M)*

No public school district employee shall be required to work at LAS. Employees of the district who choose to leave the employment of the District to work at LAS, and who later wish to return to the District, will have no automatic rights of return to the District, and shall be treated the same as any other former District employee seeking reemployment in accordance with District policy, applicable law, and applicable bargaining agreements. LAS shall not have any authority to confer any rights of return on former District employees. Employment by the Charter School provides no rights of employment at any other entity, including any right in the case of closure of the Charter School.

A former employee of any local education agency shall have the following rights:

- Any rights upon leaving the employment of a local education agency to work in the Charter School that the local education agency may specify.
- Any right of return to employment in a local education agency after employment in the Charter School as the local education agency may specify.
- Any other applicable rights upon leaving employment to work in the Charter School that are outlined in law.

# ELEMENT 14: DISPUTE RESOLUTION

***Governing Law**: The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter.*

*-California Education Code Section 47605(c)(5)(N)*

## Dispute Resolution Process with SCUSD

It is the intent of The Language Academy of Sacramento to resolve any disputes amicably and reasonably with the District without resorting to formal procedures.

In the event of a dispute between LAS and the district, LAS staff, employees and Board member of LAS and the District agree to first frame the issue in written format ("dispute statement") and to refer the issue to the District Superintendent, or designee, and the LAS Governing Board's designees, which is the Executive Director or similar position. In the event that the District Board believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, LAS requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the district to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or function as a prerequisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607.

The Superintendent, or their designee, and the LAS designee shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 30 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their perspective boards who shall jointly meet with the Superintendent, or their designee and the LAS designee, and attempt to resolve the dispute within 60 business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent, or their designee, and the LAS designee shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent, or their designee and the LAS designee. Mediation shall be held within 90 business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and LAS. If mediation does not resolve the dispute, either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and LAS.

Exercise of any dispute mechanism authorized by this element shall not, in and of itself, constitute a material revision of the Petition or otherwise be grounds for revocation.

District Required Language

Any and all disputes between Sacramento City Unified School District (District) and The Language Academy of Sacramento (Charter School) shall be subject to the following procedure until a resolution is reached. Once the Parties have exhausted the procedures stated in (a)-(c), below, each may pursue a remedy as entitled to them by law. Notwithstanding the foregoing, if any such dispute concerns facts or circumstances that may be cause for revocation of the Charter, the District shall not be obligated by the terms of this section as a precondition to revocation.

(a) The disputing party shall provide written notice of the dispute to the other party. Thereafter, the Charter School's designee shall meet with the District's Superintendent or designee within thirty (30) days to attempt informal resolution of the dispute.
(b) In the event this informal meeting fails to resolve the dispute, both Parties or their designees, within sixty (60) days counting from the initial informal meeting date, shall identify two governing board members from their respective boards who shall jointly meet with the Charter School's designee and the District's Superintendent or designee and attempt to resolve the dispute.

(c) If this joint meeting fails to resolve the dispute, the District and the Charter School shall enter into non-binding mediation before a mutually agreed upon mediator, with the costs of the non-binding mediation to be split evenly between the Parties. The format of the mediation shall be developed jointly by the District and the Charter School, and shall incorporate informal rules or evidence and procedure, unless both Parties agree otherwise. Notwithstanding the foregoing, the findings or recommendations of the

mediator shall be non-binding, unless the governing board of the Non-Profit and the District jointly agree to bind themselves.

### Statement that the Dispute Resolution Process with SCUSD is Not a Prerequisite for District to Initiate Revocation Proceedings

Exercise of any dispute mechanism authorized by this Agreement shall not, and of itself, constitute a material violation of the charter or otherwise be grounds for revocation.

## Internal Disputes

LAS maintains and shall continue to maintain an internal dispute resolution process to be used to all internal disputes related to LAS's operations. Except for disputes between the charter authority and the Charter School, all disputes involving the Charter School shall be resolved by the Charter School according to the Charter School's own internal policies. The District shall refer such disputes to the Charter School provided they do not involve a violation of law or of the Petition. Parents, students, Board members, volunteers, and staff at LAS will have access to a copy of LAS's policies and internal dispute resolution processes, which will be accessible via the Student/Parent Handbook and the Charter School's website. The District will refer to all disputes not related to a possible violation of the Petition or law to LAS.

*Public Comments*

The staff, the Governing Board, and the charter granting agency will refrain from public comments until the dispute resolution process has been completed.

Disputes Arising from within the School

Disputes within the school, including all disputes among and between students, staff, parents, volunteers, advisors, partner organization(s), and LAS Governing Board members, shall be resolved pursuant to policies and processes developed by the school.

Resolution decisions are the ultimate responsibility of the Language Academy of Sacramento's Governing Board. The charter granting agency shall refer any complaints or reports regarding such internal disputes to the Governing Board for resolution pursuant to the school's policies.

Language Academy of Sacramento Formal Grievance/Complaint Procedures

In the event of a dispute involving an employee, family or student, they may submit a complaint following the procedures outlined below. PARENTS AND ADULTS (NON-LAS EMPLOYEES) ARE STRICTLY PROHIBITED FROM CONFRONTING STUDENTS DIRECTLY. Direct questions or concerns should be directed to teachers and/or school administration when deemed necessary.

*Grievance Filing Process*

1. Parent/Public or student may submit his/her grievance in writing to the School Administration within five working days of a failed good faith effort to resolve the dispute.

a. Confidentiality: Information obtained from the Complainants will be maintained in the most confidential manner possible, but in some circumstances absolute confidentiality cannot be assured.

b. Non-Retaliation: Complainants are protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

2. Within a reasonable amount of time after receipt of the written complaint, the School Administration shall schedule a meeting at a mutually convenient time and place for discussion of the complaint.

3. School Administration (or designee) will conduct further investigation of the matter at hand, write the findings and the final determination report, and share the write-up with all the parties involved.

4. Within five days after receiving the final determination report, the parent, teacher, and/or student may submit an appeal to the President of the Governing Board. The LAS Governing Board may review and modify the School Administration's final determination report, if it finds that the School Administration failed to properly follow the grievance process described above. The President or board designee shall schedule a meeting to consider such an appeal as soon as practical. Any such proceedings shall be conducted in closed sessions, unless requested otherwise by the parent, teacher, and/or student.

## Uniform Complaint Procedures

LAS complies with applicable state and federal laws and regulations governing educational programs. LAS has adopted Uniform Complaint Procedures ("UCP") to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of certain state or federal laws governing educational programs, the charging of unlawful pupil fees or the non-compliance of LAS's LCAP. The UCP is available in the Student and Family Handbook in Appendix 4.4.15 and Appendix 5.1 and the LAS's website.

A Uniform Complaint Procedures (UCP) complaint is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination (on protected bases such as race, sex, disability, etc.), harassment, intimidation, or bullying, or charging pupil fees for participation in an educational activity, or noncompliance with the requirements of our LCAP.. A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging any of the above listed UCP complaint reasons. If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint.

The Governing Board's final decision shall be sent to the complainant within 60 days from receipt of the complaint by LAS. The Governing Board's final decision shall contain: 1) the findings of fact based on the evidence gathered; 2) conclusions of law; 3) disposition of the complaint; 4) the rationale for such disposition; 5) corrective actions, if they are warranted, including with respect to a pupil fee complaint, a remedy that comports with Education Code section 49013(d) and 5 CCR § 4600(u); 6) notice of the complainant's right to appeal the decision to the California Department of Education (CDE); and 7) procedures to be followed for initiating an appeal to the CDE.

If dissatisfied with the Governing Board's decision, the complainant may appeal in writing to the California Department of Education within 15 days of receiving the Governing Board's final decision. For good cause, the Superintendent of Public Instruction may grant an extension for filing appeals.

# ELEMENT 15: PROCEDURES FOR SCHOOL CLOSURE

***Governing Law**: A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.*

*California Education Code Section 47605(c)(5)(O)*

The following are closure procedures that comply with Education Code Section 47605(c)(5)(O) and the California Code of Regulations, title 5, Sections 11962 and 11962.1, should the school close for any reason.

Closure of LAS will be documented by official action of the Governing Board. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Language Academy of Sacramento will promptly notify parents and students of LAS, the District, the Sacramento County Office of Education ("SCOE"), LAS's SELPA, the retirement systems in which the Charter School's employees participate, and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the names(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure. Parents will receive additional information including the pupil's school districts of residence and the way parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

LAS will ensure the notification to the parents and students of LAS regarding the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close LAS.

LAS will also develop a list of students in each grade level and the classes they have completed, together with information on the students' districts of residence, which it will provide to the entity responsible for closure-related activities.

As applicable, LAS will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with FERPA. LAS will ask the District to store original records of LAS students. All student records of LAS shall be transferred to the District upon LAS' closure. If the District will not or cannot store the records, LAS shall work with SCOE to determine a suitable alternative location for storage.

All state assessment results, special education records and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practicable, LAS will prepare final financial records. LAS will also have an independent audit completed within six months after closure. LAS will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountable selected by LAS and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash, accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to LAS.

LAS will complete and file any annual reports required pursuant to Education Code Section 47604.33

On closure, all LAS assets , including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attend LAS, after payment of all debts and liabilities and refunds to applicable agencies, shall remain the sole property of LAS and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the non-profit public benefit corporation.

Any assets acquired from the District or District property will be promptly returned upon LAS closure to the District. The distribution shall include return of any grant funds and to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of required Final Expenditure reports and Final Performance reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, LAS shall remain solely responsible for all liabilities arising from the operation of the Charter School.

Should LAS dissolve as a nonprofit public benefit corporation, the Board will follow the procedures set for in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and fill all necessary filings with the appropriate state and federal agencies.

LAS will utilize reserve funds to undertake any expenses associated with the closure procedures identified above.

# MISCELLANEOUS CHARTER PROVISIONS

## Facilities

The Language Academy of Sacramento intends to continue operating at its current location at 2850 49th Street, Sacramento, CA. 95817. This location is suitable for the LAS student population, reflecting the collaborative vision of the District and the LAS community as evident through LAS' recent capital investment on site's modernization. LAS has a long-term lease until 2043 and plans to honor its Facilities Use Agreement with SCUSD.

## Impact to District

## Civil Liability

***Governing Law**: Potential civil liability effects, if any, upon the school and upon the District California Education Code Section 47605(h*)

LAS is operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47605(d), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The LAS shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the LAS.

Further, the LAS shall enter into a memorandum of understanding with the District, wherein the LAS shall indemnify the District for the actions of the LAS under this charter petition.

The corporate By-laws of the LAS shall provide for indemnification of the Charter School's Board, officers, agent, and employees, and the Charter School will maintain a general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risk.

Insurance amounts will be determined as mutually agreed upon by the District and the Charter School's insurance carrier, as set forth in the Memorandum of Understanding (MOU) with the

District, taking into account factors such as organizational size and location. The District shall be named as an additional insured on LAS's general liability insurance.

The LAS Board will maintain appropriate risk management practices as discussed herein, including screening employees, establishing codes of conduct for staff and students, and dispute resolution.

### Authorizer Support Servicers

***Governing Law**: The manner in which administrative services of the school are to be provided California Education Code Section 47605(h)*

As an independent charter school, the Language Academy of Sacramento may explore entering into a contract whereby the SCUSD may provide the following services or any other services as mutually agreed between the parties. These agreements will be detailed in a Memorandum of Understanding and negotiated between the LAS Governing Board and SCUSD.

## Financial and Administrative Plan

### Administrative Services

The Language Academy of Sacramento is responsible for its own financial services and personnel services. LAS currently contracts with Vertex Education for back office support for accounting functions, as well as to support financial analysis, reporting and compliance requirements. LAS and its contracted business services provider will employ all generally accepted accounting principles.

### Budgets and Financial Reporting

***Governing Law**: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including start-up costs, and cash-flow and financial projections for the first three years of operation.*

*-California Education Code Section 47065(h)*

Attached, as Appendix 1, are the following documents:

1) Multi-year projections
2) Cash flow
3) Budget narrative
4) LCFF Calculator

These documents reflect the most current and reliable data available to LAS, including projections, including projects based on the Local Control Funding Formula calculations.

Attached as Appendix 3, please find LAS's most recent LCAP demonstrating the alignment of the LCAP to the Charter School's budget.

LAS shall provide reasonable comprehensive financial reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

1) By July 1, preliminary budget for the current fiscal year.

2) By July 1, a local control and accountability plan and an annual update to the LCAP pursuant to Education Code Section 47606.5.

3) By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, CDE, and the County Superintendent of Schools.

4) 4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

5) By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System (CBEDS), Apportionment reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card, and the LCAP.

The Charter School agrees to and submits the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47606.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

## Financial and Oversight Relationship

LAS shall receive funding in accordance with Education Code Section 47630 *et seq.* and Education Code Section 47651(a). The District will be reimbursed by up to 1% of the LCFF revenues of LAS in accordance with Education Code Section 47613 to cover the actual costs of overseeing LAS. The District shall provide and/or perform the supervisorial oversight tasks and duties specified by Education Code Section 47604.32 and/or necessitated by this charter.

## Insurance

The Language Academy of Sacramento shall maintain and finance general and property liability, workers compensation, and other necessary insurance coverage and in the amount required for a charter school of similar purpose and circumstance.

Insurance amounts will be determined as mutually agreed upon by the District and the Charter School's insurance carrier, as set forth in the Memorandum of Understanding (MOU) with the District, taking into account factors such as organizational size and location. The District shall be named as an additional insured on LAS's general liability insurance.

The District's Board of Education shall be named as an additional insured on all policies of LAS. Evidence of the above insurance coverage is available upon request to the District. Currently, LAS insurance coverage is provided by CharterSAFE.

## Attendance Accounting

The school's attendance accounting procedures ensure full compliance with all applicable California laws and regulations governing charter school attendance reporting, including those of SCUSD, SCOE, and the CDE. LAS will use the school's student information system as the system of record for daily attendance entry, verification, and reporting, and will ensure that attendance data are accurately transferred into the state apportionment software used for ADA and funding calculations.

## Transportation

Except as required by an IEP under the IDEA, or as otherwise required by law, LAS will not be responsible for the transportation of students to and from school.

# CONCLUSION

## Reasons Charter Petition Should be Approved

Comparatively speaking, LAS academic performance is at least equal to or better than the public schools that the charter school students would otherwise be required to attend.

LAS Facts: (Based on CDE's Historical California Dashboard)

GRADES 8 COMPARATIVE TO NEIGHBORHOOD MIDDLE SCHOOLS, SCUSD DISTRICT, AND STATE

1. Eighth grade students at LAS are achieving at higher levels in English Language Arts than students from the neighborhood middle schools: Cal MIddle and Will C. Wood, the SCUSD District, and the State.

2. Eighth grade students at LAS are achieving at comparable and/or higher levels in Mathematics than students from the neighborhood middle schools: Cal Middle and Will

C. Wood, the SCUSD District, and the State.

3. LAS overall performance in the past 22 years illustrates the efficacy of a dual-language educational program in learning academic English.

4. Comparatively speaking, by Grade 8 LAS students are outperforming their neighborhood peers in the standardized assessment in English and Math while simultaneously acquiring literacy in another global language, Spanish.

## Standard for Review of the LAS Charter Petition for Renewal

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

1. Supports the value and uniqueness of LAS's pedagogical design;

2. Understands the reason why some achievement measurements under the California accountability Model, School Dashboard and standardized testing system are only logical and comparable in the middle school grade levels; and,

3. Recognizes LAS's contributions in fulfilling SCUSD's goal of success for educating the whole child by "providing parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system."

LAS's educational program provides SCUSD high schools the rare pool of middle school students within SCUSD who are ready to thrive and to enroll in an Advanced Placement foreign language course as freshmen in high school. LAS's success is aligned with SCUSD's goal of preparing every student for college and career milestones and for responsible global citizenship in the 21st century. It directly advances the SCUSD principle of "ensuring that every student has an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options." Lastly, LAS will continue to serve as a lighthouse for the state-wide Global California Initiative 2030, illuminating the possibilities for students who are culturally and linguistically prepared for global citizenry through education.

The joint achievement of LAS as a learning community and SCUSD's success as a charter authorizing agency is reflected in the results of family surveys; for twenty-two consecutive years LAS families conclude with over 95% confidence that, *"Yes, they would recommend the LAS to others."*

## Final Commentary

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

a) *Improve pupil learning*

b) *Increase learning opportunities for all pupils, with special emphasis on expanded learning experience for pupils who are identified as academically low achieving*

c) *Encourage the use of different and innovative teaching methods*

d) *Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site*

e) *Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system*

f) *Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems*

g) *Provide vigorous competition within the public school systems to stimulate continued improvements in all public schools*

*The Charter Schools Act (or Act), California Education Code Section 47601(a)-(g)*

Evident of its achievements in over a decade of charter school existence, LAS has contributed to the legislative goals delineated above, and if given the opportunity, will proceed in advancing the esprit de corps of the Charter School Act of 1992.

## Charter Term Request

In accordance with the Charter School Act of 1992, LAS hereby respectfully petitions Sacramento City Unified School District ("the District") to renew the LAS charter for a five-year period, from July 1, 2027 to June 30, 2032.

The District agrees to hear and render a decision regarding a renewal, a material revision, or an amendment of the charter pursuant to the criteria and standards as specified in the Charter School Act, Education Code Sections 47605, 47607, and 47607.2. Renewal shall be considered in accordance with Education Code Sections 47605, 47607, 47607.2.

By granting this renewal, the District, in collaboration with the LAS, will meet the intent of the Charter School Act of 1992, by providing the students in the District with the option to acquire a premier dual immersion education.

# SIGNATURE PAGE

June 16, 2026

Superintendent _____
Members of the Sacramento City Unified School District Board of Education
5735 47th Avenue,
Sacramento, CA 95824

Dear Superintendent _____and Members of the Sacramento City Unified School District Board of Education:
On behalf of our learning community, I would like to submit Language Academy of Sacramento (LAS)'s renewal charter petition. If the renewal petition is approved, our school would continue to serve our students and their families for the term of 2027-2032.
Thank you for your continued support for our dual immersion Spanish and English bilingual educational program and your belief in preparing students for global citizenry.

Respectfully,

Eduardo de León
Executive Director

# Appendix List

## Appendix 1: Budget

Multi-Year and Cash Flow

## Appendix 2: Executive Summary

2.1 Family Survey Comparative Years

2.2 Student Survey Comparative Years

2.3 Staff Survey Comparative Years

2.4 Performance Reports

2.5 Performance Verified Growth

## Appendix 3: Local Control and Accountability Plan

## Appendix 4: Evidence of the Charter

4.1 Articles of Incorporation

4.2 Bylaws

4.2.1 Board Meeting Agendas

4.3 Board members

4.4 Key Policies

4.4.1 Administration of Medication, Emergencies, Health Condition Policy
4.4.2 Field Trips and Excursions Policy
4.4.3 Fiscal Policies
4.4.4 Foster Youth Policy
4.4.5 Health Examinations, Immunizations and Oral Health Policy
4.4.6 Homeless Education Policy
4.4.7 Identification and Education Under Section 504 Policy
4.4.8 Immigration Enforcement Policy
4.4.9 Independent Study Policy
4.4.10 Notice of Non-Discrimination
4.4.11 Personnel Policies
4.4.12 School Visitors and Guest Policy
4.4.13 Student Behavioral Health Referral Protocol
4.4.14 Suicide Prevention Policy
4.4.15 Uniform Complaint Policy

Appendix 5: Handbooks

5.1 Student/Family

5.2 Staff

Appendix 6: Evaluation Process

Appendix 7: Outreach and Recruitment Plan

Appendix 8: Enrollment Process

Appendix 9: Facility Verification

9.1 Facility Use Agreement

9.2 Memorandum Of Understanding

Appendix 10: Math and English Language Arts Pacing Guide

Appendix 11: Instructional Framework

Appendix 12: Academic Calendar

Appendix 13: Bell Schedule

Appendix 14: Instructional Materials

14.1 Materials Process

14.2 SCOE Williams List

Appendix 15: Professional Development

Appendix 16: Assessment Plan

Appendix 17: Special Education Local Plan Area

17.1 Plan

17.2 Student Success Team Description

17.3 Student Success Team Middle School Form

17.4 Student Success Team Elementary Form

Appendix 18: English Learner Plan

18.1 Reclassified Fluent English Proficient Policy

Appendix 19: References

Appendix 20: Supporting Data

Appendix 21: Comprehensive Safety Plan

Agenda Item# IIIB

**Board Meeting Date:** June 8, 2026

**Subject**: **Preliminary Budget 2026-2027**

☐ Information Item Only
☐ Approval on Consent Agenda
☐ Conference (for discussion only)
☒ Conference/Second Reading (Action Anticipated: (6/25/2026)
☐ Conference/Action
☐ Action

**Committee**: Finance Committee

The Finance Committee convened on June 3, 2026, to review updates to expenditure assumptions and stakeholder feedback for the 2026–2027 fiscal year. Key adjustments focused on increases in property and liability insurance, as well as rising health benefit costs.

The most significant health insurance cost driver is the Infertility (INF) Rider under the current Sutter plan. With the rider, annual costs increase by 45.7% (approximately $124,000 annually), compared to 15.2% (approximately $41,000) without the rider, resulting in an $83,000 difference for 15 participating employees. Sutter offers a comprehensive infertility benefit, including up to three oocyte retrievals and unlimited embryo transfers per lifetime.

In comparison, Kaiser's proposed INF Rider results in a more moderate increase of 11.8% (approximately $44,000), versus 5.2% (approximately $26,000) without the rider, a difference of $18,000 for 35 participating employees. Kaiser also offers a comprehensive infertility benefit with some key differences, including one oocyte retrieval and one embryo transfer per lifetime, but at a significantly lower cost.

These updates are critical to developing a more accurate and sustainable budget and will inform the organization's multi-year financial projections, particularly in support of strategic planning and the upcoming charter renewal process.

**Recommendation:** The Committee requests that the Board determine which INF rider benefit option it would like to approve and move forward with.

**Fiscal Impact:** Current, financial reflect the Kaiser INF rider cost.

**Documents Attached:**
1. Budget Presentation
2. Multi-Year Projects
3. Chas Flow
4. Charter Renewal Narrative

Agenda Artículo# IIIB

**Fecha de la Reunión**: 8 de junio de 2026

**Tema: Presupuesto preliminar 2026-2027**

☐ Artículo de información
☐ Aprobación en la Agenda de Consentimiento
☐ Conferencia (solo para discutir)
☒ Conferencia/Segunda lectura (Acción Anticipado: (6/4/2026)
☐ Conferencia/Acción
☐ Acción

**Comité:** Comité de Finanzas

La Comisión de Finanzas se reunió el 3 de junio de 2026 para examinar las actualizaciones de las previsiones de gastos y las observaciones de las partes interesadas para el presupuesto fiscal 2026-2027. Los ajustes principales se centraron en los aumentos de los seguros de propiedad y de responsabilidad civil, así como en el incremento de los costes de seguro médico.

El factor que más influye en el coste del seguro médico es la cláusula adicional de infertilidad (INF) del plan actual de Sutter. Con esta cláusula adicional, los costes anuales aumentan un 45.7 % (aproximadamente $124,000 al año), frente al 15.2 % (aproximadamente $41,000) sin ella, lo que supone una diferencia de $83,000 para los 15 empleados participantes. Sutter ofrece una prestación integral por infertilidad, que incluye hasta tres extracciones de ovocitos y trasplantes de embriones ilimitados a lo largo de la vida.

En comparación, la cláusula adicional INF propuesta por Kaiser supone un aumento más moderado del 11.8 % (aproximadamente $44,000), frente al 5.2 % (aproximadamente $26,000) sin la cláusula, lo que supone una diferencia de $18,000 para 35 empleados participantes. Kaiser también ofrece una prestación integral por infertilidad con algunas diferencias clave, que incluye una extracción de ovocitos y una transferencia de embriones de por vida, pero a un coste significativamente menor.

Estas actualizaciones son fundamentales para elaborar un presupuesto más preciso y sostenible y servirán de base para las proyecciones financieras plurianuales de la organización, en particular en apoyo de la planificación estratégica y del próximo proceso de renovación de los estatutos.

**Recomendación:** El Comité pide que la Junta determine qué opción de prestación de la cláusula adicional INF desea aprobar y llevar adelante.

**Repercusión fiscal:** Las cuentas actuales reflejan el coste de la cláusula adicional INF de Kaiser.

**Documentos adjuntos:**
1. Presentación del presupuesto
2. Proyectos plurianuales
3. Flujo de caja
4. Memoria de renovación de los estatutos

# LAS Financial Update

NICK MAWAD
JUNE 8, 2026





edtec
Charter School Specialists
BUSINESS • OPERATIONS • PERFORMANCE

# Contents




- 2025–26 Forecast Update
  - 2025–26 Forecast Update
  - Current vs. Previous Forecast
- 2026–27 State Budget
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- 2026–27 LAS Budget
  - 2026–27 Budget Assumptions
  - 2026–27 Final Budget
  - Multi-year Projection
  - Budget Summary
  - Next Steps

# 2025–26 Forecast Update

# 2025–26 Forecast Update

## Projected Net Income $597k, increase mostly due to Revenue updates

| | | Previous Forecast | Current Forecast | Previous Forecast vs. Current Forecast |
|---|---|---|---|---|
| Revenue | LCFF Entitlement | 8,387,690 | 8,488,269 | 100,579 |
| | Federal Revenue | 313,923 | 323,757 | 9,834 |
| | Other State Revenues | 2,697,945 | 2,710,560 | 12,615 |
| | Local Revenues | 54,300 | 57,300 | 3,000 |
| | Fundraising and Grants | 42,582 | 42,861 | 279 |
| | **Total Revenue** | **11,496,440** | **11,622,747** | **126,306** |
| Expenses | Compensation and Benefits | 7,738,469 | 7,738,381 | 87 |
| | Books and Supplies | 474,105 | 495,721 | (21,616) |
| | Services and Other Operating Expenditures | 1,875,751 | 1,888,506 | (12,755) |
| | Depreciation | 822,128 | 822,128 | - |
| | Other Outflows & Amortization | 80,628 | 80,628 | - |
| | **Total Expenses** | **10,991,081** | **11,025,365** | **(34,284)** |
| | **Net Income** | 505,359 | 597,382 | 92,023 |
| | Beginning Balance (Audited) | 14,609,654 | 14,609,654 | - |
| | Net Income | 505,359 | 597,382 | 92,023 |
| **Ending Fund Balance** | | 15,115,013 | 15,207,036 | 92,023 |
| **Fund Balance as a % of Expenses** | | 138% | 138% | 0% |

# Current vs. Previous Forecast

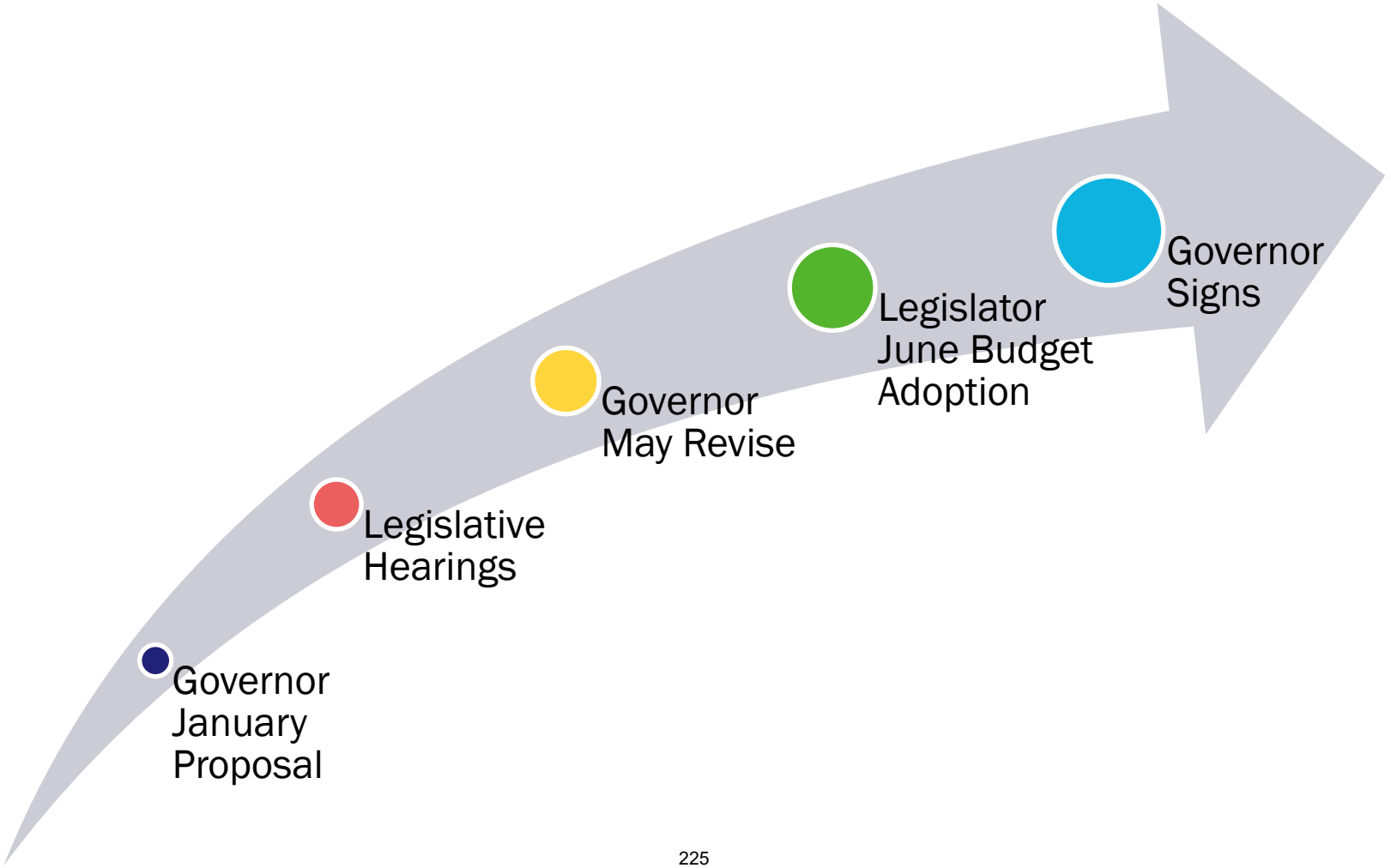
## Forecast updates highlighted below

| CATEGORY | BOTTOM LINE IMPACT | NOTES |
|---|---|---|
| **Previous Forecast** | **505,359** | |
| LCFF | 100,579 | P2 ADA 612 vs. 603 previously forecasted |
| Other State Revenue | 12,615 | SPED & Lottery funding adjustments based on P2 ADA |
| Federal Revenue | 9,834 | Updated rate from SELPA |
| Local Revenue | 3,000 | Actuals true-up |
| Fundraising | 279 | Actuals true-up |
| Comp & Benefits | 87 | Benefits adjustment |
| Services & Other Ops | (12,755) | Various small true-ups |
| Books & Supplies | (21,616) | Instructional materials purchases |
| **Current Forecast** | **597,382** | |

# 2026–27 State Budget

# State Budget Process

## Iterative process with many changes to Governor's Proposal



# FY27 State Budget: May Revise



## COLA

- LCFF 'Super COLA' = 4.31%
- 2.87% Statutory, up from 2.41%
- Statutory 2.87% applies to most state funding streams

## State SPED Funding

- $2.4B statewide additional allocation
- $1,340/ADA, up from Current Year ~$900/ADA
- Intent is to remain ongoing into outer-years

## One-time Funding

- Student Support & PD Block Grant
- Approximately $936/FY26 ADA
- Spend by June 2030

## Other

- Community Schools $1B
- $429M for Literacy/Reading Specialists
- Up to 14 weeks family leave with full pay

# 2026–27 LAS Budget

# 2026–27 Budget Assumptions



## Student Info

- 636 enrollment
- 95% attendance
- UPP stays consistent

## Revenue

- 2.87% LCFF COLA
- $305k of confirmed ‘one-time funds’
- Other restricted grants include Title, SPED, Prop 28, ELO-P, ASES

## Expense

- Includes step raises for teachers, standard 3% increases
- Changes include Intervention, Food Service, Prop 28 staff
- Most budget lines increase 3%

# 2026–27 Final Budget

## Net Income projected $238k, includes several conservative assumptions on State Revenue

| | | 2025-26 | 2026-27 | Variance |
|---|---|---|---|---|
| | | Current Forecast | Final Budget | |
| Revenue | LCFF Entitlement | 8,488,269 | 8,595,106 | 106,837 |
| | Federal Revenue | 323,757 | 573,093 | 249,336 |
| | Other State Revenues | 2,710,560 | 2,610,458 | (100,102) |
| | Local Revenues | 57,300 | 48,300 | (9,000) |
| | Fundraising and Grants | 42,861 | 35,000 | (7,861) |
| | **Total Revenue** | **11,622,747** | **11,861,957** | **239,210** |
| Expenses | Compensation and Benefits | 7,738,381 | 8,156,670 | (418,289) |
| | Books and Supplies | 495,721 | 934,676 | (438,955) |
| | Services and Other Operating Expenditures | 1,888,506 | 1,649,330 | 239,176 |
| | Depreciation | 822,128 | 822,128 | - |
| | Other Outflows & Amortization | 80,628 | 60,984 | 19,644 |
| | **Total Expenses** | **11,025,365** | **11,623,789** | **(598,424)** |
| | **Net Income** | **597,382** | **238,168** | **(359,214)** |
| | Beginning Balance | 14,609,654 | 15,207,036 | 597,382 |
| | Net Income | 597,382 | 238,168 | (359,214) |
| **Ending Fund Balance (incl. Depreciation)** | | **15,207,036** | **15,445,204** | **238,168** |
| **Ending Fund Balance as % of Expenses** | | **137.9%** | **132.9%** | **-5.1%** |

# Multi-year Projection



## Moderate but healthy surpluses expected in all outer-years

| | | 2025-26 | 2026-27 | 2027-28 | 2028-29 |
|---|---|---|---|---|---|
| | | **Current Forecast** | **Final Budget** | **Projected Budget** | **Projected Budget** |
| Revenue | LCFF Entitlement | 8,488,269 | 8,595,106 | 9,277,696 | 9,582,279 |
| | Federal Revenue | 323,757 | 573,093 | 580,627 | 591,437 |
| | Other State Revenues | 2,710,560 | 2,610,458 | 2,565,791 | 2,381,426 |
| | Local Revenues | 57,300 | 48,300 | 48,300 | 48,300 |
| | Fundraising and Grants | 42,861 | 35,000 | 35,000 | 35,000 |
| | **Total Revenue** | **11,622,747** | **11,861,957** | **12,507,414** | **12,638,441** |
| Expenses | Compensation and Benefits | 7,738,381 | 8,156,670 | 8,547,339 | 8,858,829 |
| | Books and Supplies | 495,721 | 934,676 | 964,856 | 974,129 |
| | Services and Other Operating Expenditures | 1,888,506 | 1,649,330 | 1,680,520 | 1,711,287 |
| | Depreciation | 822,128 | 822,128 | 822,128 | 822,128 |
| | Other Outflows & Amortization | 80,628 | 60,984 | 60,984 | 60,984 |
| | **Total Expenses** | **11,025,365** | **11,623,789** | **12,075,827** | **12,427,357** |
| | **Net Income** | **597,382** | **238,168** | **431,587** | **211,084** |
| | Beginning Balance | 14,609,654 | 15,207,036 | 15,445,204 | 15,876,791 |
| | Net Income | 597,382 | 238,168 | 431,587 | 211,084 |
| **Ending Fund Balance (incl. Depreciation)** | | **15,207,036** | **15,445,204** | **15,876,791** | **16,087,875** |
| **Ending Fund Balance as % of Expenses** | | **137.9%** | **132.9%** | **131.5%** | **129.5%** |

# Budget Summary



- Budget strongly aligned with LAS' program
- Financial position is strong into 2026–27 and beyond, solid Net Incomes projected
- Conservative estimates included at State level, more to follow over the next month or two
- LAS has a very strong reserve and cash position

# Next Steps



Budget approval & submit budget to SCUSD

State Budget is finalized

Incorporate final State Budget updates

# Thank you!

## Questions?

# Language Academy
## Multi-year Projection
## As of Apr FY2026

| | Year 1<br>2025-26 | Year 2<br>2026-27 | Year 3<br>2027-28 | Year 4<br>2028-29 | Year 5<br>2029-30 | Year 6<br>2030-31 |
|---|---|---|---|---|---|---|
| **SUMMARY** | | | | | | |
| **Revenue** | | | | | | |
| LCFF Entitlement | 8,488,269 | 8,595,106 | 9,277,696 | 9,582,279 | 9,880,127 | 10,188,033 |
| Federal Revenue | 323,757 | 573,093 | 580,627 | 591,437 | 599,584 | 607,976 |
| Other State Revenues | 2,710,560 | 2,610,458 | 2,565,791 | 2,381,426 | 2,388,702 | 2,394,021 |
| Local Revenues | 57,300 | 48,300 | 48,300 | 48,300 | 48,300 | 48,300 |
| Fundraising and Grants | 42,861 | 35,000 | 35,000 | 35,000 | 35,000 | 35,000 |
| **Total Revenue** | **11,622,747** | **11,861,957** | **12,507,414** | **12,638,441** | **12,951,713** | **13,273,330** |
| **Expenses** | | | | | | |
| Compensation and Benefits | 7,738,381 | 8,156,670 | 8,547,339 | 8,858,829 | 9,183,683 | 9,523,080 |
| Books and Supplies | 495,721 | 934,676 | 964,856 | 974,129 | 1,003,353 | 1,033,453 |
| Services and Other Operating Expenditures | 1,888,506 | 1,649,330 | 1,680,520 | 1,711,287 | 1,743,274 | 1,776,796 |
| Depreciation | 822,128 | 822,128 | 822,128 | 822,128 | 822,128 | 822,128 |
| Other Outflows & Amortization | 80,628 | 60,984 | 60,984 | 60,984 | 60,984 | 60,984 |
| **Total Expenses** | **11,025,365** | **11,623,789** | **12,075,827** | **12,427,357** | **12,813,423** | **13,216,442** |
| **Net Income** | **597,382** | **238,168** | **431,587** | **211,084** | **138,290** | **56,887** |
| **Fund Balance** | | | | | | |
| Beginning Balance (Unaudited) | 14,617,822 | 15,207,036 | 15,445,204 | 15,876,791 | 16,087,875 | 16,226,165 |
| Audit Adjustment | (8,168) | | | | | |
| Beginning Balance (Audited) | 14,609,654 | 15,207,036 | 15,445,204 | 15,876,791 | 16,087,875 | 16,226,165 |
| Net Income | 597,382 | 238,168 | 431,587 | 211,084 | 138,290 | 56,887 |
| **Ending Fund Balance** | **15,207,036** | **15,445,204** | **15,876,791** | **16,087,875** | **16,226,165** | **16,283,052** |
| **Total Revenue Per ADA** | 18,998 | 19,633 | 20,070 | 20,280 | 20,783 | 21,299 |
| **Total Expenses Per ADA** | 18,021 | 19,238 | 19,377 | 19,941 | 20,561 | 21,207 |
| **Net Income Per ADA** | 976 | 394 | 693 | 339 | 222 | 91 |
| **Fund Balance as a % of Expenses** | 138% | 133% | 131% | 129% | 127% | 123% |

# Language Academy
## Multi-year Projection
## As of Apr FY2026

| Key Assumptions | Year 1<br>2025-26 | Year 2<br>2026-27 | Year 3<br>2027-28 | Year 4<br>2028-29 | Year 5<br>2029-30 | Year 6<br>2030-31 |
|---|---|---|---|---|---|---|
| **Enrollment Breakdown** | | | | | | |
| TK | 40 | 40 | 60 | 60 | 60 | 60 |
| K | 66 | 66 | 66 | 66 | 66 | 66 |
| 1 | 66 | 66 | 66 | 66 | 66 | 66 |
| 2 | 66 | 66 | 66 | 66 | 66 | 66 |
| 3 | 66 | 66 | 66 | 66 | 66 | 66 |
| 4 | 66 | 68 | 68 | 68 | 68 | 68 |
| 5 | 66 | 67 | 67 | 67 | 67 | 67 |
| 6 | 67 | 67 | 67 | 67 | 67 | 67 |
| 7 | 66 | 65 | 65 | 65 | 65 | 65 |
| 8 | 66 | 65 | 65 | 65 | 65 | 65 |
| **Total Enrolled** | **635** | **636** | **656** | **656** | **656** | **656** |
| **ADA %** | | | | | | |
| K-3 | 95.9% | 95.0% | 95.0% | 95.0% | 95.0% | 95.0% |
| 4-6 | 97.3% | 95.0% | 95.0% | 95.0% | 95.0% | 95.0% |
| 7-8 | 96.0% | 95.0% | 95.0% | 95.0% | 95.0% | 95.0% |
| **Average ADA %** | **96.3%** | **95.0%** | **95.0%** | **95.0%** | **95.0%** | **95.0%** |
| **ADA** | | | | | | |
| K-3 | 291 | 289 | 308 | 308 | 308 | 308 |
| 4-6 | 194 | 192 | 192 | 192 | 192 | 192 |
| 7-8 | 127 | 124 | 124 | 124 | 124 | 124 |
| **Total ADA** | **612** | **604** | **623** | **623** | **623** | **623** |

# Language Academy
## Multi-year Projection
## As of Apr FY2026

| | | Year 1 2025-26 | Year 2 2026-27 | Year 3 2027-28 | Year 4 2028-29 | Year 5 2029-30 | Year 6 2030-31 |
|---|---|---|---|---|---|---|---|
| **REVENUE** | | | | | | | |
| **LCFF Entitlement** | | | | | | | |
| 8011 | Charter Schools General Purpose Entitlement - State Aid | 4,840,309 | 4,947,690 | 5,461,032 | 5,712,850 | 5,955,950 | 6,207,225 |
| 8012 | Education Protection Account Entitlement | 1,577,504 | 1,602,645 | 1,707,593 | 1,760,358 | 1,815,106 | 1,871,737 |
| 8096 | Charter Schools in Lieu of Property Taxes | 2,070,456 | 2,044,770 | 2,109,071 | 2,109,071 | 2,109,071 | 2,109,071 |
| | **SUBTOTAL - LCFF Entitlement** | **8,488,269** | **8,595,106** | **9,277,696** | **9,582,279** | **9,880,127** | **10,188,033** |
| **Federal Revenue** | | | | | | | |
| 8181 | Special Education - Entitlement | 99,009 | 92,365 | 92,220 | 95,120 | 95,120 | 95,120 |
| 8220 | Child Nutrition Programs | - | 255,980 | 263,659 | 271,569 | 279,716 | 288,108 |
| 8291 | Title I | 187,945 | 187,945 | 187,945 | 187,945 | 187,945 | 187,945 |
| 8292 | Title II | 23,781 | 23,781 | 23,781 | 23,781 | 23,781 | 23,781 |
| 8294 | Title IV | 13,022 | 13,022 | 13,022 | 13,022 | 13,022 | 13,022 |
| | **SUBTOTAL - Federal Revenue** | **323,757** | **573,093** | **580,627** | **591,437** | **599,584** | **607,976** |
| **Other State Revenue** | | | | | | | |
| 8319 | Other State Apportionments - Prior Years | 6,184 | - | - | - | - | - |
| 8381 | Special Education - Entitlement (State | 561,336 | 561,336 | 571,805 | 571,805 | 571,805 | 571,805 |
| 8382 | Special Education Reimbursement (State | 52,048 | 52,675 | 55,994 | 57,864 | 59,681 | 59,681 |
| 8520 | Child Nutrition - State | - | 170,653 | 175,773 | 181,046 | 186,477 | 192,072 |
| 8550 | Mandated Cost Reimbursements | 12,036 | 12,915 | 13,145 | 14,011 | 14,451 | 14,451 |
| 8560 | State Lottery Revenue | 173,805 | 171,649 | 177,047 | 177,047 | 177,047 | 177,047 |
| 8590 | All Other State Revenue | 594,064 | 305,783 | 234,489 | - | - | - |
| 8591 | Prop 28 Arts & Music in Schools | 113,265 | 99,339 | 116,042 | 119,705 | 119,705 | 119,705 |
| 8593 | Expanded Learning Opportunities Program | 994,340 | 1,032,626 | 1,018,014 | 1,056,466 | 1,056,053 | 1,055,779 |
| 8596 | Other State Revenue 6 | 203,482 | 203,482 | 203,482 | 203,482 | 203,482 | 203,482 |
| | **SUBTOTAL - Other State Revenue** | **2,710,560** | **2,610,458** | **2,565,791** | **2,381,426** | **2,388,702** | **2,394,021** |
| **Local Revenue** | | | | | | | |
| 8636 | Uniforms | 12,000 | 12,000 | 12,000 | 12,000 | 12,000 | 12,000 |
| 8638 | Merchandise Sales | 1,300 | 1,300 | 1,300 | 1,300 | 1,300 | 1,300 |
| 8660 | Interest | 18,000 | 9,000 | 9,000 | 9,000 | 9,000 | 9,000 |
| 8670 | Fees and Contracts | 6,000 | 6,000 | 6,000 | 6,000 | 6,000 | 6,000 |

## Language Academy
### Multi-year Projection
### As of Apr FY2026

| | | Year 1<br>2025-26 | Year 2<br>2026-27 | Year 3<br>2027-28 | Year 4<br>2028-29 | Year 5<br>2029-30 | Year 6<br>2030-31 |
|---|---|---|---|---|---|---|---|
| 8693 | Field Trips | 15,000 | 15,000 | 15,000 | 15,000 | 15,000 | 15,000 |
| 8699 | All Other Local Revenue | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 |
| | **SUBTOTAL - Local Revenue** | **57,300** | **48,300** | **48,300** | **48,300** | **48,300** | **48,300** |
| **Fundraising and Grants** | | | | | | | |
| 8801 | Donations - Parents | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 |
| 8802 | Donations - Private | 8,316 | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 |
| 8803 | Fundraising | 29,544 | 25,000 | 25,000 | 25,000 | 25,000 | 25,000 |
| | **SUBTOTAL - Fundraising and Grants** | **42,861** | **35,000** | **35,000** | **35,000** | **35,000** | **35,000** |
| **TOTAL REVENUE** | | **11,622,747** | **11,861,957** | **12,507,414** | **12,638,441** | **12,951,713** | **13,273,330** |

# Language Academy
## Multi-year Projection
## As of Apr FY2026

| | | Year 1 2025-26 | Year 2 2026-27 | Year 3 2027-28 | Year 4 2028-29 | Year 5 2029-30 | Year 6 2030-31 |
|---|---|---|---|---|---|---|---|
| **EXPENSES** | | | | | | | |
| **Compensation & Benefits** | | | | | | | |
| **Certificated Salaries** | | | | | | | |
| 1100 | Teachers Salaries | 2,620,984 | 2,668,812 | 2,823,876 | 2,908,593 | 2,995,850 | 3,085,726 |
| 1101 | Teacher - Stipends | 72,000 | 91,630 | 94,379 | 97,210 | 100,127 | 103,130 |
| 1102 | Title I/SES Tutoring | 57,000 | 91,500 | 94,245 | 97,072 | 99,985 | 102,984 |
| 1103 | Teacher - Substitute Pay | 124,483 | 164,200 | 169,126 | 174,200 | 179,426 | 184,809 |
| 1300 | Certificated Supervisor & Administrator Salaries | 165,084 | 170,037 | 175,138 | 180,392 | 185,804 | 191,378 |
| 1311 | SPED Certificated | 522,361 | 548,760 | 565,223 | 582,179 | 599,645 | 617,634 |
| 1920 | Other Cert - Summer | 149,500 | 137,550 | 141,677 | 145,927 | 150,305 | 154,814 |
| 1940 | Other Certificated Supervisor & Admin Salaries | 135,870 | 147,155 | 121,540 | 125,186 | 128,942 | 132,810 |
| | **SUBTOTAL - Certificated Salaries** | **3,847,281** | **4,019,644** | **4,185,204** | **4,310,760** | **4,440,083** | **4,573,285** |
| **Classified Salaries** | | | | | | | |
| 2100 | Classified Instructional Aide Salaries | 138,147 | 128,747 | 173,769 | 178,982 | 184,352 | 189,882 |
| 2103 | SPED Classified | 147,835 | 171,533 | 176,679 | 181,979 | 187,439 | 193,062 |
| 2104 | Summer School Classified | 49,000 | 85,660 | 88,230 | 90,877 | 93,603 | 96,411 |
| 2200 | Classified Support (Intervention Tutoring) | 183,000 | 84,000 | 86,520 | 89,116 | 91,789 | 94,543 |
| 2300 | Classified Supervisor & Administrator Salaries | 119,503 | 123,088 | 126,781 | 130,584 | 134,502 | 138,537 |
| 2400 | Classified Clerical & Office Salaries | 292,824 | 266,874 | 274,881 | 283,127 | 291,621 | 300,369 |
| 2900 | Classified Other Salaries | 138,277 | 193,110 | 198,903 | 204,871 | 211,017 | 217,347 |
| 2905 | Other Classified - After School | 591,638 | 597,930 | 615,868 | 634,344 | 653,374 | 672,975 |
| 2925 | Other Classified - Childcare | 1,400 | 1,400 | 1,400 | 1,400 | 1,400 | 1,400 |
| 2928 | Other Classified - Food | - | 38,560 | 39,717 | 40,908 | 42,136 | 43,400 |
| 2930 | Other Classified - Maintenance/Grounds | 247,976 | 301,421 | 310,464 | 319,778 | 329,371 | 339,252 |
| | **SUBTOTAL - Classified Salaries** | **1,909,600** | **1,992,323** | **2,093,211** | **2,155,965** | **2,220,602** | **2,287,178** |
| **Employee Benefits** | | | | | | | |
| 3100 | STRS | 709,335 | 734,041 | 764,651 | 787,591 | 811,218 | 835,555 |
| 3300 | OASDI-Medicare-Alternative | 188,706 | 200,055 | 209,926 | 216,278 | 222,399 | 228,704 |
| 3400 | Health & Welfare Benefits | 920,967 | 1,034,527 | 1,110,249 | 1,199,069 | 1,294,995 | 1,398,594 |

# Language Academy
## Multi-year Projection
## As of Apr FY2026

| | | Year 1 2025-26 | Year 2 2026-27 | Year 3 2027-28 | Year 4 2028-29 | Year 5 2029-30 | Year 6 2030-31 |
|---|---|---|---|---|---|---|---|
| 3500 | Unemployment Insurance | 14,414 | 14,960 | 15,142 | 15,142 | 15,142 | 15,142 |
| 3600 | Workers Comp Insurance | 69,083 | 67,184 | 72,202 | 74,367 | 76,598 | 78,895 |
| 3900 | Other Employee Benefits | 78,995 | 93,936 | 96,754 | 99,657 | 102,647 | 105,726 |
| | **SUBTOTAL - Employee Benefits** | **1,981,500** | **2,144,703** | **2,268,924** | **2,392,104** | **2,522,999** | **2,662,617** |
| **Books & Supplies** | | | | | | | |
| 4100 | Approved Textbooks & Core Curricula Materials | 125,000 | 110,000 | 113,300 | 116,699 | 120,200 | 123,806 |
| 4101 | SPED Textbooks | 5,000 | 15,000 | 15,450 | 15,914 | 16,391 | 16,883 |
| 4200 | Books & Other Reference Materials | 62,500 | 62,500 | 64,375 | 66,306 | 68,295 | 70,344 |
| 4201 | Library Resources | 12,532 | 7,450 | 7,674 | 7,904 | 8,141 | 8,385 |
| 4315 | Custodial Supplies | 32,464 | 32,464 | 33,438 | 34,441 | 35,474 | 36,539 |
| 4320 | Educational Software | 73,495 | 64,857 | 66,803 | 68,807 | 70,871 | 72,997 |
| 4325 | Instructional Materials & Supplies | 43,658 | 35,000 | 36,050 | 37,132 | 38,245 | 39,393 |
| 4330 | Office Supplies | 10,000 | 10,000 | 10,300 | 10,609 | 10,927 | 11,255 |
| 4335 | PE Supplies | 10,300 | 10,000 | 10,300 | 10,609 | 10,927 | 11,255 |
| 4340 | Professional Development Supplies | 1,000 | 1,000 | 1,030 | 1,061 | 1,093 | 1,126 |
| 4352 | Garden | 4,060 | 2,060 | 2,122 | 2,185 | 2,251 | 2,319 |
| 4354 | ASES Materials | 6,180 | 6,180 | 6,365 | 6,556 | 6,753 | 6,956 |
| 4355 | Summer School Materials | 4,532 | 4,532 | 4,668 | 4,808 | 4,952 | 5,101 |
| 4356 | SPED Consumables | 5,000 | 5,000 | 5,150 | 5,305 | 5,464 | 5,628 |
| 4410 | Classroom Furniture, Equipment & Supplies | 30,000 | 30,000 | 50,000 | 31,827 | 32,782 | 33,765 |
| 4420 | Computers: individual items less than $5k | 20,000 | 30,000 | 30,900 | 31,827 | 32,782 | 33,765 |
| 4423 | Classroom Noncapitalized items 1 | 10,000 | 10,000 | 10,300 | 10,609 | 10,927 | 11,255 |
| 4430 | Non Classroom Related Furniture, Equipment & Supplies | 40,000 | 40,000 | 41,200 | 42,436 | 43,709 | 45,020 |
| 4433 | Kitchen Equipment and Supplies | - | 32,000 | 16,000 | 16,480 | 16,974 | 17,484 |
| 4710 | Student Food Services | - | 426,633 | 439,432 | 452,615 | 466,193 | 480,179 |
| | **SUBTOTAL - Books and Supplies** | **495,721** | **934,676** | **964,856** | **974,129** | **1,003,353** | **1,033,453** |
| **Services & Other Operating Expenses** | | | | | | | |
| 5210 | Conference Fees | 20,000 | 12,000 | 12,360 | 12,731 | 13,113 | 13,506 |
| 5215 | Travel - Mileage, Parking, Tolls | 5,150 | 5,150 | 5,305 | 5,464 | 5,628 | 5,796 |
| 5220 | Travel and Lodging | 26,000 | 15,000 | 15,450 | 15,914 | 16,391 | 16,883 |
| 5305 | Dues & Membership - Professional | 15,914 | 15,914 | 16,391 | 16,883 | 17,390 | 17,911 |
| 5450 | Insurance - Other | 186,814 | 206,154 | 212,339 | 218,709 | 225,270 | 232,028 |

## Language Academy
### Multi-year Projection
### As of Apr FY2026

| | | Year 1 2025-26 | Year 2 2026-27 | Year 3 2027-28 | Year 4 2028-29 | Year 5 2029-30 | Year 6 2030-31 |
|---|---|---|---|---|---|---|---|
| 5515 | Janitorial, Gardening Services & Supplies | 124,800 | 16,000 | 16,480 | 16,974 | 17,484 | 18,008 |
| 5535 | Utilities - All Utilities | 108,212 | 150,000 | 154,500 | 159,135 | 163,909 | 168,826 |
| 5605 | Equipment Leases | 36,750 | 36,750 | 37,853 | 38,988 | 40,158 | 41,362 |
| 5610 | Rent | 169,158 | 130,000 | 133,900 | 137,917 | 142,055 | 146,316 |
| 5615 | Repairs and Maintenance - Building | 20,000 | 20,000 | 20,600 | 21,218 | 21,855 | 22,510 |
| 5616 | Repairs and Maintenance - Computers | 5,000 | 5,000 | 5,150 | 5,305 | 5,464 | 5,628 |
| 5617 | Repairs and Maintenance - Other Equipment | 2,705 | 2,705 | 2,786 | 2,870 | 2,956 | 3,045 |
| 5803 | Accounting Fees | 38,020 | 37,583 | 38,710 | 39,872 | 41,068 | 42,300 |
| 5804 | Parent Trainings | 1,591 | 1,591 | 1,639 | 1,688 | 1,739 | 1,791 |
| 5805 | Administrative Fees | 10,609 | 37,527 | 38,653 | 39,813 | 41,007 | 42,237 |
| 5806 | Assemblies | 5,305 | 5,305 | 5,464 | 5,628 | 5,797 | 5,971 |
| 5809 | Banking Fees | 500 | 500 | 515 | 530 | 546 | 563 |
| 5812 | Business Services | 101,250 | 105,250 | 109,250 | 114,713 | 120,448 | 126,471 |
| 5813 | Board Development | 3,000 | 3,000 | 3,090 | 3,183 | 3,278 | 3,377 |
| 5818 | SPED Legal Fees | 5,000 | 5,000 | 5,150 | 5,305 | 5,464 | 5,628 |
| 5824 | District Oversight Fees | 91,952 | 85,951 | 92,777 | 95,823 | 98,801 | 101,880 |
| 5827 | ELO-P Expenses | 325,000 | 255,000 | 240,000 | 225,000 | 210,000 | 195,000 |
| 5830 | Field Trips Expenses | 57,680 | 87,680 | 90,310 | 93,020 | 95,810 | 98,685 |
| 5836 | Fingerprinting | 3,183 | 3,183 | 3,278 | 3,377 | 3,478 | 3,582 |
| 5839 | Fundraising Expenses | 47,173 | 38,935 | 40,103 | 41,306 | 42,545 | 43,822 |
| 5845 | Legal Fees | 6,000 | 6,000 | 6,180 | 6,365 | 6,556 | 6,753 |
| 5851 | Marketing and Student Recruiting | 1,299 | 3,500 | 3,605 | 3,713 | 3,825 | 3,939 |
| 5852 | Prop 28 Expenses | 56,306 | - | - | - | - | - |
| 5857 | Payroll Fees | 34,232 | 36,000 | 37,080 | 38,192 | 39,338 | 40,518 |
| 5860 | Printing and Reproduction | 29,037 | 25,000 | 25,750 | 26,523 | 27,318 | 28,138 |
| 5863 | Professional Development | 30,000 | 10,000 | 10,300 | 10,609 | 10,927 | 11,255 |
| 5869 | Special Education Contract Instructors | 182,475 | 152,000 | 156,560 | 161,257 | 166,095 | 171,077 |
| 5872 | Special Education SELPA Fee | 22,946 | 23,273 | 23,241 | 24,043 | 24,764 | 25,507 |
| 5874 | Sports | 8,000 | 6,000 | 6,180 | 6,365 | 6,556 | 6,753 |
| 5875 | Staff Recruiting | 1,379 | 1,379 | 1,420 | 1,463 | 1,507 | 1,552 |
| 5878 | Student Assessment | 25,000 | 25,000 | 25,750 | 26,523 | 27,318 | 28,138 |
| 5881 | Student Information System | 21,000 | 21,000 | 21,630 | 22,279 | 22,947 | 23,636 |
| 5887 | Technology Services | 45,000 | 45,000 | 46,350 | 47,741 | 49,173 | 50,648 |
| 5899 | Miscellaneous Operating Expenses | 67 | - | - | - | - | - |
| 5910 | Communications - Internet / Website Fees | 2,000 | 2,000 | 2,060 | 2,122 | 2,185 | 2,251 |

# Language Academy
## Multi-year Projection
## As of Apr FY2026

| | | Year 1<br>2025-26 | Year 2<br>2026-27 | Year 3<br>2027-28 | Year 4<br>2028-29 | Year 5<br>2029-30 | Year 6<br>2030-31 |
|---|---|---|---|---|---|---|---|
| 5915 | Postage and Delivery | 3,000 | 2,000 | 2,060 | 2,122 | 2,185 | 2,251 |
| 5920 | Communications - Telephone & Fax | 10,000 | 10,000 | 10,300 | 10,609 | 10,927 | 11,255 |
| | **SUBTOTAL - Services & Other Operating Exp.** | **1,888,506** | **1,649,330** | **1,680,520** | **1,711,287** | **1,743,274** | **1,776,796** |
| **Depreciation Expense** | | | | | | | |
| 6900 | Depreciation | 822,128 | 822,128 | 822,128 | 822,128 | 822,128 | 822,128 |
| | **SUBTOTAL - Depreciation Expense** | **822,128** | **822,128** | **822,128** | **822,128** | **822,128** | **822,128** |
| **Other Outflows & Amortization** | | | | | | | |
| 7438 | Long term debt - Interest | 80,628 | 60,984 | 60,984 | 60,984 | 60,984 | 60,984 |
| | **SUBTOTAL - Other Outflows & Amortization** | **80,628** | **60,984** | **60,984** | **60,984** | **60,984** | **60,984** |
| **TOTAL EXPENSES** | | **11,025,365** | **11,623,789** | **12,075,827** | **12,427,357** | **12,813,423** | **13,216,442** |

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

| | 2026-27 Actuals & Forecast | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Jul** Forecast | **Aug** Forecast | **Sep** Forecast | **Oct** Forecast | **Nov** Forecast | **Dec** Forecast | **Jan** Forecast | **Feb** Forecast | **Mar** Forecast | **Apr** Forecast | **May** Forecast | **Jun** Forecast | **Forecast** | **Remaining Balance** |
| **Beginning Cash** | **8,018,108** | **8,000,326** | **8,149,810** | **8,464,131** | **8,998,490** | **8,930,353** | **8,811,133** | **9,133,971** | **9,155,734** | **9,010,257** | **9,545,691** | **9,402,625** | | |
| **REVENUE** | | | | | | | | | | | | | | |
| LCFF Entitlement | - | 250,492 | 374,720 | 1,093,717 | 616,522 | 616,522 | 1,010,898 | 616,522 | 604,092 | 1,132,989 | 579,106 | 579,106 | 8,595,106 | 1,120,418 |
| Federal Revenue | - | - | - | - | 81,785 | 25,598 | 25,598 | 81,785 | 25,598 | 25,598 | 81,785 | 25,598 | 573,093 | 199,748 |
| Other State Revenue | 28,067 | 126,787 | 149,240 | 281,504 | 166,306 | 179,221 | 166,306 | 209,757 | 166,306 | 217,176 | 209,757 | 472,089 | 2,610,458 | 237,945 |
| Other Local Revenue | 4,025 | 4,025 | 4,025 | 4,025 | 4,025 | 4,025 | 4,025 | 4,025 | 4,025 | 4,025 | 4,025 | 4,025 | 48,300 | - |
| Fundraising & Grants | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 35,000 | - |
| **TOTAL REVENUE** | **35,008** | **384,221** | **530,901** | **1,382,162** | **871,555** | **828,283** | **1,209,744** | **915,006** | **802,937** | **1,382,705** | **877,590** | **1,083,735** | **11,861,957** | **1,558,112** |
| **EXPENSES** | | | | | | | | | | | | | | |
| Certificated Salaries | 107,494 | 45,764 | 378,967 | 385,480 | 396,060 | 388,669 | 377,379 | 386,972 | 395,103 | 375,475 | 391,141 | 391,141 | 4,019,644 | - |
| Classified Salaries | 64,737 | 113,769 | 157,283 | 175,960 | 168,598 | 145,460 | 172,556 | 174,536 | 174,681 | 157,989 | 243,377 | 243,377 | 1,992,323 | - |
| Employee Benefits | 131,550 | 131,550 | 193,110 | 187,444 | 186,696 | 186,696 | 192,680 | 187,444 | 187,444 | 186,696 | 186,696 | 186,696 | 2,144,703 | - |
| Books & Supplies | 71,065 | 109,850 | 116,845 | 74,102 | 74,102 | 74,102 | 69,102 | 69,102 | 69,102 | 69,102 | 69,102 | 69,102 | 934,676 | - |
| Services & Other Operating Expenses | 197,962 | 107,488 | 159,084 | 112,188 | 112,188 | 159,084 | 112,188 | 112,188 | 159,084 | 95,009 | 95,009 | 227,856 | 1,649,330 | - |
| Capital Outlay & Depreciation | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 822,128 | - |
| Other Outflows | - | - | - | - | - | 30,492 | - | - | - | - | - | 30,492 | 60,984 | - |
| **TOTAL EXPENSES** | **641,319** | **576,932** | **1,073,800** | **1,003,684** | **1,006,155** | **1,053,014** | **992,416** | **998,753** | **1,053,925** | **952,782** | **1,053,835** | **1,217,174** | **11,623,789** | **-** |
| **Operating Cash Inflow (Outflow)** | **(606,311)** | **(192,711)** | **(542,898)** | **378,477** | **(134,601)** | **(224,731)** | **217,327** | **(83,747)** | **(250,988)** | **429,923** | **(176,246)** | **(133,439)** | **238,168** | **1,558,112** |
| Accounts Receivable | 697,287 | 455,573 | 751,709 | 50,371 | 32,569 | - | - | - | - | - | - | - | | |
| Other Current Assets | 4,620 | - | - | - | - | - | - | - | - | - | - | - | | |
| Fixed Assets | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | | |
| Accounts Payable | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Other Current Liabilities | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Summer Holdback | (181,889) | (181,889) | 37,000 | 37,000 | 37,000 | 37,000 | 37,000 | 37,000 | 37,000 | 37,000 | 37,000 | 37,000 | | |
| Deferred Revenue | - | - | - | - | - | - | - | - | - | - | - | (305,783) | | |
| Loans Payable (Long Term) | - | - | - | - | (71,616) | - | - | - | - | - | (72,332) | - | | |
| **Ending Cash** | **8,000,326** | **8,149,810** | **8,464,131** | **8,998,490** | **8,930,353** | **8,811,133** | **9,133,971** | **9,155,734** | **9,010,257** | **9,545,691** | **9,402,625** | **9,068,913** | | |

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

| | 2027-28 Actuals & Forecast | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Jul** Forecast | **Aug** Forecast | **Sep** Forecast | **Oct** Forecast | **Nov** Forecast | **Dec** Forecast | **Jan** Forecast | **Feb** Forecast | **Mar** Forecast | **Apr** Forecast | **May** Forecast | **Jun** Forecast | **Forecast** | **Remaining Balance** |
| **Beginning Cash** | **9,068,913** | **8,815,446** | **9,056,339** | **8,964,127** | **9,492,277** | **9,458,198** | **9,323,339** | **9,640,841** | **9,651,417** | **9,538,937** | **10,206,823** | **10,111,397** | | |
| **REVENUE** | | | | | | | | | | | | | | |
| LCFF Entitlement | - | 264,727 | 387,413 | 1,122,542 | 640,090 | 640,090 | 1,040,751 | 640,090 | 673,393 | 1,296,885 | 663,662 | 663,662 | 9,277,696 | 1,244,391 |
| Federal Revenue | - | - | - | - | 82,553 | 26,366 | 26,366 | 82,553 | 26,366 | 26,366 | 82,553 | 26,366 | 580,627 | 201,139 |
| Other State Revenue | 28,067 | 127,238 | 149,691 | 281,954 | 167,268 | 180,414 | 167,268 | 212,274 | 169,362 | 220,233 | 212,274 | 403,851 | 2,565,791 | 245,896 |
| Other Local Revenue | 4,025 | 4,025 | 4,025 | 4,025 | 4,025 | 4,025 | 4,025 | 4,025 | 4,025 | 4,025 | 4,025 | 4,025 | 48,300 | - |
| Fundraising & Grants | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 35,000 | - |
| **TOTAL REVENUE** | **35,008** | **398,906** | **544,046** | **1,411,438** | **896,853** | **853,811** | **1,241,327** | **941,859** | **876,063** | **1,550,425** | **965,431** | **1,100,821** | **12,507,414** | **1,691,425** |
| **EXPENSES** | | | | | | | | | | | | | | |
| Certificated Salaries | 112,347 | 47,162 | 394,619 | 401,497 | 412,690 | 405,017 | 393,081 | 403,050 | 411,718 | 390,980 | 406,521 | 406,521 | 4,185,204 | - |
| Classified Salaries | 67,325 | 117,818 | 165,949 | 185,491 | 178,204 | 153,128 | 181,291 | 184,079 | 184,368 | 165,857 | 254,850 | 254,850 | 2,093,211 | - |
| Employee Benefits | 137,304 | 137,304 | 203,369 | 198,826 | 198,069 | 198,069 | 204,126 | 198,826 | 198,826 | 198,069 | 198,069 | 198,069 | 2,268,924 | - |
| Books & Supplies | 74,967 | 114,915 | 122,120 | 78,095 | 78,095 | 78,095 | 69,762 | 69,762 | 69,762 | 69,762 | 69,762 | 69,762 | 964,856 | - |
| Services & Other Operating Expenses | 202,023 | 108,835 | 161,979 | 113,676 | 113,676 | 161,979 | 113,676 | 113,676 | 161,979 | 95,981 | 95,981 | 237,061 | 1,680,520 | - |
| Capital Outlay & Depreciation | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 822,128 | - |
| Other Outflows | - | - | - | - | - | 30,492 | - | - | - | - | - | 30,492 | 60,984 | - |
| **TOTAL EXPENSES** | **662,476** | **594,545** | **1,116,546** | **1,046,096** | **1,049,244** | **1,095,290** | **1,030,446** | **1,037,904** | **1,095,164** | **989,159** | **1,093,693** | **1,265,265** | **12,075,827** | **-** |
| **Operating Cash Inflow (Outflow)** | **(627,468)** | **(195,639)** | **(572,500)** | **365,342** | **(152,391)** | **(241,479)** | **210,881** | **(96,045)** | **(219,101)** | **561,266** | **(128,262)** | **(164,444)** | **431,587** | **1,691,425** |
| Accounts Receivable | 490,490 | 553,022 | 373,667 | 56,187 | 84,746 | - | - | - | - | - | - | - | | |
| Other Current Assets | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Fixed Assets | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | | |
| Accounts Payable | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Other Current Liabilities | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Summer Holdback | (185,000) | (185,000) | 38,110 | 38,110 | 38,110 | 38,110 | 38,110 | 38,110 | 38,110 | 38,110 | 38,110 | 38,110 | | |
| Deferred Revenue | - | - | - | - | - | - | - | - | - | - | - | (587,081) | | |
| Loans Payable (Long Term) | - | - | - | - | (73,055) | - | - | - | - | - | (73,786) | - | | |
| **Ending Cash** | **8,815,446** | **9,056,339** | **8,964,127** | **9,492,277** | **9,458,198** | **9,323,339** | **9,640,841** | **9,651,417** | **9,538,937** | **10,206,823** | **10,111,397** | **9,466,493** | | |

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

| | 2028-29 Actuals & Forecast | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Jul** Forecast | **Aug** Forecast | **Sep** Forecast | **Oct** Forecast | **Nov** Forecast | **Dec** Forecast | **Jan** Forecast | **Feb** Forecast | **Mar** Forecast | **Apr** Forecast | **May** Forecast | **Jun** Forecast | **Forecast** | **Remaining Balance** |
| **Beginning Cash** | **9,466,493** | **9,218,118** | **9,536,098** | **9,469,693** | **10,046,201** | **10,037,880** | **9,924,172** | **10,286,128** | **10,313,794** | **10,182,039** | **10,803,332** | **10,677,159** | | |
| **REVENUE** | | | | | | | | | | | | | | |
| LCFF Entitlement | - | 285,642 | 412,187 | 1,194,143 | 682,882 | 682,882 | 1,109,780 | 682,882 | 682,887 | 1,275,904 | 661,797 | 661,797 | 9,582,279 | 1,249,495 |
| Federal Revenue | - | - | - | - | 83,344 | 27,157 | 27,157 | 83,344 | 27,157 | 27,157 | 83,344 | 27,157 | 591,437 | 205,621 |
| Other State Revenue | 28,590 | 131,426 | 154,299 | 286,562 | 172,403 | 186,415 | 172,403 | 216,665 | 172,403 | 223,274 | 216,665 | 172,403 | 2,381,426 | 247,917 |
| Other Local Revenue | 4,025 | 4,025 | 4,025 | 4,025 | 4,025 | 4,025 | 4,025 | 4,025 | 4,025 | 4,025 | 4,025 | 4,025 | 48,300 | - |
| Fundraising & Grants | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 35,000 | - |
| **TOTAL REVENUE** | **35,532** | **424,011** | **573,427** | **1,487,647** | **945,571** | **903,395** | **1,316,282** | **989,833** | **889,389** | **1,533,276** | **968,747** | **868,298** | **12,638,441** | **1,703,033** |
| **EXPENSES** | | | | | | | | | | | | | | |
| Certificated Salaries | 115,717 | 48,577 | 406,458 | 413,542 | 425,071 | 417,168 | 404,874 | 415,142 | 424,070 | 402,709 | 418,716 | 418,716 | 4,310,760 | - |
| Classified Salaries | 69,342 | 121,349 | 170,924 | 191,053 | 183,546 | 157,718 | 186,726 | 189,598 | 189,896 | 170,829 | 262,492 | 262,492 | 2,155,965 | - |
| Employee Benefits | 146,030 | 146,030 | 213,941 | 209,399 | 208,641 | 208,641 | 214,698 | 209,399 | 209,399 | 208,641 | 208,641 | 208,641 | 2,392,104 | - |
| Books & Supplies | 73,937 | 115,084 | 122,505 | 77,159 | 77,159 | 77,159 | 71,854 | 71,854 | 71,854 | 71,854 | 71,854 | 71,854 | 974,129 | - |
| Services & Other Operating Expenses | 206,424 | 110,441 | 165,179 | 115,427 | 115,427 | 165,179 | 115,427 | 115,427 | 165,179 | 97,201 | 97,201 | 242,776 | 1,711,287 | - |
| Capital Outlay & Depreciation | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 822,128 | - |
| Other Outflows | - | - | - | - | - | 30,492 | - | - | - | - | - | 30,492 | 60,984 | - |
| **TOTAL EXPENSES** | **679,961** | **609,992** | **1,147,517** | **1,075,090** | **1,078,355** | **1,124,868** | **1,062,090** | **1,069,930** | **1,128,908** | **1,019,747** | **1,127,416** | **1,303,483** | **12,427,357** | **-** |
| **Operating Cash Inflow (Outflow)** | **(644,429)** | **(185,982)** | **(574,090)** | **412,557** | **(132,784)** | **(221,472)** | **254,192** | **(80,098)** | **(239,519)** | **513,529** | **(158,669)** | **(435,184)** | **211,084** | **1,703,033** |
| Accounts Receivable | 518,094 | 626,001 | 399,921 | 56,187 | 91,222 | - | - | - | - | - | - | - | | |
| Other Current Assets | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Fixed Assets | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | | |
| Accounts Payable | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Other Current Liabilities | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Summer Holdback | (190,550) | (190,550) | 39,253 | 39,253 | 39,253 | 39,253 | 39,253 | 39,253 | 39,253 | 39,253 | 39,253 | 39,253 | | |
| Deferred Revenue | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Loans Payable (Long Term) | - | - | - | - | (74,523) | - | - | - | - | - | (75,269) | - | | |
| **Ending Cash** | **9,218,118** | **9,536,098** | **9,469,693** | **10,046,201** | **10,037,880** | **9,924,172** | **10,286,128** | **10,313,794** | **10,182,039** | **10,803,332** | **10,677,159** | **10,349,738** | | |

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

| | 2029-30 Actuals & Forecast | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Jul** Forecast | **Aug** Forecast | **Sep** Forecast | **Oct** Forecast | **Nov** Forecast | **Dec** Forecast | **Jan** Forecast | **Feb** Forecast | **Mar** Forecast | **Apr** Forecast | **May** Forecast | **Jun** Forecast | **Forecast** | **Remaining Balance** |
| **Beginning Cash** | **10,349,738** | **10,090,250** | **10,402,797** | **10,304,758** | **10,884,116** | **10,862,493** | **10,739,639** | **11,106,351** | **11,125,188** | **10,982,833** | **11,611,457** | **11,473,193** | | |
| **REVENUE** | | | | | | | | | | | | | | |
| LCFF Entitlement | - | 297,798 | 424,342 | 1,229,214 | 704,761 | 704,761 | 1,144,851 | 704,761 | 704,765 | 1,312,460 | 683,675 | 683,675 | 9,880,127 | 1,285,065 |
| Federal Revenue | - | - | - | - | 84,159 | 27,972 | 27,972 | 84,159 | 27,972 | 27,972 | 84,159 | 27,972 | 599,584 | 207,250 |
| Other State Revenue | 28,590 | 131,544 | 154,416 | 286,679 | 173,063 | 187,515 | 173,063 | 217,325 | 173,063 | 223,934 | 217,325 | 173,063 | 2,388,702 | 249,120 |
| Other Local Revenue | 4,025 | 4,025 | 4,025 | 4,025 | 4,025 | 4,025 | 4,025 | 4,025 | 4,025 | 4,025 | 4,025 | 4,025 | 48,300 | - |
| Fundraising & Grants | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 35,000 | - |
| **TOTAL REVENUE** | **35,532** | **436,283** | **585,699** | **1,522,834** | **968,925** | **927,189** | **1,352,827** | **1,013,187** | **912,742** | **1,571,307** | **992,100** | **891,651** | **12,951,713** | **1,741,436** |
| **EXPENSES** | | | | | | | | | | | | | | |
| Certificated Salaries | 119,189 | 50,034 | 418,651 | 425,948 | 437,823 | 429,683 | 417,020 | 427,596 | 436,792 | 414,791 | 431,278 | 431,278 | 4,440,083 | - |
| Classified Salaries | 71,418 | 124,986 | 176,048 | 196,781 | 189,049 | 162,446 | 192,324 | 195,282 | 195,589 | 175,951 | 270,363 | 270,363 | 2,220,602 | - |
| Employee Benefits | 155,354 | 155,354 | 225,166 | 220,623 | 219,866 | 219,866 | 225,923 | 220,623 | 220,623 | 219,866 | 219,866 | 219,866 | 2,522,999 | - |
| Books & Supplies | 76,155 | 118,536 | 126,180 | 79,474 | 79,474 | 79,474 | 74,010 | 74,010 | 74,010 | 74,010 | 74,010 | 74,010 | 1,003,353 | - |
| Services & Other Operating Expenses | 210,996 | 112,133 | 168,513 | 117,269 | 117,269 | 168,513 | 117,269 | 117,269 | 168,513 | 98,496 | 98,496 | 248,542 | 1,743,274 | - |
| Capital Outlay & Depreciation | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 822,128 | - |
| Other Outflows | - | - | - | - | - | 30,492 | - | - | - | - | - | 30,492 | 60,984 | - |
| **TOTAL EXPENSES** | **701,623** | **629,555** | **1,183,069** | **1,108,605** | **1,111,991** | **1,158,984** | **1,095,057** | **1,103,291** | **1,164,038** | **1,051,624** | **1,162,524** | **1,343,062** | **12,813,423** | **-** |
| **Operating Cash Inflow (Outflow)** | **(666,091)** | **(193,272)** | **(597,370)** | **414,229** | **(143,066)** | **(231,795)** | **257,771** | **(90,104)** | **(251,296)** | **519,683** | **(170,424)** | **(451,410)** | **138,290** | **1,741,436** |
| Accounts Receivable | 534,358 | 633,575 | 390,390 | 56,187 | 88,523 | - | - | - | - | - | - | - | | |
| Other Current Assets | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Fixed Assets | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | | |
| Accounts Payable | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Other Current Liabilities | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Summer Holdback | (196,267) | (196,267) | 40,431 | 40,431 | 40,431 | 40,431 | 40,431 | 40,431 | 40,431 | 40,431 | 40,431 | 40,431 | | |
| Deferred Revenue | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Loans Payable (Long Term) | - | - | - | - | (76,021) | - | - | - | - | - | (76,782) | - | | |
| **Ending Cash** | **10,090,250** | **10,402,797** | **10,304,758** | **10,884,116** | **10,862,493** | **10,739,639** | **11,106,351** | **11,125,188** | **10,982,833** | **11,611,457** | **11,473,193** | **11,130,724** | | |

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

| | 2030-31 Actuals & Forecast | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Jul** Forecast | **Aug** Forecast | **Sep** Forecast | **Oct** Forecast | **Nov** Forecast | **Dec** Forecast | **Jan** Forecast | **Feb** Forecast | **Mar** Forecast | **Apr** Forecast | **May** Forecast | **Jun** Forecast | **Forecast** | **Remaining Balance** |
| **Beginning Cash** | **11,130,724** | **10,857,619** | **11,179,599** | **11,058,249** | **11,640,131** | **11,607,092** | **11,473,855** | **11,845,056** | **11,854,288** | **11,700,511** | **12,336,163** | **12,184,956** | | |
| **REVENUE** | | | | | | | | | | | | | | |
| LCFF Entitlement | - | 310,361 | 436,905 | 1,265,515 | 727,376 | 727,376 | 1,181,152 | 727,376 | 727,385 | 1,350,179 | 706,294 | 706,294 | 10,188,033 | 1,321,819 |
| Federal Revenue | - | - | - | - | 84,998 | 28,811 | 28,811 | 84,998 | 28,811 | 28,811 | 84,998 | 28,811 | 607,976 | 208,929 |
| Other State Revenue | 28,590 | 131,521 | 154,393 | 286,656 | 173,600 | 188,051 | 173,600 | 217,862 | 173,600 | 224,470 | 217,862 | 173,600 | 2,394,021 | 250,216 |
| Other Local Revenue | 4,025 | 4,025 | 4,025 | 4,025 | 4,025 | 4,025 | 4,025 | 4,025 | 4,025 | 4,025 | 4,025 | 4,025 | 48,300 | - |
| Fundraising & Grants | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 35,000 | - |
| **TOTAL REVENUE** | **35,532** | **448,824** | **598,240** | **1,559,113** | **992,915** | **951,180** | **1,390,505** | **1,037,177** | **936,737** | **1,610,402** | **1,016,095** | **915,647** | **13,273,330** | **1,780,964** |
| **EXPENSES** | | | | | | | | | | | | | | |
| Certificated Salaries | 122,764 | 51,536 | 431,211 | 438,727 | 450,958 | 442,573 | 429,531 | 440,424 | 449,896 | 427,234 | 444,216 | 444,216 | 4,573,285 | - |
| Classified Salaries | 73,558 | 128,732 | 181,326 | 202,681 | 194,717 | 167,316 | 198,091 | 201,137 | 201,454 | 181,226 | 278,471 | 278,471 | 2,287,178 | - |
| Employee Benefits | 165,357 | 165,357 | 237,127 | 232,585 | 231,827 | 231,827 | 237,884 | 232,585 | 232,585 | 231,827 | 231,827 | 231,827 | 2,662,617 | - |
| Books & Supplies | 78,440 | 122,092 | 129,965 | 81,858 | 81,858 | 81,858 | 76,230 | 76,230 | 76,230 | 76,230 | 76,230 | 76,230 | 1,033,453 | - |
| Services & Other Operating Expenses | 215,751 | 113,922 | 171,994 | 119,212 | 119,212 | 171,994 | 119,212 | 119,212 | 171,994 | 99,877 | 99,877 | 254,539 | 1,776,796 | - |
| Capital Outlay & Depreciation | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 822,128 | - |
| Other Outflows | - | - | - | - | - | 30,492 | - | - | - | - | - | 30,492 | 60,984 | - |
| **TOTAL EXPENSES** | **724,381** | **650,151** | **1,220,134** | **1,143,573** | **1,147,083** | **1,194,571** | **1,129,459** | **1,138,099** | **1,200,669** | **1,084,905** | **1,199,132** | **1,384,286** | **13,216,442** | **-** |
| **Operating Cash Inflow (Outflow)** | **(688,849)** | **(201,327)** | **(621,894)** | **415,540** | **(154,168)** | **(243,392)** | **261,046** | **(100,922)** | **(263,932)** | **525,497** | **(183,037)** | **(468,639)** | **56,887** | **1,780,964** |
| Accounts Receivable | 549,386 | 656,950 | 390,390 | 56,187 | 88,523 | - | - | - | - | - | - | - | | |
| Other Current Assets | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Fixed Assets | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | | |
| Accounts Payable | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Other Current Liabilities | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Summer Holdback | (202,153) | (202,153) | 41,644 | 41,644 | 41,644 | 41,644 | 41,644 | 41,644 | 41,644 | 41,644 | 41,644 | 41,644 | | |
| Deferred Revenue | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Loans Payable (Long Term) | - | - | - | - | (77,549) | - | - | - | - | - | (78,325) | - | | |
| **Ending Cash** | **10,857,619** | **11,179,599** | **11,058,249** | **11,640,131** | **11,607,092** | **11,473,855** | **11,845,056** | **11,854,288** | **11,700,511** | **12,336,163** | **12,184,956** | **11,826,471** | | |

**The Language Academy of Sacramento**
**Charter Renewal Budget Narrative**

The attached budget is based on conservative estimates of actual costs to operate The Language Academy of Sacramento's (LAS) program. Assumptions used to create the analysis are based on the school's historical financial data, anticipated projections, as well as the most recently available information provided by the Fiscal Crisis Management Assistance Team (FCMAT) and School Services of California (SSC).

## REVENUES

### *Enrollment Assumptions*

| | 2026–27 | 2027–28 | 2028–29 | 2029–30 | 2030–31 |
|---|---|---|---|---|---|
| **Enrollment** | 636 | 656 | 656 | 656 | 656 |
| **ADA** | 604.2 | 623.2 | 623.2 | 623.2 | 623.2 |
| **ADA %** | 95.0% | 95.0% | 95.0% | 95.0% | 95.0% |

The attached budget includes the enrollment/ADA assumptions above. LAS has been fully enrolled for the past several years. We expect enrollment to remain consistent in the budget years, with the only significant change being the expected addition of an additional TK class (20 students) in 2027–28. Otherwise, we do not anticipate any other significant changes to enrollment. We have conservatively estimated an Attendance Percentage of 95%.

### *Demographics*

Based on 2025–26 CALPADS data, LAS' Unduplicated Pupil Percentage is approximately 76%. This is in line with historical numbers. This percentage consists of the population of students who are free/reduced-price meal eligible, English language learners, and homeless/foster youth. LAS' Unduplicated Pupil Percentage is expected to remain consistently around 76% in future years.

### *LCFF Funding*

General purpose funding is based on the State's Local Control Funding Formula (LCFF) since its passage in 2023. The formula for LCFF is comprised of a base rate per average daily attendance, and supplemental and concentration grants, as determined by the LEA's Unduplicated Percentage. The effective funding rates through 2030–31 were calculated using the most recently available version of FCMAT's LCFF calculator. Only the projected Statutory COLA's are accounted for in the Budget (no additional augmentation). The table

below outlines the projected COLA's in each year of the budget. As the estimated rates change over the years ahead, LAS will adjust its budget estimates accordingly.

| | 2026–27 | 2027–28 | 2028–29 | 2029–30 | 2030–31 |
|---|---|---|---|---|---|
| **COLA** | 2.87% | 3.30% | 3.09% | 3.11% | 3.12% |

LCFF is composed of three primary sources: State Aid, Education Protection Account, and In-Lieu of Property Tax. All three sources have been calculated using the most recently published rates.

***Federal Revenue***

Given its high percentage of FRL students, LAS has budget for Title I, Title II, and Title IV school-wide Federal funds. To remain conservative, we have not budgeted for any further increases in these categories in the budget. LAS also receives Federal Revenue for Special Education, and we have used the most recently available rates from the SELPA to forecast this revenue. Lastly, as LAS begins a food service program in 2026–27, we have budgeted for Federal food reimbursement through the Child Nutrition Program.

***Other State Revenue***

LAS has budgeted for Other State Revenue, including State Lottery, Mandate Block Grant, Proposition 28 Arts and Music Instruction, Expanded Learning Opportunities Program, and ASES. Additionally, LAS has some remaining one-time funds included in the budget for both the Learning Recovery Emergency Block Grant and the Student Support and Professional Development Discretionary Block Grant. Only final, approved, and already received one-time funding is included in the budget. All of these revenue projections were calculated using publicly available CDE schedules and rates, and estimates from School Services of California. Several of these revenue sources are Restricted funding sources, meaning they are intended for specific programming. These grants fund supplemental programs for LAS' students and enhance the student experience, including summer programming, after school programming, additional arts & music courses, and intervention tutoring.

***Local Revenue***

This includes miscellaneous recurring revenue for Interest, Donations, and Fundraising. We have conservatively estimated this at $83,300 in each year of the budget.

**EXPENSES**

Expenses have been conservatively budgeted based on LAS' historical data as well as anticipated future plans in alignment with the programmatic structure of the school. Most

expenditures are projected to increase by 3% each year to account for COLA/inflation. Below is a summary of the expense categories reflected in the budget and the underlying assumptions.

***Salaries and Benefits***

The position structure included in the budget is based on current actual staffing levels along with feedback and future expectations by school administration. Salaries are expected to increase by approximately 3% per year, in alignment with historical data and future expectations.

LAS participates in CalSTRS for Certificated staff. Thus, we've budgeted for STRS expense using the current 19.10% Employer contribution rate. LAS also offers health benefits for all full-time staff members. We've conservatively estimated annual increases of approximately 6–8% in this category.

***Books and Supplies***

LAS is budgeting approximately $508k in the Books and Supplies category (excluding Student Food), which is aligned with historical actuals as well as expectations for future spend. Most of these expenditures increase by 3% in outer years, taking into account COLA/inflation. There are also outer-year adjustments to account for one-time purchases that may be necessary as LAS adds an additional TK class in 2027–28. Overall, spending has remained relatively consistent in this category over the years, and LAS does not anticipate any significant changes here over the years ahead.

***Services and Other Operating Expenses***

Per CDE regulations, a significant number of expenditure lines fall into the 'Services and Other Operating Expenses' bucket. Some of these major expenses include:

- Property/liability insurance
- Facility rent
- Utilities
- Contracted expenses
- District Oversight Fees
- Field Trips

Facility rent is included as outlined in LAS' Facility-Use Agreement with SCUSD. Other facility related costs include Janitorial, Utilities, Equipment Leases, and Repairs and Maintenance. All of these items are based on historical data. LAS recently underwent a

major facility project, and we are not anticipating additional facility cost relating to this project.

LAS will continue to work with various instructional and non-instructional consultants/contractors to help support its operations, including its back-office Business provider, and Instructional contractors to help support its Special Education program and Expanded Learning Opportunities program. The budget for all years reflects these expenses, and the amounts are based on agreed upon contracts with vendors, and/or budgeted estimates.

Other projected operational costs include Student Activities, Professional Development, Conferences, Travel, Technology Services, Legal Fees, and Student Information System Fees. Expenses are budgeted based on historical actuals as well as expected future need.

**CASH FLOW**

LAS has had a strong and growing cash balance over the past several years. The projected starting cash balance for 2026–27 is approximately $9.4M, and this balance is projected to grow in the outer-years. Having a strong cash balance will continue to allow LAS to make additional investment into its program, and also reduces immediate concern as it relates to potential state deferrals. Cash flow projections are conservative to account for a delay in state and federal funding.

Nevertheless, LAS and its back-office provider reconcile and track the cash position on a monthly basis. Projections are revised on a monthly basis, and these projections are submitted to SCUSD as part of annual Interim Reporting.

**CONTINGENCIES AND RESERVES**

LAS maintains a large Fund Balance, and as such, ended 2024–25 with a $14.6M Fund Balance. This Fund Balance is expected to grow in future years, as budget surpluses are expected in all future years in the budget. The Fund Balance as a % of Expense is projected to remain above 120%, well above state recommended levels.

LAS, along with their back-office provider, regularly reviews and incorporates updates from the state level, budget to actuals reports, and cash flow projections. LAS complies with all fiscal related requests from SCUSD, including timely submission of all Interim and Compliance reports. As budgetary circumstances evolve and new needs emerge, LAS looks forward to continuing to work with all stakeholders to maintain and strengthen its financial position.

Agenda Item# IIIC

**Board Meeting Date:** June 8, 2026

**Subject**: **LAS Charter Renewal Policy Committee Recommendations**

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

**Information**:

The Bylaws and Policy Committee met on the following dates in anticipation of the policy recommendations: Tuesday, May 19, 2026 and Thursday, June 4, 2026.

The following policies were reviewed, updated and recommended for approval by the board, except for the Personnel policies to ensure there is no conflict of interest:

- Administration of Medications, Anti-Seizure Medication, Emergencies, Opioid Antagonist Administration, Head Lice, Medical Marijuana and Emergency Stock Albuterol Inhalers, Anti-Seizure Medication, Emergencies, Opioid Antagonist Administration, Head Lice, and Emergency Stock Albuterol Inhalers Policy
- School Visitors and Guest Policy
- Immigration Enforcement Policy
- Foster Youth Policy
- Homeless Education Policy
- Uniform Complaint Policy
- Health Examinations, Immunizations and Oral Health Policy
- Independent Study Policy
- Notice of Non-Discrimination
- Identification and Education Under Section 504 Policy
- Field Trips and Excursions Policy
- Suicide Prevention Policy
- Student Behavioral Health Referral Protocol
- Fiscal Policies
- Budget Reserves Policy
- Personnel Policies

Recommendations: The committee recommends that the board approve all policies.

Attachments: Policy drafts

| | **Policies** | | | |
|---|---|---|---|---|
| **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:** 30 min
**Submitted By:** Bylaws/Policy
**Date:** 06.4.26

**Pertinent Pages in**
**( ) Charter, pages_____**
**( ) MOU, pages_____**

Agenda Artículo# IIIC

**Fecha de la Reunión**: 8 de junio de 2026

**Tema: Renovación del chárter: Recomendaciones del comité de pólizas**

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

**Información:**
El Comité de Estatutos y Pólizas se reunió en las siguientes fechas, en previsión de las recomendaciones de Pólizas: Martes, 19 de mayo de 2026 y jueves, 4 de junio de 2026.

Las siguientes Pólizas fueron revisadas, actualizadas y recomendadas para su aprobación por la Junta Directiva, a excepción de las Pólizas de personal, con el fin de asegurar que no exista conflicto de intereses:

- Póliza sobre la administración de medicamentos, medicamentos anticonvulsivos, emergencias, administración de antagonistas de opioides, piojos y existencias de emergencia de inhaladores de albuterol
- Póliza sobre visitantes e invitados escolares
- Póliza sobre la aplicación de las leyes de inmigración
- Póliza sobre jóvenes en hogares de crianza temporal
- Póliza sobre la educación de estudiantes sin hogar
- Póliza sobre quejas formales
- Póliza sobre exámenes de salud, inmunizaciones y salud bucal
- Póliza sobre estudios independientes
- Aviso de no discriminación
- Póliza sobre la identificación y educación bajo la Sección 504
- Póliza sobre excursiones y salidas de campo
- Póliza de prevención del suicidio
- Protocolo de remisión para la salud conductual de los estudiantes
- Pólizas fiscales
- Póliza sobre reservas presupuestarias
- Pólizas de personal

Recomendaciones: El comité recomienda que la junta apruebe todas las políticas.

Adjuntos: Borradores de políticas

**The Language Academy of Sacramento**
**Policy Committee Meeting**
**First Drafts: May 28, 2026**
**Final Drafts: June 3, 2026**


| Item | Page |
|---|---|
| 1. Administration of Medications, Anti-Seizure Medication, Emergencies, Opioid Antagonist Administration, Head Lice, Medical Marijuana and Emergency Stock Albuterol Inhalers, Anti-Seizure Medication, Emergencies, Opioid Antagonist Administration, Head Lice, and Emergency Stock Albuterol Inhalers Policy | |
| 2. School Visitors and Guest Policy | |
| 3. Immigration Enforcement Policy | |
| 4. Foster Youth Policy | |
| 5. Homeless Education Policy | |
| 6. Uniform Complaint Policy | |
| 7. Health Examinations, Immunizations and Oral Health Policy | |
| 8. Independent Study Policy | |
| 9. Notice of Non-Discrimination | |
| 10. Identification and Education Under Section 504 Policy | |
| 11. Field Trips and Excursions Policy | |
| 12. Suicide Prevention Policy | |
| 13. Student Behavioral Health Referral Protocol | |
| 14. Personnel Policies | |
| 15. Fiscal Policies | |
| 16. Budget Reserves Policy | |

**Administration of Medications, Anti-Seizure Medication, Emergencies, Opioid Antagonist Administration, Head Lice, and Emergency Stock Albuterol Inhalers**

## I. Administration of Medications

The following policy regarding the administration of medications is applicable when the staff of **The Language Academy of Sacramento** (the **"**School") is responsible for the administration of, or assisting in the administration of, medication to students attending school during regular school hours, including before- or after-school programs, field trips, extracurricular and co-curricular activities, and camps or other activities that typically involve at least one overnight stay away from home, because administration of the medication is absolutely necessary during school hours and the student cannot self-administer or another family member cannot administer the medication at school.

**Requirements for Administration or Assistance:** Before the School will allow a student to carry and self-administer prescription auto-injectable epinephrine, or inhaled asthma medication, or have authorized School personnel administer medications or otherwise assist a student in administering his or her medication, the School must receive a copy of the following:

- A written statement executed by the student's authorized health care provider specifying the medication the student is to take, the dosage, and the period of time during which the medication is to be taken and a statement that the medication must be taken during regular school hours, as well as detailing the method, amount and time schedule by which the medication is to be taken;
- A written statement by the student's parent or guardian initiating a request to have the medication administered to the student or to have the student otherwise assisted in the administration of the medication, in accordance with the authorized health care provider's written statement. The written statement shall also provide express permission for the School to communicate directly with the authorized health care provider, as may be necessary, regarding the authorized health care provider's written statement.
- In the cases of self-administration of asthma medication or prescription auto-injectable epinephrine, the School must also receive a confirmation from the authorized health care provider that the student is able to self-administer the medication and a written statement from the parent/guardian consenting to the student's self-administration and releasing the School and its personnel from civil liability if the self-administering student suffers an adverse reaction by self-administering his/her medication.

New statements by the parent/guardian and the authorized health care provider shall be required annually and whenever there is a change in the student's authorized health care provider, or a


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change in the medication, dosage, method by which the medication is required to be taken or date(s), or time(s) the medication is required to be taken. If there is not a current written statement by the student's parent or guardian and authorized health care provider, the School may not administer or assist in administration of medication. The School will provide each parent with a reminder at the beginning of each school year that they are required to provide the proper written statements.

Parent(s)/guardian(s) of students requiring administration of medication or assistance with administration of medication shall personally deliver (or, if age appropriate, have the student deliver) the medication for administration to the **Executive Director or designee**.

**Termination of Consent:** Parent(s)/guardian(s) of students who have previously provided consent for the School to administer medication or assist a student with the administration of medication may terminate consent by providing the School with a signed written withdrawal of consent on a form obtained from the school's office.

Per Education Code section 44877, a nurse who is employed by the School and certified may administer or assist in administering the medication to students. If not available, a designated School employee who is legally able to and has consented to administer or assist in administering the medication to students will administer the medication or otherwise assist the students.

**Storage of Medication:** Medication for administration to students shall be maintained in the front office of the School in a locked cabinet. It shall be clearly marked for easy identification. If the medication requires refrigeration, the medication shall be stored in a refrigerator in a locked office, which may only be accessed by the authorized personnel. If stored medication is unused, discontinued or outdated, the medication shall be returned to the student's parent/guardian where possible. If not possible, the School shall dispose of the medication by the end of the school year in accordance with applicable law.

**Confidentiality:** School personnel with knowledge of the medical needs of students shall maintain the students' confidentiality. Any discussions with parents/guardians and/or authorized health care providers shall take place in an area that ensures student confidentiality. All medication records or other documentation relating to a student's medication needs shall be maintained in a location where access is restricted to the Executive Director or other designated School employees.

**Medication Record:** The School shall maintain a medication record for each student that is allowed to carry and self-administer medication and for each student to whom medication is administered or other assistance is provided in the administration of medication.

The medication record shall contain the following: 1) The authorized health care provider's written statement; 2) The written statement of the parent/guardian; 3) A medication log (see below); 4) Any other written documentation related to the administration of the medication to the student or otherwise assisting the pupil in the administration of the medication.


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The medication log shall contain the following information: 1) Student's name; 2) Name of the medication the student is required to take; 3) Dose of medication; 4) Method by which the pupil is required to take the medication; 5) Time the medication is to be taken during the regular school day; 6) Date(s) on which the student is required to take the medication; 7) Authorized health care provider's name and contact information; and 8) A space for daily recording of medication administration to the student or otherwise assisting the student, such as date, time, amount, and signature of the individual administering the medication or otherwise assisting in administration of the medication.

**Deviation from Authorized Health Care Provider's Written Statement:** If a material or significant deviation from the authorized health care provider's written statement is discovered, notification as quickly as possible shall be made as follows: 1) If discovery is made by a licensed health care professional, notification of the deviation shall be in accordance with applicable standards of professional practice; 2) If discovery is made by an individual other than a licensed health care professional, notification shall be given to the Executive Director, the student's parent/guardian, any School employees that are licensed health care professionals and the student's authorized health care provider.

**Specialized Physical Health Care Services for Individuals with Exceptional Needs:**

**Authorized Personnel:** The following individuals may assist students with exceptional needs who require specialized physical health care services during the regular school day:

- Qualified persons who possess an appropriate credential issued pursuant to Education Code sections 44267 or 44267.5, or hold a valid certificate of public health nursing issued by the Board of Registered Nursing.

- Qualified designated school personnel trained in the administration of specialized physical health care if they perform those services under the supervision, pursuant to 5 C.C.R. § 3051.12, of a credentialed school nurse, public health nurse or licensed physician and surgeon and the services are determined by the credentialed school nurse or licensed physician and surgeon, in consultation with the physician treating the pupil, to include all of the following:

    - Routine for the pupil;

    - Pose little potential for harm for the pupil;

    - Performed with predictable outcomes, as defined in the Individualized Education Program of the pupil;

    - Does not require a nursing assessment, interpretation, or decision making by the designated school personnel


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- For basic respiratory services authorized by Business & Professions Code section 3765(l), a vocational nurse licensed by the Board of Vocational Nursing and Psychiatric Technicians of the State of California under the supervision of a credentialed school nurse.

Specialized health care or other services for students with exceptional needs that require medically related training shall be provided pursuant to the procedures identified in this policy generally.

Specialized physical health care services include catheterization, gastric tube feeding, suctioning or other services that require medically related training. Emergencies

**A.** First Aid and CPR

All staff are certified in first aid and CPR and are re-certified in either first aid or CPR. Every classroom has a First Aid Kit containing appropriate supplies. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

**B.** Resuscitation Orders

School employees are trained and expected to respond to emergency situations without discrimination. If any student needs resuscitation, trained staff shall make every effort to resuscitate him/her. The School does not accept or follow any parental or medical "do not resuscitate" orders. School staff should not be placed in the position of determining whether such orders should be followed. The Executive Director, or his/her designee, shall ensure that all parents/guardians are informed of this policy.

**C.** Emergency Contact Information

For the protection of a student's health and welfare, the School shall require the parent/guardian(s) of all students to keep current with the School emergency information including the home address and telephone number, business address and telephone number of the parent/guardian(s), and the name, address and telephone number of a relative or friend who is authorized to care for the student in any emergency situation if the parent/guardian cannot be reached. Education Code § 49408.

**D.** Emergency Aid to Students with Anaphylactic Reaction

The School will provide emergency epinephrine delivery systems to be stored at the school site, in an accessible location upon need for emergency use, to school nurses or trained School personnel who have volunteered pursuant to Education Code section 49414(d) and those persons may use those epinephrine delivery systems to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an anaphylactic reaction.

For purposes of this policy, "anaphylaxis" means a potentially life-threatening hypersensitivity to a substance. Symptoms of anaphylaxis may include shortness of breath, wheezing, difficulty breathing, difficulty talking or swallowing, hives, itching, swelling, shock or asthma. Causes of


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anaphylaxis may include, but are not limited to, an insect sting, a food allergy, a drug reaction or exercise.

## II. Opioid Antagonist Administration

The School will provide emergency hydrochloride or another opioid antagonist ("Opioid Antagonist") to trained School personnel and those trained personnel may use the Opioid Antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose. The training provided to School personnel shall be in compliance with the requirements of Education Code section 49414.3 and any regulations promulgated in line therewith.

Trained School personnel may administer the Opioid Antagonist to a person exhibiting potentially life-threatening symptoms of an opioid overdose at school or a school activity when a physician is not immediately available. If the Opioid Antagonist is used, it shall be restocked as soon as reasonably possible, but no later than two weeks after it is used. The School's supply of Opioid Antagonist shall be restocked before its expiration date.

If School personnel administers an Opioid Antagonist to a student, the School will call emergency services (9-1-1) and will contact the student's parent/guardian.

## III. Head Lice

To prevent the spread of head lice infestations, School personnel shall report all suspected cases of head lice to the School nurse, or designee, as soon as possible. The nurse, or designee, shall examine the student and any siblings of affected students or members of the same household in accordance with the School's health examination policy. If nits or lice are found, parents/guardians shall be informed about recommended treatment procedures and sources of further information.

In the event of one or more persons infested with lice, an exposure notice with information about head lice shall be sent home to all parents/guardians of the students that have been exposed to the head lice. School personnel shall maintain the privacy of students identified as having head lice.

If parents/guardians opt to exclude their students from school while treating the head lice, school personnel shall maintain the privacy of the student. Excluded students may return to School when reexamination by the nurse, a designee, or other authorized health care representative shows that all nits and lice have been removed. After returning, the student may be reexamined by the nurse, or designee, as appropriate to ensure that re-infestation has not occurred.

## IV. Emergency Stock Albuterol Inhalers

The School provides emergency stock albuterol inhalers, including, if necessary, single-use disposable holding chambers, to its trained personnel. Trained personnel may use the emergency


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stock albuterol inhaler to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from respiratory distress.

Definitions

For purposes of this policy, the following definitions apply:

(1) "Albuterol" means a bronchodilator used to open the airways by relaxing the muscles around the bronchial tubes.

(2) "Authorizing physician and surgeon" may include, but is not limited to, a physician and surgeon employed by, or contracting with, a local educational agency, a medical director of the local health department, or a local emergency medical services director.

(3) "Inhaler" means a device used for the delivery of prescribed asthma medication that is inhaled.

(4) "Local educational agency" means a school district, county office of education, or charter school.

(5) "Metered-dose inhaler (MDI)" means a pressurized sprayer that delivers a measured amount of a medication.

(6) "Respiratory distress" means the sudden appearance of signs and symptoms of difficulty breathing. Signs and symptoms of respiratory distress may include one or more of the following:

(A) Complaints of a tight chest or chest pain.

(B) Wheezing or noisy breathing.

(C) Persistent coughing.

(D) Difficulty breathing.

(E) Appears to be in distress.

(F) Lips or fingernails turning blue.

(G) Shortness of breath.

(7) "Stock albuterol inhaler" means albuterol medication in the form of a metered-dose inhaler (MDI) that is ordered by a health care provider and is not prescribed for a specific person and also includes, if necessary, a single-use disposable holding chamber.

(8) "Volunteer" or "trained personnel" means an employee who has volunteered to administer stock albuterol inhalers to a person if the person is suffering, or reasonably believed to be suffering, from respiratory distress, has been designated by a school, and has received required training.

A school nurse, or if the school does not have a school nurse or the nurse is not onsite or available, a properly trained volunteer may administer a stock albuterol inhaler to a person exhibiting potentially life-threatening symptoms of respiratory distress at school or a school activity when a physician is not immediately available. If the stock albuterol inhaler is used, it shall be restocked as soon as possible, but no later than two weeks after it is used. Stock albuterol inhalers shall be restocked before their expiration date.


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The volunteer training shall be in line with the minimum standards of training established by the Superintendent of Public Instruction and shall include all of the following:

- Techniques for recognizing symptoms of respiratory distress;
- Standards and procedures for the storage, restocking, and emergency use of stock albuterol inhalers;
- Emergency follow up procedures, including calling the emergency 911 telephone number and contacting, if possible, the pupil's parent or guardian and physician;
- Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation;
- Written materials covering the information required by statute.

The School will distribute a notice to all staff at least once per school year, with the following information:

- A description of the volunteer request stating that the request is for volunteers to be trained to administer a stock albuterol inhaler to a person if the person is suffering, or reasonably believed to be suffering, from respiratory distress.
- A description of the training that the volunteer with receive.

The School's nurse, or if the School does not have a nurse, an alternative qualified supervisor of health, shall obtain from an authorizing physician and surgeon a prescription for each school for stock albuterol inhalers. The School's nurse, or other qualified supervisor of health, shall be responsible for stocking the stock albuterol inhalers and restocking it if it is used. A prescription may be filled by local or mail order pharmacies or stock albuterol inhaler manufacturers.

The School may accept gifts, grants, and donations from any source for the support of the School in carrying out this policy, including, but not limited to, the acceptance of stock albuterol inhalers from a manufacturer or wholesaler.

Adopted:

Amended: 06/03/26


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

A California Public School

2850 49th Street
Sacramento, CA. 95817
Phone 916.277.7137

To: **All Staff of The Language Academy of Sacramento**

From: Administration

RE: Epinephrine Auto-Injector volunteers

Dear Staff:

With the rise in hypersensitivity to allergens, the school is committed to provide volunteers trained to administer epinephrine auto-injectors for those persons within the school community suffering, or reasonably believed to be suffering, from an anaphylactic reaction. Anaphylaxis is a potentially life-threatening hypersensitivity to a substance. Symptoms of anaphylaxis may include shortness of breath, wheezing, difficulty breathing, difficulty talking or swallowing, hives, itching, swelling, shock or asthma. Causes of anaphylaxis may include, but are not limited to, an insect sting, food allergy, drug reaction, and exercise. At times, the injection of epinephrine is necessary to save a person's life.

This memorandum is the school's formal request for school personnel to volunteer to be trained to administer an epinephrine auto-injector to persons suffering, or reasonably believed to be suffering, from anaphylaxis. The training will include all of the following:

- Techniques for recognizing symptoms of anaphylaxis
- Standards and procedures for the storage, restocking, and emergency use of epinephrine auto-injectors.
- Emergency follow-up procedures, including calling the emergency 911 telephone number and contacting, if possible, the pupil's parent and physician
- Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation
- Instruction on how to determine whether to use an adult epinephrine auto-injector or a junior epinephrine auto-injector, which shall include consideration of a pupil's grade level or age as a guideline of equivalency for the appropriate pupil weight determinations.

As a trained volunteer, the school will provide you with epinephrine auto-injectors for emergency situations and will provide you with any necessary defense and indemnification for any and all civil liability as a result of actions taken as a volunteer.

If you have any questions about the training or becoming a volunteer, please contact the Executive Director.

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

A California Public School

2850 49th Street
Sacramento, CA. 95817
Phone 916.277.7137

To: **All Staff of The Language Academy of Sacramento**

From: Administration

RE: Opioid Antagonist Administrator volunteers

Dear Staff:

With the rise in opioid overdose within our community, the school is committed to provide volunteers trained to administer naloxone hydrochloride or another opioid antagonist for persons suffering, or reasonably believed to be suffering, from an opioid overdose. Symptoms of opioid overdose may include extreme sleepiness, slow heartbeat and/or low blood pressure, very small pupils in the eyes, fingernails or lips turning blue/purple and breathing problems. At times, the administration of an opioid antagonist is necessary to save a person's life.

This memorandum is the school's formal request for school personnel to volunteer to be trained to administer an opioid antagonist to persons suffering, or reasonably believed to be suffering, from an opioid overdose. The training will include all of the following:

- Techniques for recognizing symptoms of opioid overdose.
- Standards and procedures for the storage, restocking, and emergency use of an opioid antagonist.
- Emergency follow-up procedures, including calling the emergency 911 telephone number and contacting, if possible, the pupil's parent/guardian.
- Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation.
- Written materials covering the information required in the training.

As a trained volunteer, you have the right to rescind your offer to volunteer. No benefit will be granted to or withheld from any individual based on his/her offer to volunteer and there will be no retaliation against any individual for rescinding his/her offer to volunteer, including after receiving the training.

If you have any questions about the training or becoming a volunteer, please contact the Executive Director.

THE LANGUAGE ACADEMY OF SACRAMENTO

Facilities/Operations Facilities/Operations Policy

# REGISTRATION OF VISITORS/GUESTS

## Posting of Notice

The Charter School Executive Director or his or her designee shall post at every entrance a notice setting forth school hours, visitor registration location and requirements, penalties for refusing to leave the Charter School premises, and any other announcements required by the local law enforcement agency in order to pursue the arrest of persons found loitering or trespassing.

## Procedures for Visitors to Charter School Premises

1. Any person who is not a student of the Charter School or a Charter School officer or employee shall register his or her presence and the reason for visiting the Charter School to the Executive Director or designee immediately upon entering the Charter School premises.
2. The Executive Director or designee shall provide identification to be used by all visitors at all times while on Charter School premises. The visitor shall make this identification visible at all times.
3. All visitors registering with the Executive Director or designee, including immigration-enforcement officers (unless exigent circumstances necessitate immediate action and if the immigration officer does not possess a judicial warrant or court order that provides a basis for the visit) will provide the Executive Director or designee with his or her name, address, occupation, age, if less than twenty-one years-old, his or her purpose for entering the Charter school premises, and present proof of identity and any other information as required by law. In the instance where an immigration enforcement officer attempts to access the schoolsite or a student, the School's policy on "Responding to On-Campus Immigration Enforcement" shall be consulted and followed.
4. The Charter School shall post signs at the entrance of its school grounds to notify outsiders of the hours and requirements for registration.
5. No person who furnishes the information set forth in this policy and who provides proof of identity shall be denied registration except if the Executive Director or designee has reasonable basis for concluding that the visitor's presence will or is likely to disrupt the Charter School, its students, its teachers, or its other employees or volunteers, result in damage to property, will result in the distribution or use of unlawful or controlled substances, or will interrupt classroom(s), interferes with the peaceful conduct of the school's activities, consistent with local circumstances and practices..


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6. The Executive Director or designee may revoke a visitor's registration if the Executive Director or designee has reasonable basis for concluding that the visitor's presence on Charter school premises would likely interfere or is interfering with the peaceful conduct of Charter School activities, is interrupting classroom activities or is disrupting the Charter School, its students, its teachers, or its other employees or volunteers.

7. Charter School employees and volunteers should at all times watch for strangers on the Charter School premises. Employees or volunteers who encounter a visitor not displaying the appropriate identification should ask the visitor whether he or she has registered with the Executive Director or designee. Employees and volunteers should immediately inform the Executive Director or designee of any visitor, including immigration enforcement officers, who refuses to comply with registration requirements.

8. Any possession of unauthorized dangerous instruments, weapons, or devices on school grounds shall be reported immediately to the Executive Director or designee and may be reported to the local law enforcement agency.

9. Any person who fails to register within a reasonable time after entering the Charter School premises, who fails to leave upon the request of the Executive Director or designee, or who returns after leaving pursuant to such a request has committed an unlawful act and may be prosecuted according to law.

10. School personnel shall report entry by immigration-enforcement officers to any on-site police, security officers, or other appropriate administrator as would be required for any unexpected or unscheduled outside visitor coming on campus.

Adopted:

Amended: 06/03/26


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THE LANGUAGE ACADEMY OF SACRAMENTO

Students Student Policy

# Immigration Enforcement Policy

## Responding to On-Campus Immigration Enforcement

As early as possible, Charter School personnel shall notify the school Executive Director or designee of any request by an immigration or law-enforcement officer seeking access to the school site or any student to conduct immigration enforcement, or any requests for review of school documents (including for the service of lawful subpoenas, petitions, complaints etc.).

In addition, if an officer appears on campus specifically for immigration-enforcement purposes, Charter School personnel must take the following actions:

1. Advise the officer that before proceeding with the request, and absent exigent circumstances, school personnel must first receive notification and direction from the Executive Director;
2. Ask to see (and make a copy of or note) the officer's credentials (name and badge number), and ask for, and copy or note, the phone number of the officer's supervisor;
3. Ask the officer for her/his reason for being on school grounds and document it;
4. Ask the officer to produce any documentation that authorizes school access;
5. Make copies and retain a copy of all documents provided by the officer. Retain one copy for school records;
6. If the officer declares that exigent circumstances exist and demands immediate access to the campus, school personnel should comply with the officer's orders and immediately contact the Executive Director.

If the officer does not declare that exigent circumstances exist, school personnel shall respond to the requirements of the officer's documentation as follows. If the officer has:

- An ICE (Immigration and Customs Enforcement) administrative warrant: Charter School personnel shall inform the officer that they cannot consent to any request without first consulting with the Charter School's legal counsel or other designated agency official;
- A federal judicial warrant (search-and-seizure warrant or arrest warrant): Prompt compliance with such a warrant is usually legally required. If feasible, consult with the Charter School's legal counsel or designated administrator before providing the officer/agent access to the person or materials specified in the warrant;
- A subpoena for production of documents or other evidence: Immediate compliance is not required. Therefore, the Charter School personnel shall inform the Charter School's legal


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counsel or other designated official of the subpoena and await further instructions on how to proceed.

School personnel should not consent to access by an immigration-enforcement officer, except as described above. At the same time, personnel shall never physically impede an officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If the officer enters the premises without consent, personnel shall document his or her actions while on campus and if feasible, accompany them at all times.

After the encounter with the immigration officer, Charter School personnel shall promptly take written notes of all interactions with the officer. The Charter School personnel shall provide notes, and associated documents collected, of the interaction to the Charter School's legal counsel or designated administrator. The Charter School's legal counsel or designated administrator shall submit a timely report to the governing board regarding the officer's requests and actions and the Charter School's response(s). The notes taken by personnel must include, but are not limited to:

1. List or copy of the officer's credentials and contact information;
2. List of all school personnel who communicated with the officer;
3. Details of the officer's request;
4. Whether the officer presented a warrant or subpoena to accompany his/her request, what was requested in the warrant/subpoena, and whether the warrant/subpoena was signed by a judge ;
5. Charter School personnel's response to the officer's request;
6. Any further action taken by the officer/agent;
7. Photo or copy of all/any information presented by the agent.

Any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes will be reported to the Bureau of Children's Justice in the California Department of Justice at BCJ@doj.ca.gov

Parental Notification

Before a student can be interviewed or searched by any officer seeking to enforce civil immigration laws at the Charter School, Charter School personnel must receive consent from the student's parent or guardian, unless the officer presents a valid, effective warrant signed by a judge or presents a valid, effective court order.

Charter School personnel must immediately notify the student's parents or guardians if a law-enforcement officer or employee of an agency requests or gains access to a student for immigration-enforcement purposes unless that access was in compliance with a judicial warrant or subpoena that restricts the disclosure of the information to the parent or guardian.


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Training

The Charter School will establish training regarding immigration issues for teachers, school administrators, and school staff, including information on responding to a request from an officer enforcing immigration law to visit a school site or to have access to a student. The Charter School will designate the Executive Director, or designee, to facilitate training programs for staff, help provide non-legal advice to families and assist in communications with the Charter School and other stakeholders in local and state government.

Adopted: 06/03/26


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# Foster Youth Policy

The Governing Board of **The Language Academy of Sacramento** (the "Charter School") desires to ensure that foster children are provided equal access to the same free, appropriate public education provided to other children and youth. Foster students will be given access to the education and other services that such students need to ensure that they have an opportunity to meet the same challenging State student academic achievement standards to which all students are held. Foster students will not be stigmatized or segregated in a separate school or program based on the student's status as foster youth.

## I. Definitions

- **Foster child/student/youth** means a child who has been removed from his or her home pursuant to Welfare and Institutions ("W&I") Code section 309, is the subject of a petition filed under W&I sections 300 or 602, or has been removed from his or her home and is the subject of a petition filed under W&I Code sections 300 or 602.

- The Charter School is the **school of origin** when the student attended the Charter School when permanently housed or was last admitted at the initial detention or placement or subsequent change in placement of a foster child. If the school the foster child attended when permanently housed is different from the school in which the foster child was last admitted, or if there is some other school that the foster child attended with which the foster child is connected and that the foster child attended within the immediately preceding 15 months, the foster child liaison, in consultation with, and with the agreement of, the foster child and the person holding the right to make educational decisions for the foster child, shall determine, in the best interests of the foster child, the school that shall be deemed the school of origin.

## II. Foster Child Liaison

The School's foster child liaison is: Eduardo de León, Executive Director, edeleon@lasac.info.

The School's foster child liaison is required to do all of the following:

- Ensure and facilitate the proper educational placement, admission in school and checkout from school of foster children.

- Assist foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.


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- The foster child liaison, in consultation with, and with the agreement of, the foster child and the person holding the right to make educational decisions for the foster child, may recommend, in accordance with the foster child's best interests, that the foster child's right to attend the school of origin be waived and the foster child be admitted in a public school that pupils living in the attendance area in which the foster child resides are eligible to attend.

- Before making a recommendation to move a foster child from his or her school of origin, the foster liaison shall provide the foster child and the person holding the right to make educational decisions for the foster child with a written explanation stating the basis for the recommendation and how the recommendation serves the foster child's best interest.

- If the foster child liaison, in consultation with the foster child and the person holding the right to make educational decisions for the foster child, agrees that the best interests of the foster child would best be served by his or her transfer to a school other than the school of origin, the foster child shall immediately be admitted in the new school.

III. Admission

All foster students are required to follow the school's process for admitting students, including filling out and submitting the school's admissions packet on time. As with all students, admission depends upon availability. In the event of an oversubscription in a grade, foster students will participate in the lottery as with any other student.

If the foster child seeking admission has outstanding fees, fines, textbooks or other items or moneys due to the school last attended or is unable to produce clothing or records normally required for admission, such as previous academic records, medical records, including, but not limited to, records or other proof of immunization history, proof of residency, other documentation or school uniforms, this will not serve as a basis for non-admission. Within two days of admission of the foster child, the foster child liaison will contact the school last attended by the foster child to obtain all academic and other records.

If a dispute arises regarding the request of a foster child to remain in the Charter School as the school of origin, the foster child has the right to remain in the Charter School pending resolution of the dispute. The dispute shall be resolved in accordance with the Uniform Complaint Procedures adopted by the School.

Admission in the Charter School as the school of origin will be allowed, unless a determination is made that it is not in the best interest of the foster child to attend the Charter School. Best interest factors include, but are not limited to, appropriateness of the current educational setting and proximity to the school in which the child is admitted at the time of placement.


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## IV. Former Foster Children

If the jurisdiction of the court is terminated before the end of an academic year, the Charter School shall allow a former foster child who is in kindergarten or any of grades 1 to 8, inclusive, to continue his or her education as the school of origin through the duration of the academic school year.

## V. Course Work and Graduation

The Charter School will accept coursework satisfactorily completed by the foster child while attending another public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school even if the pupil did not complete the entire course and shall issue that pupil full or partial credit for coursework completed. The credits accepted shall be applied to the same or equivalent course, if applicable, as the coursework completed in the prior school. The Charter School will not require the foster child to retake a course if the pupil has satisfactorily completed the entire course in a public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school. If the pupil did not complete the entire course, the Charter School shall not require the pupil to retake the portion of the course the pupil completed unless the Charter School, in consultation with the holder of educational rights for the pupil, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the foster youth shall be admitted in the same or equivalent course, if applicable, so that the pupil may continue and complete the entire course.

If the Charter School has knowledge that the transcript from the transferring local educational agency may not include certain credits or grades for the student, it shall contact the prior local educational agency within two business days to request that the prior local educational agency issue full or partial credits. The prior local educational agency shall issue appropriate credits and provide all academic or other records to the Charter School within two business days of the request.

## VI. Transportation

If the foster student requires transportation to continue to attend the Charter School as the school of origin, the Charter School will ensure that the foster child receives transportation in a cost effective manner.

## VII. Records

A foster family agency with jurisdiction over a currently admitted or former pupil, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver who has direct responsibility for the for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family (as defined below), may access the current or most recent records of grades, transcripts, attendance, discipline and online communication on platforms established by schools for pupils and parents, and any individualized education programs (IEPs) that may have been developed, or


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any plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 of a currently admitted or former foster pupil.

A foster family agency, short-term residential treatment program, or caregiver may review and receive pupil records pursuant to subdivision (a) for purposes of monitoring the pupil's educational progress, updating and maintaining the pupil's education records as required by Section 16010 of the Welfare and Institutions Code, and ensuring the pupil has access to educational services, supports, and activities. These purposes include, but are not limited to, admitting the pupil in school, assisting the pupil with homework, class assignments, and college and scholarship applications, and admitting the pupil in extracurricular activities, tutoring, and other afterschool and summer enrichment programs.

A "resource family" means an individual or family that has successfully met both the home environment assessment and the permanency assessment criteria necessary for providing care for a child placed by a public or private placement agency by court order, or voluntarily placed by a parent or guardian.

Amended: 06/03/26


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# Homeless Education Policy

The Governing Board of **The Language Academy of Sacramento** (the "Charter School") desires to ensure that homeless students are provided equal access to the same free, appropriate public education provided to other children and youth. Homeless students will be given access to the education and other services that such students need to ensure that they have an opportunity to meet the same challenging State student academic achievement standards to which all students are held. Homeless students will not be stigmatized or segregated in a separate school or program based on the student's status as homeless.

## I. Definitions

- ***Homeless children and youths*** means individuals who lack a fixed, regular and adequate nighttime residence and includes children and youths:
    - Who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks (not including mobile home parks), or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
    - Who have a primary nighttime residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings;
    - Who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
    - Who are migratory children who qualify as homeless for purposes of this part because the children are living in circumstances described above.
- ***Unaccompanied youth*** includes a youth not in the physical custody of a parent or guardian.
- ***The Charter School is the school of origin*** when the student attended the Charter School when permanently housed or was last admitted when the student became homeless. The Charter School will not be considered the school of origin when it is contrary to the wishes of a student's parent(s) or guardian(s), or is not in the best interest of the student.
- In determining the best interest of the child or youth, the School shall:


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- Presume that keeping the child or youth in the school of origin is in the best interest of the child or youth, unless it is contrary to the request of the child's or youth's parent or guardian, or unaccompanied youth;

- Consider student-centered factors related to the child's or youth's best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless children and youth, giving priority to the request of the child's or youth's parent or guardian or unaccompanied youth;

- If, after conducting the best interest determination based on consideration of the presumption identified above and the student-centered factors identified above, the School determines that it is not in the child's or youth's best interest to attend the School, the School shall provide the child's or youth's parent or guardian or the unaccompanied youth with a written explanation of the reasons for its determination, in a manner and form understandable to such parent, guardian, or unaccompanied youth, including information regarding the right to appeal; and

- In the case of an unaccompanied youth, ensure that the School liaison assists in placement or admission decisions, gives priority to the views of such unaccompanied youth and provides notice to such youth of the right to appeal.

A child or youth or unaccompanied youth shall be considered homeless for as long as he/she is in a living situation described above.

**II.** Homeless Liaison

The School's homeless liaison is: Eduardo de León, Executive Director, edeleon@laac.info

The School's homeless liaison is required to do all of the following:

- Ensure that homeless children and youths are identified by school personnel through outreach and coordination activities with other entities and agencies;

- Ensure that homeless children and youth are admitted to, and have a full and equal opportunity to succeed in the School;

- Ensure that the parents or guardians of homeless children and youths are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;

- Ensure that admission disputes are mediated in accordance with the dispute resolution process outlined below;


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- Ensure that public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents or guardians, including schools, shelters, public libraries and soup kitchens, in a manner and form understandable to the parents and guardians of homeless children and youths, and unaccompanied youths;

- Ensure that the parent or guardian of a homeless student, and any unaccompanied youth, is fully informed of all transportation services, including transportation to the school of origin and is assisted in accessing transportation to the school;

- Ensure that school personnel providing services participate in professional development and other technical support as determined appropriate by the State Coordinator;

- Ensure that unaccompanied youths 1) are admitted to school; 2) have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth, including implementation of procedures to identify and remove barriers that prevent youths from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school; and 3) are informed of their status as independent students and that the youths may obtain assistance from the liaison to receive verification of such status for purposes of the Free Application for Federal Student Aid.

- Ensure that homeless children and youths are identified by school personnel through outreach and coordination activities with other entities and agencies and that they receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services.

- Shall administer a housing questionnaire for purposes of identifying homeless children and youths and unaccompanied youths. The questionnaire shall comply with legal requirements. The questionnaire shall be administered annually, and report to the California Department of Education the number of homeless children and youths and unaccompanied youths enrolled.

- Offer training to the Charter School's certificated and classified employees providing services to pupils experiencing homelessness, including, but not limited to, teachers, support staff, and other Charter School staff who work with students, at least annually relating to the following: 1) the homes education program policies established by law; 2) recognition of the signs that students are experiencing, or are at risk of experiencing homelessness. The liaison is encouraged to offer this training to all school certificated and classified staff, including, but not limited to, teachers, support staff, and other school staff who work with students.

- Inform employees of the availability of training and the services the liaison provides to aid in the identification and provision of services to students who are experiencing, or are at risk of experiencing, homelessness.


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## **III.** Admission

All homeless students are required to follow the school's process for admitting students, including filling out and submitting the school's admission packet on time. As with all students, admission depends upon availability. In the event of an oversubscription in a grade, homeless students will participate in the lottery as with any other student. As used in this policy, admission means attending classes and participating fully in school activities.

If the homeless student seeking admission is unable to produce records normally required for admission, such as previous academic records, medical records, proof of residency or other documentation, this will not serve as a basis for non-admission. Provided that the admission process has been followed in all other respects, a homeless student will be admitted in the School despite the missing paper work. Additionally, the homeless student shall not be denied admission even if the student has outstanding fees, fines, textbooks, or other items or moneys due to the school last attended. Upon admission, the School will contact the school last attended by the students to obtain relevant academic and other records.

If the student needs to obtain immunizations, or immunization or medical records, the School will immediately refer the parent or guardian of the student, or the unaccompanied youth, to the Homeless Liaison, who shall assist in obtaining necessary immunizations, or immunization or medical records.

A homeless student shall be allowed to continue his or her education in the school of origin through the duration of homelessness. If the homeless student's status changes before the end of the academic year so that the student is no longer homeless, either of the following apply: 1) If the homeless student is in high school, the School (if it is the school of origin) shall allow the formerly homeless student to continue that student's education in the School through graduation; 2) If the homeless student is in kindergarten or any of grades 1 to 8, inclusive the School (if it is the school of origin) shall allow the formerly homeless student to continue that student's education in the School through the duration of the academic school year.

### *Admission Disputes and the Dispute Resolution Process*

If a dispute arises over admission in the Charter School of a homeless student, the student will be immediately admitted to the Charter School in which admission is sought, pending resolution of the dispute. "Admission" means attending classes and participating fully in school activities.

The Charter School will refer the student and/or his/her parents or guardians to the Homeless Liaison, who will carry out the dispute resolution in accordance with the process set forth below, as expeditiously as possible after receiving notice of the dispute. In the case of an unaccompanied youth, the Homeless Liaison will ensure that the youth is immediately admitted in school pending resolution of the dispute.


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Parents, guardians and unaccompanied youth may provide written or oral documentation to support their positions about admission and may seek assistance of social services, advocates, and/or service providers in the dispute process.

The Charter School will provide the parent or guardian of the student with a written explanation of the Charter School's decision regarding admission, including the rights of the parent, guardian or unaccompanied youth's appeal the decision. The written explanation will be complete, as brief as possible, simply stated and provided in a language that the parent, guardian or unaccompanied youth can understand.

If the dispute remains unresolved at the Charter School level or is appealed, then the Charter School Homeless Liaison will forward all written documentation and related paperwork to the homeless liaison at the county office of education (COE). The COE's homeless liaison will review these materials and determine the school selection or admission decision within five (5) working days of receipt of the materials. The COE homeless liaison will notify the Charter School and parent/guardian/unaccompanied youth of the decision.

If the dispute remains unresolved at the COE level or is appealed to the State, then the COE homeless liaison will forward all written documentation and related paperwork to the State Homeless Coordinator. Upon review, the CDE will notify the parent/guardian/unaccompanied youth of the decision relating admission in the Charter School within ten working days of receipt of the materials.

**IV.** Transportation

The Charter School will provide or arrange for transportation of a homeless student, at the request of the parent, guardian or Homeless Liaison, to the Charter School when the Charter School is the school of origin. If the student begins living in an area served by another local educational agency while continuing his/her education at the Charter School, the Charter School will contact that local educational agency to agree upon a method to apportion the responsibility and costs for providing the student with transportation to and from the Charter School.

**V.** Comparable Education Services

Each homeless student will be provided access to services comparable to services offered to other students in the Charter School, including but not limited to the following:

- Educational services for which the homeless student meets federal, state and local program eligibility criteria
- School nutrition programs

**VI.** Coursework and Graduation Requirements

The School shall accept coursework satisfactorily completed by a homeless student while attending another public school, a juvenile courts school, a charter school, a school in a country


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other than the United States, or a nonpublic, nonsectarian school even if the pupil did not complete the entire course and shall issue that homeless student full or partial credit for the coursework completed.

If the School is the transferring school, it shall issue the full and partial credits on an official transcript for the student and shall ensure the transcript includes all of the following: 1) All full and partial credits and grades earned based on any measure of full or partial coursework being satisfactorily completed, including a determination of the days of enrollment or seat time, or both, if applicable, at the School or any other local educational agency, other public school, juvenile court school, charter school, school in a country other than the United States, or nonpublic, nonsectarian school; 2) The credits and grades for each school and local educational agency listed separately so it is clear where they were earned; 3) A complete record of the student's seat time, including both period attendance and days of enrollment.

If a homeless student enrolls in the School, and the School has knowledge that the transcript from the transferring local educational agency may not include certain credits or grades for the student, the School shall contact the prior local educational agency within two business days to request that the prior local educational agency issue full or partial credits. The prior local educational agency shall issue appropriate credits and provide all academic and other records to the School within two business days of the request.

The credits accepted shall be applied to the same or equivalent course, if applicable, as the coursework completed in the prior school.

The School shall not require a homeless student to retake a course if the student has satisfactorily completed the entire course in a prior school. If the student did not complete the entire course, the School shall not require the pupil to retake the portion of the course the student completed unless the School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be admitted in the same or equivalent course, if applicable, so the student may continue and complete the entire course.

**Notice**

The School shall list the homeless liaison(s) and contact information for those liaison(s) on its website. The contact information for any employees or persons under contract whose duties include assisting the liaison in completing the liaison's duties shall also be listed.

Adopted:

Amended: 06/03/26


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**BOARD GOVERNANCE** **Board Policy**

## INTERNAL COMPLAINT PROCEDURES

It is the policy of the **Language Academy of Sacramento** (the "School") to maintain a positive and productive working and educational environment. The School does not discriminate on the basis of disability, gender, gender identity, gender expression, nationality, national origin, ethnic group identification, age, mental disability, physical disability, medical condition, genetic information, marital status, race, color, ancestry, or ethnicity, religion, sex, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in California Penal Code section 422.55 in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The School is primarily responsible to ensure that it is compliant with all applicable federal and state laws and regulations. There are some circumstances, however, when employees or students may take issue with other employees or students or someone may believe that a violation of federal or state law is occurring in certain educational programs. The School encourages complainants to first address the issue with the other person directly using conflict resolution skills when possible.

**Types of Complaints to be Filed Using the UCP:** If, however, the complainant does not feel comfortable with this approach and the complaint relates to any of the topics below, the complainant must use the complaint procedure identified below. If the complaint relates to a different type of complaint, contact the school's main office to obtain information about making a different type of complaint. The School will investigate relevant complaints, as identified below, and seek to resolve them in compliance with this policy:

- Discrimination, harassment, intimidation, or bullying against any protected group as identified under Education Code sections 200 and 220 and section 11135 of the Government Code, including any actual or perceived characteristic as set forth in section 422.55 of the Penal Code, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by the school;
- Improper student fees;
- Failure to accommodate lactating students
- Noncompliance with the rights of pregnant and parenting students;
- Failure to provide Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ) resources;


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- Failure to comply with statutes relating to foster care pupil records transfers or foster care pupil education;

- Failure to comply with statutes relating to the education of homeless students, students in foster care, former juvenile court school students, students who are children of a military family, or migratory students;

- A complaint about the School's safety plan;

- A complaint that the School has not complied with the requirements of Education Code sections 47606.5 (annual update to goals and annual actions) or 47607.3 (outcomes for pupil subgroups), as applicable. This complaint may be filed by any member of the public and may be filed anonymously;

- Every Student Succeeds Act;

- A complaint that the governing body of the School has refused to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction or any book or other resource in a school library on the basis that it includes a study and contributions of any individual group consistent with the requirements of Education Code sections 51204 and 60040, unless the study of the role and contributions violates Section 51501 or 60044. A complaint filed for this reason may be filed with the Superintendent of Public instruction directly if immediate action is necessary. The complaint may be filed by any member of the public and may be filed anonymously;

- A complaint that the governing body of the School adopted or approved the use of any textbook, instructional material, supplemental instructional material, or curriculum for classroom instruction if its use would subject a pupil to unlawful discrimination;

- School or athletic team names, mascots, or nicknames pursuant to Education Code section 221.3;

- Other violation of state or federal law under the following programs: Consolidated Categorical Aid Programs, including improving academic achievement, compensatory education, English learner programs, After School Education and Safety, Physical Education: Instructional Minutes; Pupil Instruction: Course Periods without Educational Content or Previously Completed Courses; and School Plans for Student Achievement.

**Types of Complaints Not Covered by the UCP**

Many complaints do not fit within the above-listed complaints to be made through the UCP. Some of these include, but are not limited to:

- Classroom assignments


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- Common core
- Grades and graduation requirements
- Hiring and evaluation of staff
- Homework policies and practices
- Provision of core curricula subjects
- Student advancement and retention
- Student discipline
- Student records
- Employment complaints
- Open meetings and board meetings
- Other general education requirements

**Internal Procedures:**

As an initial matter, the Executive Director and/or designee has the responsibility to maintain a work place and educational environment free from any form of sexual or other unlawful harassment, discrimination or conduct. Consequently, should the Executive Director and/or designee become aware of any conduct that may constitute discrimination, harassment or other prohibited behavior, immediate action will be taken to address and remediate such conduct.

**Making a Complaint:** Any person who has experienced or is aware of a situation that relates to a complaint to be made in accordance with this policy (as identified above), has a responsibility to report the situation immediately to the Executive Director and/or designee (physical address: 2850 49th street, Sacramento CA 95817; phone: 916-277-7137).

Employees who believe they have been the victim of any employment discrimination should follow the complaint procedures identified in the employee handbook. If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, the School will assist the complainant in filing the complaint.

When making a UCP complaint, if the employee or student is not comfortable contacting the Executive Director or if that individual is not available, the employee or student should contact the Director of Business and Operations (physical address: 2850 49th street, Sacramento CA 95817; phone: 916-277-7137)**,** who has been designated to handle inquiries regarding the UCP complaints. OCR Non-discrimination notice. A UCP Complaint Form may be obtained from the school's website: https://www.lasac.info/Policies--Forms/Formal-Complaint-Procedures-Procedimientos-formales-de-queja/index.html

**Anonymous Complaints:** Students making a complaint of improper fees or complaints that the School has failed to comply with Education Code sections 47606.5 or 47607.3, may make the


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complaint anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with the applicable Education Codes.

**6 Month Limit on Certain Complaints:** Complaints relating to discrimination (other than employment discrimination) must be filed within six months of the alleged discrimination or when the complainant first obtained knowledge of the alleged discrimination, unless an extension has been obtained from the **Governing Board President** or his/her designee. Such extension by the Governing Board President or his/her designee shall be made in writing. The period for filing may be extended by the Governing Board President or his/her designee for good cause for a period not to exceed 90 days following the expiration of the six month time period. The Governing Board President shall respond immediately upon a receipt for extension.

**Informal Resolution:** If the parties mutually agree, the complainant and the School may resolve the matter through mediation or otherwise informally. If mediation fails to resolve the matter, or the parties do not agree to mediate the matter, the formal complaint procedure identified below shall be followed.

**Investigation of Complaints:** If the complaint alleges wrongdoing involving a complaint required to be filed under the UCP, the School will complete an investigation and submit to the complainant a written decision regarding the complaint within 60 days of receipt of the complaint. During the investigation, the complainant, his/her representative or both, will have the opportunity to present the complaint and evidence or information leading to evidence to support the allegations of the complaint. The 60 day timeframe may be extended by the written consent of the complainant.

Refusal by the complainant to provide the investigator, at any level of the investigation, with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of lack of evidence to support the allegations.

Complaints will be handled as discreetly as possible, consistent with the need to investigate effectively and promptly resolve the matter.

The Executive Director or designee will be knowledgeable of the laws/programs that he/she is assigned to investigate. If the complaint alleges employment discrimination, the Board of Directors will send it to the Civil Rights Department (the "CRD") for investigation as required by law.

**Written Decision:** The Executive Director or designee shall prepare a written decision, which decision shall contain the following: 1) findings of fact based on the evidence gathered; 2) conclusions of law; 3) disposition of the complaint; 4) the rationale for such disposition; 5) the corrective actions, if any are warranted; 6) notice of the complainant's right to appeal the School's decision to the California Department of Education; and 7) the procedures to be followed for


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initiating an appeal to the Department of Education. Within 60 days of receipt of the complaint, the Executive Director or designee will send a copy of the written decision to the complainant.

## Appeal of School's Decision

**Appeal to CDE:** Except for complaints that are not required to be processed through the UCP, a complainant may appeal a decision to the California Department of Education ("CDE") by filing a written appeal within 15 days of receiving the decision. The complainant shall specify the basis for the appeal and whether the facts are incorrect and/or the law is misapplied. The appeal should be accompanied by a copy of the locally filed complaint and a copy of the School's decision. If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to the School for resolution. If the CDE determines that the decision failed to address an issue raised by the complaint, the CDE will refer the matter to the School to make the necessary findings and conclusions on any issue not addressed. The School will have 20 days to make those findings.

Any employee found to have participated in improper harassment or discrimination will be subject to disciplinary action, up to and including possible dismissal. Any student found to have participated in improper harassment or discrimination will be subject to disciplinary action, up to and including possible suspension or expulsion.

**External Procedures:** Filing a Complaint with the CRD.

Employees or job applicants who believe that they have experienced unlawful employment discrimination or harassment, should follow the complaint process identified in the employee handbook, but may file a complaint directly with the CRD. The CRD serves as a neutral fact-finder and attempts to help the parties voluntarily resolve disputes. If the CRD finds sufficient evidence to establish discrimination occurred and settlement efforts fail, the CRD may file a formal accusation.

Employees may also pursue the matter through a private lawsuit in civil court after a complaint has been filed with the CRD and a Right to Sue Notice has been issued. For more information, contact the CRD toll free at (800) 884-1684, or email the CRD at contact.center@calcivilrights.ca.gov or visit its website at www.calcivilrights.ca.gov. To contact the nearest field office of the Equal Employment Opportunity Commission ("EEOC"), call 1-800-669-4000. You should be aware that state and federal law provide time limits within which complaints must be filed. Contact the relevant agency to determine the applicable time limit.

## Retaliation Policy

It is in violation of the School's policy for the School or any employee to demote, suspend, reduce, fail to hire or consider for hire, fail to give equal consideration in making employment decisions, fail to treat impartially in the context of any recommendations for subsequent employment that the School may make, adversely affect working conditions or otherwise deny any employment benefit


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to an individual because that individual has opposed practices prohibited by law or has filed a complaint, testified, assisted or participated in any manner in an investigation, conducted by the DFEH or their staff. Any employee retaliating against another employee, applicant or student will be disciplined, up to and including termination.

Examples of protected activities under the School's retaliation policy include seeking advice from the CRD or Commission; filing a complaint with the CRD, irrespective of whether the complaint is actually sustained; opposing employment practices the employee reasonably believes to exist and believes to be a violation of the law; participating in an activity that is perceived by the School as opposition to discrimination, whether or not so intended by the employee expressing the opposition; participating in the proceeding of a local human rights or civil rights agency on a legal basis.

Nothing in this policy shall be construed to prevent the School from enforcing reasonable disciplinary policies and practices, nor from demonstrating that the actions of an applicant or employee were either disruptive or otherwise detrimental to legitimate business interests so as to justify the denial of an employment benefit.

**Dissemination**

The School will send to students, employees, parents or guardians of its students, school advisory committees, and other interested parties a notice of rights under this policy on an annual basis. Upon request, a copy of this policy will be made available free of charge and is also available on the School's website.

Adopted:

Amended: 06/03/26


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# HEALTH EXAMINATIONS, IMMUNIZATIONS AND ORAL HEALTH ASSESSMENTS

## Health Examinations

### Health Examination Certificates or Waivers

On or before the 90th day after a student's entrance into first grade at **The Language Academy of Sacramento** (the "School"), all students must provide a certificate approved by the California Department of Health Services documenting that within the prior 18 months, the child had received the appropriate health screening and evaluation services as provided by Health & Safety Code section 124040. Alternatively, the student must provide a waiver signed by the student's parents/guardians indicating that they do not want or are unable to obtain the health screening and evaluation services for their child. If the waiver indicates that the parents/guardians are unable to obtain services for the child, the reasons why should be included in the waiver. If the student fails to provide the required documentation, the student will be excluded from the School for not more than five days. In limited circumstances, up to five percent of the School's first grade enrollment may obtain exemptions from exclusion if the School contacts the student's parents/guardians at least twice before the 90th day after entrance to the first grade and they refuse to provide either a certificate or waiver. These exemptions shall only be used in extraordinary circumstances, including, but not limited to, family situations of great dysfunction or disruption, including substance abuse by parents or guardians, child abuse or child neglect.

### Health Examinations by the School

The Governing Board recognizes that periodic health examinations of students may lead to the detection and treatment of conditions that impact learning. Health examinations also may help in determining whether special adaptations of the School's program are necessary. The School shall conduct health examinations of students as needed to insure proper care of the students.

**Vision Appraisals:** During the kindergarten year, or upon first enrollment in the School if it is the student's first entry in a California school, and in grades 2, 5 and 8, the School shall appraise the student's vision. The school need not appraise a student's vision in the year immediately following the student's first enrollment or entry if the student's first enrollment or entry occurs in grade 4 or 7. The appraisal shall include tests for near vision, far vision and color vision, although the color vision shall be appraised once and only on male students, the results of which shall be entered in the health records and need not begin until the student is in first grade. Classroom teachers and the school nurse or designee are responsible for continuous and regular observation of the student's eyes, appearance, behavior visual performance, and perception that might indicate vision difficulties. Where a student's school performance begins to give evidence that the


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existence of the problem might be caused by a visual difficulty, a visual evaluation shall be done in consultation with the school nurse.

A student's vision may be appraised by using an eye chart or any other scientifically validated photo screening test. Photo screening tests shall be performed, under an agreement with, or the supervision of, an optometrist or ophthalmologist, by the school nurse or a trained individual who meets requirements established by the CDE.

The vision evaluation may be waived by the parents/guardians if they present a certificate from a physician and surgeon, a physician assistant, or an optometrist setting out the results of a determination of the child's vision, including visual acuity and color vision. Parents/guardians may also avoid the testing and observation if they file with the Executive Director a statement in writing that they adhere to the faith or teachings of any well-recognized religious sect, denomination, or organization and in accordance with its creed, tenets or principles depend for healing upon prayer in the practice of their religion.

A parent/guardian may file annually with the Executive Director a statement in writing, signed by the parent/guardian, stating that he/she will not consent to a physical examination of his/her child. The student will thereafter be exempt from physical examinations, but if there is good reason to believe that the student is suffering from a recognized contagious or infectious disease, the student will be sent home and not be permitted to return to school until the Executive Director is satisfied that any contagious or infectious disease does not exist.

Hearing Tests

The School will provide for the testing of hearing of each student enrolled in the school in kindergarten or first grade and again in second, fifth, eighth, tenth or eleventh and first entry into the California public school system. The School may request a waiver of the hearing screening test for tenth and/or eleventh grade pupils once each school year. The waiver request will include the dates of the school year for which the waiver is requested and an alternative testing plan that will ensure that each pupil at risk of hearing loss will receive testing services.

Pupils at risk of hearing loss are: those exposed to loud noises, including loud music, pupils that have been referred for testing by a parent or teacher, repeat tests for those pupils for whom there was a previously documented problem, pupils who have not had a hearing test for three years; and any student who has enrolled for the first time in the School.

Each student enrolled in a special education program, other than those pupils enrolled for a hearing problem, shall be given a hearing test when enrolled in the program and every third year thereafter. Hearing tests may be given more frequently as needed, based on the individual education program team's evaluation of each individual student.


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The School will provide parents/guardians of children who fail the hearing tests with a written notification of the test results and recommend that a medical and audiological evaluation be obtained under certain circumstances identified in regulation.

Dates and results of all screening hearing testing shall be recorded on each pupil's health record. The School will prepare an annual report of the school hearing testing program using Annual Report of Hearing Testing forms, PM 100, provided by the State Department of Health Services.

The hearing test shall be given only by any of the following: Certificated employees, registered nurses, or licensed vocational nurses under the supervision of a credentialed school nurse, of the charter school who possess the qualifications prescribed by the CTC. EC 49452

The School shall endeavor to follow the equipment standards, test environments, and testing procedures identified in Title 17 of the California Code of Regulations, section 2951.

Immunizations

To protect the health of all students and staff and to curtail the spread of infectious diseases, the Governing Board desires to cooperate with state and local health agencies to require immunization of all students against preventable diseases.

**Admission:** Students shall not be unconditionally admitted to the School unless prior to his/her first admission to the School, he/she presents an immunization record which shows at least the month and year of each immunization the student has received, in accordance with law. Students may be conditionally admitted in accordance with the regulations promulgated by the Department of Health Services. If a student conditionally admitted fails to fulfill the conditions of admission, the School will prohibit the student from further attendance until that student has been fully immunized as required by law.

The School shall not unconditionally admit or advance any pupil to the 7th through 12th grade levels unless the pupil has been fully immunized against pertussis (whooping cough), including all pertussis boosters appropriate for the pupil's age.

Immunization records shall be part of the mandatory permanent pupil record and shall be kept in accordance with the School's record-keeping policy.

If the School discovers that an admitted student has not received all required immunizations, the School will notify his/her parent/guardian. If, within 10 school days of the notice, the child does not provide documentation of having received all required immunizations, the School shall exclude the student from attendance.

Additionally, a student will be exempted from the immunization requirements, to the extent indicated in the written statement, if his/her parent or guardian files with the School a written statement by a licensed physician or surgeon to the effect that the physical condition of the student is such, or medical circumstances relating to the student are such, that immunization is not


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considered safe. The statement should include the specific nature and probable duration of the medical condition or circumstances, including, but not limited to, family medical history, for which the physician or surgeon does not recommend immunization. However, whenever there is good cause to believe that the person has been exposed to a communicable disease for which immunization is required, that student may be temporarily excluded from the School until the local health officer is satisfied that the person is no longer at risk of developing the disease.

Beginning January 1, 2020, a child who has a medical exemption issued before January 1, 2020 shall be allowed continued enrollment in the School until the child enrolls in the next grade span. On or after July 1, 2021, the School shall not unconditionally admit or readmit a student or admit or advance any pupil to 7th grade level, unless the pupil has been immunized in accordance with Health & Safety Code section 120335 or the parent or guardian files a medical exemption form that complies with Health & Safety Code section 120372.

Beginning January 1, 2021, the form that is compliant with Health & Safety Code section 120372 shall be the only documentation of a medical exemption that the School may accept.

If California's Department of Health Services (the "Department") revokes a student's medical exemption, the student has 30 days to commence the immunization schedule required for attendance at the School. During this 30-day period, the student may continue in attendance at the School. Alternatively, the parent/guardian may appeal the revocation through the Department's appeal process. The student will continue in attendance during the pendency of the appeal and will not be required to otherwise comply with immunization requirements unless and until the revocation is upheld on appeal.

The School will file a written report on the immunization status of new entrants to the School with the Department of Health Services as required by law.

## Oral Health

**Admission**: By May 31 of each school year, students entering kindergarten or the first grade (who have not attended kindergarten) must present proof to the school of having received an oral health assessment by a licensed dentist, or other licensed or registered dental health professional. The oral health assessment must have been performed no earlier than 12 months prior to the date of initial enrollment.

A student may be excused from this requirement if his/her parent or guardian indicates on the approved form provided by the school one or more of the following reasons apply:

- The oral health assessment poses an undue financial burden on the parent/guardian;
- The parent/guardian lacks access to a licensed dentist or other licensed or registered dental health professional; or
- The parent/guardian does not consent to the assessment.


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**Notice**: Upon initial enrollment in kindergarten or first grade, the school will notify parent/guardians of the required oral health assessment on the California Department of Education approved form.

**Report to County Office of Education**: By July 1 of each year, the school will submit a report to a system designated by the state dental director for the collection of those reports or the County Office of Education containing the following information:

- the total number of pupils in the school who are subject to the oral health assessment requirements of the statute;
- the total number of pupils who submitted proof of an assessment;
- the total number of pupils who could not complete the assessment due to financial burden;
- the total number of pupils who could not complete the assessment due to lack of access to a dentist;
- the total number of pupils who could not complete the assessment because their parents/guardians did not consent;
- the total number of pupils who are assessed and found to have had caries experience;
- the total number of pupils who are assessed and found to have untreated decay;
- the total number of pupils who did not return either the assessment form or the waiver request to the school

Adopted:

Amended: 06/03/26


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THE LANGUAGE ACADEMY OF SACRAMENTO

Curriculum and Instruction Curriculum Policy

INDEPENDENT STUDY BOARD POLICIES

These policies apply to all pupils participating in independent study at the **The Language Academy of Sacramento** (the "School").

Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of an assigned certificated employee or employees.

For students in all programs of independent study, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work shall be as follows:

- For pupils in kindergarten and grades one through three, **2 days or specified due date**
- For pupils in grades four through eight, **2 days or specified due date**

When special or extenuating circumstances justify a longer time for individual students, the director or their designee may approve a period not to exceed **5 days.**

***Missed Assignments and Level of Satisfactory Progress:*** When any student fails to complete **5** missed assignments during any period of **15 day learning period** or fails to make satisfactory progress (as defined below) the School will conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study or to return to the regular school program. A written record of the findings of any evaluation made pursuant to this subdivision shall be maintained in the pupil's permanent record and treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

Satisfactory educational progress shall be based on all of the following indicators, as applicable:

- Pupil achievement and engagement, as measured by all of the following, as applicable:
    - Statewide assessments that are part of the California Assessment of Student Performance and Progress (a.k.a., "CAASPP", or any other subsequent assessment as certified by the state board of education),
    - The percentage of English learner pupils who make progress towards English proficiency as measured by the English Language Proficiency Assessments for


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California ("ELPAC" or subsequent assessments of English proficiency certified by the state board),

- The English learner reclassification rate,

- Pupil engagement, as measured by all of the following, as applicable:
  - School attendance rates,
  - Chronic absenteeism rates,
  - Middle school dropout rates,
- The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
- Learning requirement concepts, as determined by the supervising teacher.
- Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

**Academic Content:** Independent study shall include the provision of content aligned to grade level standards that is substantially equivalent to in-person instruction.

**Tiered Reengagement:** For all pupils participating in independent study for 1 or more schooldays in a school year and who are not generating attendance for more than 10 percent of the required minimum instructional time over four continuous weeks of the School's approved instructional calendar, found not participatory in required synchronous instructional offerings for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable to the student's grade span, or who are in violation of their written agreement, the School shall have local programs intended to address chronic absenteeism, as applicable, including at least the following reengagement strategies:

- Verifying current contact information for the pupil,
- Notifying parents or guardians of lack of participation within one school day of the recording of a nonattendance day or lack of participation,
- A plan for outreach from the School to determine pupil needs, including a connection with health and social services, as necessary,
- A clear standard requiring a pupil-parent-educator conference, as defined below, to review the pupil's written agreement, reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the school's policies


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regarding the maximum amount of time allowed between the assignment and completion of pupil's assigned work, satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether the student should be allowed to continue in independent study.

For the purposes of this policy, "pupil-parent-educator conference" means a meeting involving, at a minimum, all parties who signed the pupil's written independent study agreement.

**Opportunities for Live Interaction and Synchronous Instruction:** The School shall plan to provide opportunities for live interaction and synchronous instruction as follows for all pupils participating in independent study for 1 or more schooldays in a school year:

- For pupils in transitional kindergarten through grades 1 to 3 inclusive, the School shall plan to provide opportunities for daily synchronous instruction for all pupils throughout the year,

- For pupils in grades 4 to 8 inclusive, the School shall plan to provide opportunities for both daily live interaction and at least weekly synchronous instruction for all pupils throughout the year,

For the purposes of this policy, "live interaction" means interaction between the pupil and certificated or non-certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including but not limited to wellness checks, progress monitoring, provision of services, and instruction. This live interaction may take place in-person, or in the form of internet or telephonic communication.

For the purposes of this policy, "synchronous instruction" means classroom-style instruction or designated small group or one-on-one instruction delivered in-person, or in the form of internet or telephonic communications, and involving live two-way communication between a teacher of record and the pupil.

**Return to In-Person Instruction:** For pupils who participate in independent study for 1 or more schooldays in a school year and whose families wish to return to in-person instruction from independent study, the School shall allow the student to return expeditiously, and in no case later than five instructional days.

**Exceptions for Pupils Under Professional Care:** Pupils enrolled in a comprehensive school for classroom-based instruction who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse, are not subject to the tiered reengagement, live interaction, synchronous instruction, nor return to in-person instruction provisions described above. The School shall obtain evidence from appropriately licensed professionals of the need for pupils to participate in independent study pursuant to this subdivision.


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***Written Agreements:*** A current written agreement for each independent study pupil shall be maintained on file for each participating student.

For a pupil participating in an independent study program that is scheduled for more than 1 school day, each written agreement shall be signed, before the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable.

For a pupil participating in an independent study program that is scheduled for 15 or fewer school days, each written agreement shall be signed during the school year in which the independent study takes place, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable.

The independent study agreement for a student will require and cover a study plan that represents the same amount of study that would be required of a student in the classroom and be consistent with the School curriculum and course of study of students participating in the regular classroom setting.

*Agreement Content:* Each independent study written agreement shall contain at least all of the following provisions:

- The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding academic progress.

- The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.

- The specific resources, including materials and personnel that will be made available to the pupil. These resources shall include confirming or providing access for all pupils to the connectivity and devices adequate to participate in the academic program and complete assigned work.

- A statement of the policies adopted regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent


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study. The level of satisfactory educational progress and missed assignments shall conform to the requirements specified above in this policy.

- The duration of the independent study agreement, including the beginning and ending dates for participating in independent study, recognizing that no independent study agreement shall be valid for any period longer than one school year.

- A statement of the number of course credits, or for elementary grades pupils, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.

- A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas such as English learners, individuals with exceptional needs as needed to be consistent with the student's individualized education program or plan pursuant to Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care, pupils experiencing homelessness, and pupils requiring mental health supports.

- The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate.

Written agreements may be maintained electronically along with and may include subsidiary agreements, such as course contracts and assignment and work records. Written agreements may be signed using electronic signatures that comply with applicable state and federal standards and are intended by the signatory to have the same effect as a handwritten signature.

Before signing a written agreement pursuant to this policy, a parent or guardian may request that the School conduct a phone, videoconference, or in-person pupil-parent-educator conference or other school meeting during which the pupil, parent or guardian, and, if requested by the pupil or parent, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the pupil in independent study, before making the decision about enrollment or disenrollment in the various options for learning.

INDEPENDENT STUDY INSTRUCTIONAL CONTINUITY PLAN FOR STUDENTS AFFECTED BY SCHOOL CLOSURE OR EMERGENCY

For any student impacted by fire, flood, snowstorm, impassable roads, epidemic, earthquake, the imminence of a major safety hazard as determined by the local law enforcement agency, a strike involving transportation services to pupils provided by a non-school entity or an order provided for in Education Code section 41422, the School shall offer those students independent study within 10 instructional days of the first day of a school closure or emergency. Students with


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exceptional needs shall receive the services identified in their individualized education programs and may participate in independent study.

As soon as possible, unless prohibited under the direction of the local or state health officer, the School shall reopen for in-person instruction. Instruction for students impacted by such emergencies shall be provided in accordance with relevant provisions of the Comprehensive School Safety Plan, laws generally governing independent study, and this policy.

Adopted:

Amended: 06/03/26


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## NOTICE OF NON-DISCRIMINATION

The Language Academy of Sacramento prohibits discrimination, harassment, intimidation, and bullying in admission, treatment or access to its programs or activities, or in employment in its programs or activities, based on actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, actual or potential parental, family, marital status, or association with a person or a group with one or more of these actual or perceived characteristics and provides equal access to the Boy Scouts and other designated youth groups. Questions, concerns or complaints regarding compliance with Title IX employee or student issues, please contact the Title IX Coordinator (information below). Questions, concerns or complaints regarding harassment, discrimination, intimidation and bullying, please contact the Equity Compliance Officer, (information below).

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed above for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address listed above. Any person may also file a complaint with the School or with the Office for Civil Rights ("OCR"). If a crime is involved, such as sexual assault or rape, individuals may also file a report with the local police department.

For further information on notice of non-discrimination, visit https://ocrcas.ed.gov/contact-ocr for the address and phone number of the office that serves your area, or call 1-800-421-3481.

**Student Rights Under Title IX**

(a) You have the right to fair and equitable treatment and you shall not be discriminated against based on your sex.
(b) You have the right to be provided with an equitable opportunity to participate in all academic extracurricular activities, including athletics.
(c) You have the right to inquire of the athletic director of your school as to the athletic opportunities offered by the school.
(d) You have the right to apply for athletic scholarships.
(e) You have the right to receive equitable treatment and benefits in the provision of all of the following: (1) Equipment and supplies. (2) Scheduling of games and practices. (3) Transportation and daily allowances. (4) Access to tutoring. (5) Coaching. (6) Locker rooms. (7) Practice and competitive facilities. (8) Medical and training facilities and services. (9) Publicity.
(f) You have the right to have access to a gender equity coordinator to answer questions regarding gender equity laws.
(g) You have the right to contact the State Department of Education and the California Interscholastic Federation to access information on gender equity laws.


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(h) You have the right to file a confidential discrimination complaint with the United States Office of Civil Rights or the State Department of Education if you believe you have been discriminated against or if you believe you have received unequal treatment on the basis of your sex.
(i) You have the right to pursue civil remedies if you have been discriminated against.
(j) You have the right to be protected against retaliation if you file a discrimination complaint.

If you have a complaint about Title IX, you may contact the Title IX Coordinator listed above. You have six months from the date of the alleged incident, or six months from the date the complainant first obtained knowledge of the facts of the alleged incident to file a complaint with the School's Title IX Coordinator. The time for filing may be extended by the Title IX Coordinator up to 90 days for good cause.

You have 180 days of the date of the alleged discrimination file a complaint with the Office of Civil Rights (OCR).

If using the School's grievance process, the School will investigate student Title IX claims of discrimination using the processes adopted through the Title IX Grievance Policies and Procedures. A copy of the School's Title IX Grievance Policies and Procedures is available on the School's website.

You may further pursue the complaint by contacting the OCR directly: https://ocrcas.ed.gov/contact-ocr. The Web link for the OCR complaint assessment system is found at https://ocrcas.ed.gov/.

You may further contact the OCR directly at 800-421-3481.

Adopted:

Amended: 06/03/26


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THE LANGUAGE ACADEMY OF SACRAMENTO

Students Student Policy

Identification and Education Under Section 504

The Governing Board of **The Language Academy of Sacramento** recognizes the need to identify and evaluate students with disabilities, and desires to ensure that all students, including students with disabilities, have a free appropriate public education (FAPE). This means that students with disabilities will receive the same education as students without a disability.

The Executive Director shall designate a 504 coordinator to establish and implement evaluation procedures to be used whenever there is reason to believe that a student, because of a disability, needs or is believed to need special instruction or related services. This coordinator shall also ensure a system of procedural safeguards that includes notice, an opportunity for the parent/guardian of the student to examine relevant records, an impartial hearing with the opportunity for participation by the student's parent/guardian and representation by counsel, and a review procedure.

The Executive Director or designee shall ensure that identified students with disabilities receive regular or special education and related aids and services designed to meet their individual educational needs as adequately as the needs of nondisabled students are met.

If the student is found to have a disability that qualifies him/her for a FAPE under Section 504, then the Section 504 multi-disciplinary team members shall develop a written Section 504 service plan for the student. Upon reviewing the nature of the disability and how it impacts the student's education, the members shall determine what general and/or special education services, related aids, supplemental aids and services, accommodations and/or modifications, are needed in order to provide the student with a FAPE. The student shall be educated with non-disabled students to the maximum extent appropriate.

The Executive Director or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. The Section 504 multi-disciplinary team shall provide the parent/guardian with a copy of the Section 504 service plan. If the Section 504 multi-disciplinary team determines that the student is not eligible under Section 504, the parent/guardian shall receive a copy of the Section 504 multidisciplinary team meeting notes stating the basis for this decision. Parent/guardian shall also receive a copy of the procedural safeguards guaranteed under Section 504.



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# FIELD TRIPS & EXCURSIONS

The Board recognizes that field trips and excursions are important components of a student's development. Field trips and excursions are educationally sound and an important ingredient to the instructional program of the charter school. Such activities supplement and enrich classroom learning and encourage new interests among students, make them more aware of community resources and help students relate their educational experience to the outside world. Properly planned and executed, field trips and excursions enrich the charter school's educational program and the social development of the charter school's students.

Field trips and excursions are to be planned and carried out with safety as a priority and in a manner that minimizes the charter school's legal liability and financial cost.

## Monitoring Field Trips and Excursions

The Executive Director of the charter school shall ensure that the effectiveness of field trips and excursions are monitored and continually evaluated to ensure that such activities continue to promote the goals and objectives of the charter school's educational program. Teachers are to have a considerable degree of flexibility and innovation in planning field trips.

## Field Trip and Excursion Planning and Approval

All field trips and excursions that take place during school hours must receive prior written approval by the Executive Director of the charter school. The Executive Director of the charter school shall ensure that the sponsoring teacher has set out in writing the educational objective of the activity and how the proposed field trip or excursion relates to the charter school's educational program, the ratio of adult/students for the activity, and plans showing the best use of the students' learning time. Such plans must also provide for adequate restroom facilities, that proper food and water will be available during the activity and the means of transportation to and from the activity.

Field trips and excursions, including but not limited to California Interscholastic Federation ("CIF") trips, lasting longer than the school day require the above procedure and Board approval.

If the Executive Director of the charter school or the Board does not approve the field trip or excursion, the reasons for not approving the activity must be stated in writing.

The Executive Director of the charter school may exclude from the field trip or excursion any student whose presence on the field trip or excursion would pose a safety or disciplinary risk.

The Executive Director of the charter school shall not approve activities that he/she considers to be inherently dangerous to students.



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Permission Slips

No student will be permitted to go on a field trip or excursion without a permission slip signed by the student's parent or guardian. The permission slip shall include a waiver of all claims against the charter school, its employees and the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion. In addition, the permission slip shall include an emergency telephone number for the student; any medications the student is required to take, along with the time and dosage required; and any medications the student is allergic to or other medical information necessary to ensure the student's safety.

One copy of the permission slip shall be filed with the Executive Director of the charter school and one copy shall be given to the teacher to take on the field trip or excursion.

Accident and Medical Insurance

The charter school does not provide student accident or medical insurance. However, information and applications for student injury and medical insurance are available from the Executive Director of the charter school. Applications and payments must be sent directly to the insurance company.

Supervision of Field Trips and Excursions

The sponsoring teacher must be present to supervise the field trip or excursion. The Executive Director of the charter school or his/her designee shall be designated as the emergency contact for the group on the field trip or excursion. The sponsoring teacher or charter school employee accompanying the group shall have completed a first aid course which is certified by the American Red Cross.

A first aid kit shall be in the possession of the sponsoring teacher or accompanying charter school employee at all times during the field trip or excursion. If the field trip or excursion is conducted in areas known to be infested with poisonous snakes, the first aid kit must contain medically accepted snakebite remedies. The sponsoring teacher or charter school employee must also be certified in a first aid course emphasizing treatment of snakebites.

Charter school employees shall not consume alcohol or use controlled substances (except for medications taken under a physician's orders) while accompanying and supervising students on a field trip or excursion.

Any injuries or unusual incidents occurring during the field trip or excursion shall be documented in writing by the sponsoring teacher or other charter school employee accompanying the field trip or excursion.

Adult/Student Ratio

Adult/student supervision ratio must be observed at all times during the field trip or excursion. Students are under the jurisdiction of the Board at all times during the field trip or excursion and school rules are to be adhered to at all times. Horseplay, practical jokes, harassment, taunting,


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rough play, aggressive or violent behavior, profanity, viewing of pornographic material and use of alcohol or controlled substances during the field trip or excursion are strictly prohibited.

Parent/Guardian Participation in Field Trips and Excursions

Parents/guardians are encouraged to participate in field trips and excursions to assist with supervision of students. Parents/guardians accompanying the charter school group shall receive clear information regarding their responsibilities from the sponsoring teacher. Prior to the field trip or excursion, the Executive Director of the charter school or his/her designee may hold a meeting for parents/guardians accompanying the charter school group as supervisors to discuss, among other things, safety and the importance of safety-related rules for the field trip or excursion, how to keep a group together and what to do if an emergency occurs.

Parents/guardians will be assigned a specific group of students and shall be responsible for the continuous monitoring of these students at all times. Parents/guardians shall not consume alcohol or use controlled substances (except for medications taken under a physician's orders) while accompanying and supervising students on a field trip or excursion. Depending on the type of field trip, parents/guardians participating in field trips and excursions may be required to pass a criminal background check and a tuberculosis screening in advance of the field trip/excursion.

Transportation

Consideration will be given to the safest mode of transportation and the safest routes of travel. If travel is by van, the legal occupancy limit must not be exceeded. Seat belts are to be used at all times while traveling.

If transportation for the field trip or excursion is provided by parents/guardians, such parents/guardians shall provide proof of liability insurance. A copy of the insurance policy shall be given to the Executive Director of the charter school or his/her designee. The parents/guardians shall acknowledge in writing that their insurance carrier is the primary agent responsible for insurance for the field trip or excursion.

The charter school shall take reasonable precautions to ensure that individuals volunteering to transport students are responsible and capable operators of the vehicles to be used.

Parents/guardians will be reimbursed the costs for use of their private vehicles when used for field trips or excursions at the rate allowed by the Internal Revenue Service for vehicle expense. To receive reimbursement the parent/guardian must submit a report indicating the destination and purpose of the trip and miles traveled. The report must be co-signed by the sponsoring teacher.

Defraying Expenses of Field Trips and Excursions

Students may help defray field trip and excursion costs through donations. A student may not be denied the privilege of participating in a field trip or excursion due to lack of funds. Other approved funding may also offset expenses of field trips and excursions. The sponsoring teacher must provide alternative educational activities for those students not participating in the field trip


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or excursion due to choosing not to attend or whose parents/guardians do not give permission for the student to participate in the field trip or excursion.

Adopted:

Amended: 06/03/26


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LANGUAGE ACADEMY OF SACRAMENTO

STUDENT POLICY Youth Suicide Prevention Policy #7

The Governing Board of Language Academy of Sacramento (LAS) recognizes that suicide is a leading cause of death among youth and that an even greater amount of California's high school students report having considered and attempted suicide. During 2019, 15 percent of California seventh graders and 16 percent of ninth and eleventh graders reported they seriously considered attempting suicide. (California Healthy Kids Survey 2019). The Governing Board is encouraged to review California School Climate, Health, and Learning Surveys (CalSCHLS) data specific to their students. See the CalSCHLS website at https://calschls.org/.

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing campus that minimizes suicidal ideation in students.

Recognizing that it is the duty of the school to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. As it is known that the emotional wellness of students greatly impacts school attendance and educational success, this policy is intended to support the emotional and behavioral wellness of students and staff.

This policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or "place the idea in someone's mind."

In an attempt to reduce suicidal behavior and its impact on students and families, the Executive Director and support staff shall implement strategies for suicide prevention, intervention, and postvention, as well as identify mental health challenges commonly linked to suicidal thoughts and behaviors.These strategies shall include professional development for school personnel.

The Executive Director and support staff shall develop and implement preventive strategies and intervention procedures that include the following:

**Overall Strategic Plan for Suicide Prevention**

The Executive Director and support staff shall involve school-employed mental health professionals (e.g., school counselors, school psychologists, social workers), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, and community organizations in planning, implementing, and evaluating the school's strategies for suicide prevention and intervention. The LAS also regularly convenes these stakeholders to review the policy, at a minimum every five years, and update as necessary as required by *EC* Section 215.

The LAS has ensured LEA and school employees adhere to *EC* Section 215 which mandates district and school employees and their partners to act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning

signs, screen and assess to identify suicide risk, and to provide ongoing supports to youth identified at risk, the care or treatment for suicidal ideation is typically beyond the scope of services offered in the school setting.

**Prevention**

**A. Messaging about Suicide Prevention**

The LAS Governing Board, along with its partners, have thoroughly and regularly reviewed all materials and resources used in awareness efforts to ensure they align with best practices for safe and effective messaging about suicide. This policy and all related communication, documents, materials, etc. include clear, respectful, people-first language that encourages an environment free of stigma. As part of safe messaging for suicide, we use specific terminology when referring to actions related to suicide or suicidal behavior:

| **Use** | **Do Not Use** |
|---|---|
| "Died by suicide" or "Took their own life" | "Committed suicide"<br>Note: Use of the word "commit" can imply crime/sin |
| "Attempted suicide" | "successful" or "unsuccessful"<br>Note: There is no success, or lack of success, when dealing with suicide |

Tips for Safe and Effective Messaging on Suicide Prevention:

- Always provide suicide prevention resources in parent/student handbooks, district or school-issued identification cards for staff and students, on district and school websites, and during any mental health or suicide prevention skill-building activity for students or parents/families and professional development for staff. The following are suggested resources to include:
    - National Suicide Prevention Lifeline: 988
    - Crisis Text Line: Text "help" to 741-741
    - Teen Line: Text "TEEN" to 839863
    - Trevor Project 1-866-488-7386 or text "START" to 678678
    - Trans Lifeline 1-877-565-8860

Additional crisis line numbers can be found on the CDE's Help for Students in Crisis web page at: https://www.cde.ca.gov/ls/mh/studentcrisishelp.asp.

- Include information on warning signs as well as risk and protective factors.
- Avoid discussing details about methods of suicide.
- Explain complexity of suicide and avoid oversimplifying (i.e., identifying singular cause of suicide).
- Focus on prevention and protective factors.

- Avoid sensational language (e.g., using terms as epidemic, skyrocketing, etc.) and graphic images.

Additional Resources:

- For information on public messaging on suicide prevention, see the National Action Alliance for Suicide Prevention Web site at http://suicidepreventionmessaging.actionallianceforsuicideprevention.org/

- For information on engaging the media regarding suicide prevention, see the Your Voice Counts Web page at http://resource-center.yourvoicecounts.org/content/making-headlines-guide-engaging-media-suicide-prevention-california-0

- For information on how to use social media for suicide prevention, see the Your Voice Counts Web page at http://resource-center.yourvoicecounts.org/content/how-use-social-media

**B. Suicide Prevention Training and Education**

The Language Academy of Sacramento has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

*EC* Section 215 mandates LEAs to provide training for staff. The LAS has provided professional development for all school staff members (certificated and classified) and other adults on campus (including substitutes and intermittent staff, volunteers, interns, tutors, coaches, classified and certificated, and expanded learning [afterschool] staff).

Training:

- At least annually, staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.

- All suicide prevention trainings shall be offered under the direction of school-employed mental health professionals who have received advanced training specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies. LAS has collaborated with the Sacramento County Office Of Education School-Based Mental Health and Wellness team to review the training materials and content to ensure it is evidence-based, evidence-informed, and aligned with best practices. Staff training can be adjusted year-to-year based on previous professional development activities and emerging best practices.

- Staff training is reviewed and adjusted annually based on previous professional development activities, emerging best practices, and feedback.

- At a minimum, all staff participate in training on the core components of suicide prevention (identification of suicide risk and protective factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment prior to working with youth.

- The LEA has ensured training is available for new hires during the school year.

- Previously employed staff members attend a minimum of one-hour general suicide prevention training. Core components of the general suicide prevention training shall include:

    a. How to identify youth who may be at risk for suicide including suicide warning signs, risk, and protective factors.

b. Appropriate ways to approach, interact, and respond to a youth who is demonstrating emotional distress or having thoughts of suicide including skill building to ask directly about suicide thoughts.

School-approved procedures for responding to suicide risk (including programs and services in a Multi-tiered System of Support (MTSS) and referral protocols). Such procedures will emphasize the student should be under constant supervision and immediately referred for a suicide risk assessment.

- In addition to initial orientations of suicide prevention, ongoing annual staff professional development for all staff should include the following components:
    - The impact of traumatic stress on emotional and mental health;
    - Common misconceptions about suicide;
    - School and community suicide prevention resources;
    - Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
    - The factors associated with suicide (risk factors, warning signs, protective factors);
    - How to identify youth who may be at risk of suicide;
    - Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on district guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines;
    - School procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that a student having suicidal thoughts should be constantly supervised until a suicide risk assessment is completed;
    - School procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
    - Responding after a suicide occurs (suicide postvention);
    - Resources regarding youth suicide prevention;
    - Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
    - Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.
- The professional development also shall include additional information regarding groups of students research has shown to be at elevated risk for suicide. These groups include, but are not limited to, the following:
    - Youth affected by suicide
    - Youth with a history of suicidal ideation or attempts;

- Youth with disabilities, mental illness, or substance abuse disorders;
- Youth identifying as lesbian, gay, bisexual, transgender, or questioning;
- Youth experiencing homelessness or in out-of-home settings, such as foster care;
- Youth who have suffered traumatic experiences;
- Youth who have family members that have been/are incarcerated;
- Youth living in fear of displacement/broken families.

**C. Employee Qualifications and Scope of Services**

While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

**D. Specialized Staff Training (Assessment)**

Additional professional development in suicide risk assessment (SRA) and crisis intervention shall be provided to mental health professionals (school counselors, school psychologists) employed by Language Academy of Sacramento. Training for these LEA staff is specific to prevention, conducting SRAs, intervening during a crisis, de-escalating situations, interventions specific to preventing suicide, making referrals, safety planning, and re-entry.

**E. Virtual Screenings for Suicide Risk**

LAS has established a protocol for assigning school staff to connect with students during distance learning and school closures. In the event of a school closure, LAS has determined a process and protocols to establish daily or regular contact with all students. Staff understand that any concern about a student's emotional wellbeing and/or safety must be communicated to the appropriate school staff, according to LEA protocols.

LAS has determined a process and protocols for LEA-based mental health professionals to establish regular contact with high-risk students, students who are on their caseloads, and those who are identified by staff as demonstrating need. When connecting with students, staff are directed to begin each conversation by identifying the location of the student and the availability of parents or caregivers. This practice allows for the staff member to ensure the safety of the student, particularly if they have expressed suicidal thoughts.

**F. Parents, Guardians, and Caregivers Participation and Education**

In an effort to include parents/guardians/caregivers in all suicide prevention efforts, LAS has shared this suicide prevention policy and procedures widely and has included it in the parent/student handbooks.

This suicide prevention policy is also prominently displayed on the LAS web page.

Parents/guardians/caregivers are invited to provide input on the development and implementation of this policy. Parents/guardians/caregivers are provided crisis resources including the National Suicide Prevention Lifeline, Crisis text line, and local crisis hotlines, as well as sharing that hotlines/resources are not just for crisis but also for friends/family and referrals.

- All parents/guardians/caregivers should have access to suicide prevention training that addresses the following:
    - Suicide risk factors, warning signs, and protective factors;
    - How to approach and talk with their children about thoughts of suicide;
    - How to respond appropriately to a student who has suicidal thoughts.

**G. Communication with Parent, Caregivers, and Families**

The Language Academy of Sacramento has included parents/guardians in the development, review, and implementation of this policy.

LAS provides various training opportunities for parents, families, and caregivers to help them learn how to recognize and identify suicide risk, protective factors, as well as the LEA's referral processes and how they or their children can reach out for help, etc.

All parents are provided with information on suicide prevention resources including crisis hotlines, local warmlines, and also school and community-based supports. If parents, families, and/or caregivers identify or suspect a suicide risk, they are strongly encouraged to communicate with appropriate school staff (counselor, administration, nurse, school-employed mental health professional, etc.) for assistance. The LEA-based mental health professionals are equipped to help identify and support a student at risk of suicide and are trained to ensure the safety of all students. This may include collaborating with other professionals (primary care doctors, marriage and family therapists, etc.) to develop a course of action and/or safety plan. Parents, caregivers, and families are reminded that mental health and academic records are kept separately to ensure confidentiality and to help protect the privacy of education records.

**H. Student Participation and Education**

Effective suicide prevention efforts must also include student education and engagement. The LAS and its partners has and will continue to carefully review potential student curricula to ensure it includes information on recognizing and responding to signs and symptoms (within themselves and among friends), learning coping skills, encouraging help-seeking behavior, and becoming knowledgeable about available supports and resources.

LAS provides instruction to middle school students on general mental health and suicide prevention. The instruction is provided under the supervision of LEA-employed mental health professionals, with input from county and community mental health agencies, and middle and high school students. The instruction is developmentally appropriate, student-centered, and includes:

- Developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;

- Developmentally appropriate guidance regarding the district's suicide prevention, intervention, and referral procedures;

- Coping strategies for dealing with stress and trauma;

- How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;

- Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;

- Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, science, and physical education).

The Language Academy of Sacramento will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Weeks, Peer Counseling Programs).

The Language Academy of Sacramento has shared LEA-based supports and self-reporting procedures, so students are able to seek help if they are experiencing thoughts of suicide or if they recognize signs with peers. Although confidentiality and privacy are important, students should understand safety is a priority and if there is a risk of suicide, school staff are required to report. LEA-based mental health professionals are legally and ethically required to report suicide risk. When reporting suicidal ideation or an attempt, school staff must maintain confidentiality and only share information limited to the risk or attempt.

**Intervention, Screening/Assessment, Referral**

**A. Staff**

The Language Academy of Sacramento ensures the LEA suicide prevention crisis team members receive advanced training in suicide prevention, intervention and postvention. The crisis team is responsible for immediately establishing contact with the student and after assessment, shall contact their parents/guardians, if deemed safe. Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

- Under normal circumstances, the primary and/or secondary contact persons shall notify the Executive Director, another school administrator, school psychologist or school counselor, if different from the primary and secondary contact persons. The names, titles, and contact information of multi-disciplinary crisis team members shall be distributed to all students, staff, parents/guardians/caregivers and be prominently available on the school web site.
    - Primary Suicide Prevention Liaison:
        - Ariana Pantoja, School Counselor, (916) 277-7137, apantoja@lasac.info
    - Secondary Suicide Prevention Liaison:
        - Jennifer Cervantes, School Psychologist, (916) 277-7137; jcervantes@lasac.info

The Executive Director, another school administrator, school counselor, or the school psychologist shall then notify, if appropriate and in the best interest of the student, the student's parents/guardians/caregivers as soon as possible and shall refer the student to mental health resources in the school or community. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

If the student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

Whenever a staff member has knowledge of a student's suicidal intentions or potential risk of suicide, they are required to promptly notify the suicide prevention crisis team through a formal referral process for immediate assessment of the student. LAS has developed and disseminated protocols for screening, assessing, and referring students who may be experiencing suicidal thoughts and/or behavior. The following is included in the protocol:

- Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary or secondary suicide prevention liaisons.

- Students experiencing suicidal ideation shall not be left unsupervised; students with ideation or suicidal behaviors should be respectfully escorted to the office for an assessment and never sent alone or without staff supervision.

- A referral process should be prominently disseminated to all staff members, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

- The Executive Director shall establish crisis intervention procedures to ensure student safety and appropriate communications if a suicide occurs or an attempt is made by a student or adult on campus or at a school-sponsored activity.

**SUICIDE RISK ASSESSMENT PROCEDURES**

Language Academy of Sacramento

1. Anyone (teachers or staff) concerned that a student is exhibiting a potential ***suicide*** risk must immediately contact the Executive Director or his/her designee. If ***suicide*** risk is active and immediate, call 911 and then contact the Executive Director or his/her designee. The student is to remain under constant adult supervision while professional staff (trained in assessing suicide risk) is notified.

2. Upon receiving a referral regarding a student exhibiting a potential suicide risk, the Executive Director or his/her designee shall immediately contact the school psychologist or school counselor. If no professional staff trained in assessing suicide risk is available the Executive Director or his/her designee will contact parents and/or proper authorities.

3. The school psychologist or school counselor will interview the student in private to assess for suicide risk.

4. At the conclusion of the interview, the school psychologist or school counselor will notify the Executive Director or his/her designee and necessary staff members. The interviewer will make a determination of notification to parent/guardian to ensure the student is not endangered by parental notification. Notwithstanding this disclosure requirement, no disclosure shall be made to the

student's parent/guardian when there is reasonable cause to believe that the disclosure would result in a clear and present danger to the health, safety, or welfare of the student.

5. If the interviewer has reasonable cause to believe that law enforcement involvement is necessary to avert clear and present danger to the student's health or safety, the interviewer shall work with the Executive Director or his/her designee to contact law enforcement.

6. If the student is assessed to be in immediate risk of self-harm, the interviewer is to remain with the student, ensuring safety until an appropriate disposition plan can be developed that includes the provision of adequate supervision.

7. If the student is not assessed to be in immediate risk of self-harm, the interviewer may determine the student can return to class and share pertinent information with appropriate staff.

**B. Parents, Guardians, and Caregivers**

A referral process should be prominently disseminated to all parents/guardians/caregivers, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

**C. Students**

The Language Academy of Sacramento has established and widely disseminated a referral process to all students, so they know how to access support through school, community-based, and crisis services.

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt.

**D. Parental Notification and Involvement**

The Language Academy of Sacramento has identified a process for ensuring parent/guardian/caregiver/family notification when a student has been screened or screened/assessed for suicide risk regardless of outcome (no present risk to high-risk). LAS has identified a process to ensure continuing care for the student identified to be at risk of suicide. The following steps should be followed to ensure continuity of care:

- After a referral is made for a student, school staff shall verify with the parent/guardian/caregiver that follow-up treatment has been accessed. Parents/guardians/caregivers will be required to provide documentation of care for the student.

- If parents/guardians/caregivers refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the suicide point of contact (or other appropriate school staff member) will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care. If follow-up care for the student is still not provided, school staff should consider contacting Child Protective Services (CPS) to report neglect of the youth.

    - Child Protective Services, Sacramento:
        - PO Box 269057, Sacramento, CA 95826
        - (916) 875-5437

## E. Action Plan for Suicide Attempts In-School or During School Sponsored Suicide Attempts

If a suicide attempt is made during the school day on campus, it is important to remember that the health and safety of the student and those around him/her is critical. The following steps should be implemented:

- Remain calm, remember the student is overwhelmed, confused, and emotionally distressed;
- Move all other students out of the immediate area;
- Immediately contact the administrator or suicide prevention liaison;
- Call 911 and give them as much information about any suicide note, medications taken, and access to weapons, if applicable;
- If needed, provide medical first aid until a medical professional is available;
- Parents/guardians/caregivers should be contacted as soon as possible;
- Do not send the student away or leave them alone, even if they need to go to the restroom;
- Listen and prompt the student to talk;
- Review options and resources of people who can help;
- Be comfortable with moments of silence as you and the student will need time to process the situation;
- Provide comfort to the student;
- Promise privacy and help, and be respectful, but do not promise confidentiality;
- Student should only be released to parents/guardians/caregivers or to a person who is qualified and trained to provide help.

## F. Action Plan for Out-of-School Suicide Attempts

If a suicide attempt by a student is outside of Language Academy of Sacramento property, it is crucial that LAS protects the privacy of the student and maintain a confidential record of the actions taken to intervene, support, and protect the student. The following steps should be implemented:

- Contact the parents/guardians/caregivers and offer support to the family;
- Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students;
- Obtain permission from the parents/guardians/caregivers to share information to ensure the facts regarding the crisis is correct;
- Designate a staff member to handle media requests;
- Provide care and determine appropriate support to affected students;
- Offer to the student and parents/guardians/caregivers steps for re-integration to school.

## G. Supporting Students after a Mental Health Crisis

It is crucial that careful steps are taken to help provide the mental health support for the student and to monitor their actions for any signs of suicide. The following steps should be implemented after the crisis has happened:

- Treat every threat with seriousness and approach with a calm manner; make the student a priority;
- Listen actively and be non-judgmental to the student. Let the student express his or her feelings;
- Acknowledge the feelings and do not argue with the student;
- Offer hope and let the student know they are safe and that help is provided. Do not promise confidentiality or cause stress;
- Explain calmly and get the student to a trained professional, guidance counselor, or designated staff to further support the student;
- Keep close contact with the parents/guardians/caregivers and mental health professionals working with the student.

## H. Re-Entry to School After a Suicide Attempt

A student who threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

The following steps shall be implemented by the school or mental-health professionals upon re-entry:

- Obtain a written release of information signed by parents/guardians/caregivers and providers;
- Confer with student and parents/guardians/caregivers about any specific requests on how to handle the situation;
- Inform the student's teachers about possible days of absences;
- Allow accommodations for student to make up work (be understanding that missed assignments may add stress to student);
- Mental health professionals or trusted staff members should maintain ongoing contact to monitor student's actions and mood;
- Work with parents/guardians/caregivers to involve the student in an aftercare plan.
- Provide parent's/guardians/caregivers/families local emergency numbers for after school and weekend emergency contacts.

## I. Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on students and staff. Therefore, it is vital that we are prepared ahead of time in the event of such a tragedy. The Primary and Secondary Suicide Prevention Liaisons for the Language Academy of Sacramento shall ensure that the school adopts an action plan for responding to a suicide death. The Suicide Death Response Action Plan (Suicide Postvention Response Plan) needs to incorporate both immediate and long-term steps and objectives.

- Suicide Postvention Response Plan shall:
    - Identify a staff member to confirm death and cause (school site administrator);
    - Identify a staff member to contact deceased's family (within 24 hours);
    - Enact the Suicide Postvention Response Plan, include an initial meeting of the district/school Suicide Postvention Response Team;
    - Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
- Coordinate an all-staff meeting, to include:
    - Notification (if not already conducted) to staff about suicide death;
    - Emotional support and resources available to staff;
    - Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
    - Share information that is relevant and that which you have permission to disclose.
- Prepare staff to respond to needs of students regarding the following:
    - Review of protocols for referring students for support/assessment;
    - Talking points for staff to notify students;
    - Resources available to students (on and off campus).
- Identify students significantly affected by suicide death and other students at risk of imitative behavior;
- Identify students affected by suicide death but not at risk of imitative behavior;
- Communicate with the larger school community about the suicide death;
- Consider funeral arrangements for family and school community;
- Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered;

- Identify media spokesperson skilled to cover story without the use of explicit, graphic, or dramatic content (go to the Reporting on Suicide.Org Web site at www.reportingonsuicide.org). Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors.

- Utilize and respond to social media outlets:

    - Identify what platforms students are using to respond to suicide death

    - Identify/train staff to monitor social media outlets

- Include long-term suicide postvention responses:

    - Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed

    - Support siblings, close friends, teachers, and/or students of deceased

    - Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

The Language Academy of Sacramento believes the practices outlined in this policy will assist in reducing the suicidal ideation and attempts of our school community members. As a partner in the community, we always welcome feedback and input on our policies and encourage you to share them as appropriate.

Adapted and modified from California Department of Education, Posted 05/09/2017

Adopted: 2018

Amended: 06/03/2026

THE LANGUAGE ACADEMY OF SACRAMENTO

Students Student Policy

STUDENT BEHAVIORAL HEALTH REFERRAL PROTOCOLS

The Language Academy of Sacramento (the "School") is committed to promoting the academic success, safety, and overall well-being of all students. Recognizing that behavioral health is an essential component of student learning and development, the School will implement standardized protocols for student behavioral health referrals, which protocols have been developed in consultation with School and community stakeholders and School-linked behavioral health professionals.

Addressing the Needs of High-Risk Groups

The School recognizes the importance of ensuring equitable access to behavioral health supports for all students. This includes addressing the needs of high-risk student groups, including, but limited to the following:

- Students with disabilities, mental illness, or substance use disorders
- Foster youth and youth placed in out-of-home settings
- Homeless youth
- Students experiencing bereavement or loss of a close family member or friend
- Students for whom there is a concern due to behavioral health disorders, including common psychiatric conditions and substance use disorders such as opioid and alcohol abuse
- Lesbian, gay, bisexual, transgender, or questioning students

The School staff who oversee the mental and behavioral health needs of students is responsible for coordinating implementation of these group-specific referral protocols, in collaboration with the Special Education Coordinator (IEP and 504), Foster Youth Liaison, Homeless Liaison, and School leadership. School leadership may also identify additional student groups, in its discretion, such as English learners or recently immigrated students, if local data or partner input show increased behavioral health risks.

Student Privacy

The School complies with the variety of federal and state student data privacy laws and regulations in connection with this policy on referral protocols for addressing student behavioral health concerns and in implementing this policy.

Referral Protocols and Procedures

The following referral protocols and procedures to behavioral health professionals and support services will be followed by the School.

**Needs Assessment**

The Executive Director, or designee, shall conduct an annual needs assessment to identify behavioral health trends, review available resources, and detect service gaps within the School community.


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The School will review referral volume, response times, and outcomes on a quarterly basis and submit the findings to the School's board of directors for continuous improvement.

**Capacity Building**

The School shall provide professional development on referral pathways and staff roles, clarify responsibilities among certificated and classified staff and maintain partnerships with school-lined behavioral health professionals and community providers.

**Planning**

The Executive Director, or designee, shall define referral pathways for crisis and non-crisis concerns, establish goals and assign responsible roles for each step in the referral process and enter into memoranda of understanding with external partners, where appropriate, to support referral handoffs and information-sharing.

**Implementation**

The School shall establish step-by-step procedures to initiate referrals, document concerns, notify parents/guardians consistent with law, triage level of need, link students to appropriate services and schedule follow-up checks.

**Evaluation and Continuous Improvement**

The School shall conduct an annual evaluation of referral protocols that includes data collection and analysis, input from staff, families and community stakeholders, and targeted improvements based on results. Evaluation monitors outcomes such as median time to first contact, percentage of follow-ups completed within ten school days, referral closure rates and results for the student groups identified in Education Code section 49428.2(b)(3).

A summary of results is reported to the Governing Board annually to support transparency and continuous improvement.

**Training**

The School shall ensure that teachers of students in grades 7–8 receive training on student behavioral health. Training materials approved by the School shall include:

- How to identify appropriate contacts for behavioral health evaluation, services, or both evaluation and services, at both the school site and within the larger community; and
- When and how to refer students and their families to those services.

Optional elements may also include:

- Recognizing the signs and symptoms of youth behavioral health disorders.

This training must be given to100 percent of certificated employees and 40 percent of classified employees who have direct contact with students in grades 7 to 8 at least once by July 1, 2029.


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**Authorization and Scope of Practice**

In order to ensure that all school employees act only within the authorization or scope of their credential or license, the School shall:

- Provide training and guidance to staff clarifying their roles in the referral process and the limits of their credential or license.
- Direct employees to refer students to appropriately credentialed or licensed professionals when behavioral health concerns are identified.
- Maintain referral protocols that specify which staff positions are authorized to act at each stage of the referral process.
- Review job descriptions and assignments to confirm they align with credentialing and licensing requirements.
- Inform staff clearly that only licensed or credentialed professionals are permitted to diagnose or treat behavioral health conditions.

Consistent with Education Code sections 49428.1(b)(8) and 49428.2(b)(5), nothing in this policy shall be construed as authorizing or encouraging School employees to diagnose or treat youth behavioral health disorders unless they are specifically licensed and employed to do so.

Adopted: 06/03/26


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# THE LANGUAGE ACADEMY OF SACRAMENTO
# PERSONNEL POLICIES

## I. Introduction

This Handbook summarizes the Language Academy of Sacramento's (hereinafter referred to as "School" personnel policies applicable to all employees. Please review these policies carefully. If you have any questions about the policies outlined in this Handbook, or if you have any other personnel-related questions, whether related to policies specifically addressed in this Handbook, please consult the Director of Business and Operations and/or the Executive Director.

This Handbook is intended only as a guide to the School's personnel policies, outlining and highlighting those policies and practices. It is not, therefore, intended to create any expectations of continued employment, or an employment contract, express or implied. This Handbook supersedes any previously issued handbooks, policies, benefit statements and/or memoranda, whether written or verbal, including those that are inconsistent with the policies described herein.

With the exception of the at-will employment status of some of its employees, the School reserves the right to alter, modify, amend, delete and/or supplement any employment policy or practice (including, but not limited to, areas involving hiring policies and procedures, general workplace policies, hours of work, overtime and attendance, standards of conduct, employee benefits, employment evaluation and separation) with or without notice to you. For at-will employees, only the Executive Director may alter the at-will employment status of any of its employees.

Once you have reviewed this Handbook, please sign the two employee acknowledgement forms at the end of this Handbook, keep one for your files and provide the other to the Director of Business and Operations. This signed acknowledgement demonstrates to the School that you have read, understand, and agree to comply with the policies outlined in the Handbook.

## II. Hiring Policies and Procedures

### A. At Will Employment

Unless expressly agreed upon in writing by you and the School, signed by you, and the Executive Director, employment with the School is at-will. In either case, this Handbook does not in any way reflect a modification to this policy and does not constitute a contract of employment, either express or implied, between you and the School. Accordingly, unless otherwise identified in a specific employment agreement, either the employee or the School may terminate this relationship at any time, for any reason, with or without cause, and with or without notice. If you are unsure of your employment status, please consult the Director of Business and Operations.

Nothing contained in this Handbook, the employment application, School memoranda or other materials provided to any employee in connection with his/her employment, other than a signed, approved employment contract, shall require the School to have "cause" or reason to terminate an employee or otherwise restrict the School's right to terminate an employee at any time for any reason. No School representative is authorized to modify this policy for any employee, unless in writing, signed by the Executive Director.

## B. Equal Employment Opportunity Policy

The School is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunities to all qualified individuals without regard to race (inclusive of traits associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs and twists), religious creed, color, national origin, ethnicity (including ethnic group identification and ethnic background), ancestry, sex, sexual orientation, age, physical or mental disability, genetic information, gender, gender identity and expression, gender related appearance and behavior, marital status, citizenship status, medical condition, military and veteran status, reproductive health decision making (e.g., use or access to a particular drug, device, product, or medical service for reproductive health), an employee who refuses to report to, or leaves, a workplace because the employee has a reasonable belief that the workplace is unsafe, an employee who declines to attend an employer-sponsored meeting or participate in, receive or listen to any other employer-communications, the purpose of which is to communicate the employer's opinion about religious or political matters, or use of cannabis off the job and away from the workplace, or any other legally protected status, as well as a combination of two or more protected bases. This policy extends to all employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, compensation, and benefits of existing employees. Furthermore, the School prohibits all unlawful discrimination against any employee or applicant for employment in its programs or activities based on the aforementioned protected categories.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result. In order to perform the essential functions of the job, any applicant or employee requiring an accommodation should contact the Director of Business and Operations or the Executive Director and request such an accommodation.

If you believe prohibited discrimination has occurred, please contact your direct supervisor, the Director of Business and Operations, or the Executive Director immediately. Reports will be investigated and appropriate corrective action will be taken.

## C. Immigration Compliance

The School does not discriminate against any individual because of his or her national origin, citizenship, or intent to become a U.S. citizen in compliance with the Immigration Reform and Control Act of 1986. It is, however, the policy of the School to only employ those individuals who are authorized to work in the United States. In furtherance thereof, the School requires each prospective employee to provide documents verifying his or her identity and authorization to be legally employed in the United States. The employee will also be required to sign a legal verification attesting to her/his authorization to be legally employed in the United States.

## D. Employee Classification

The School's employees are classified in the following categories: Exempt, non-exempt, and full-time, part-time, or temporary.

**Exempt**: Exempt employees are those employees with job assignments that meet exemption tests under state and federal law making them exempt from overtime pay requirements. Exempt employees are compensated on a salary basis, not pursuant to overtime pay requirements.

**Non-Exempt**: Non-exempt employees are those employees with job assignments that do not meet exemption tests under state or federal law. Thus, these employees are paid overtime wages for overtime worked in accordance with the law.

**Full Time**: Full time employees are those employees who are scheduled to work at 32 hours or more in a week.

**Part Time**: Part time employees are those employees who are scheduled to work less than 32 hours in a week.

**Temporary**: Temporary employees are those employees who are hired for a limited time period, or for a specific project, and usually are not employed for more than 1 month.

Part-time and temporary employees are not entitled to benefits provided by the School, except as required by law. Independent contractors, consultants, and leased employees (i.e., those working for an employment agency) are not employees of the School and are not eligible for benefits provided by the School. If you have any questions about your classification, please consult with the Director of Business and Operations or the Executive Director.

## E. First 30 Days of Employment

Except as required by law, identified in an employee's specific employment agreement and as otherwise identified in this handbook, during the first 30 days of employment for every employee, irrespective of classification, employees will not be eligible for benefits. Please see the School's separate health plan eligibility requirements and sick leave accrual policy. The inclusion of the initial 30 day period does not change the at-will status of the School's at-will employees.

## F. Relationships Between Employees

While the School's policies do not permit discrimination based on an individual's marital status, the individual's relations to another School employee or his or her lawful off duty conduct, some situations can create conflicts of interest requiring the School to take the employee's relationship with another employee into account.

An employee should not be in a supervisory role with another employee who is a relative (i.e., sibling, parent, spouse, domestic partner, child, etc.). Supervisors should avoid situations that result in actual or perceived conflicts of interest with supervised employees and situations of favoritism.

A supervisor should avoid forming special social relationships or dating employees under his or her direct supervision, or with other employees that would create actual or perceived conflicts of interest and situations of favoritism. If such relationship arises, both employees shall notify the School so that appropriate measures can be taken to prevent conflicts of interest or favoritism.

The School reserves the right to take appropriate action if employee relationships interfere with the safety, morale, or security of the School, or if the relationships create an actual or perceived conflict of interest or favoritism.

## G. Certification and Licensure of Instructional Staff

Each of the School's core-day instructional staff is required to hold a current California Commission on Teacher Credentialing certificate, permit or other document required for that teacher's certificated assignment.

It is the responsibility and a condition of continued employment of all instructional staff to maintain and keep current such certificates, permits or other documentation and provide to the Director of Business and Operations no later than the close of business on the first day the employee reports for duty for new employees, and no later than the close of business two days after the School provides the employee with its reasonable assurance of continued employment for the next school year. If an instructional staff employee believes that he or she is assigned to teach in a subject in which he or she does not have subject matter competence, the employee should immediately report the same to the Director of Business and Operations. Staff members who are required to meet these state certification, expertise, and related requirements must maintain such qualifications as a condition of employment at the School. Failure to maintain each credential may be treated by LAS, at its sole discretion, as a material breach of the employee's contract and as grounds for dismissal for unprofessional conduct and insubordination.

## H. Tuberculosis Testing

Except as provided below, no person shall be employed by the School unless the employee has submitted proof of submission to a tuberculosis risk assessment within the past 60 days, and if tuberculosis risk factors are identified, has been examined to determine that he/she is free of infectious tuberculosis. If no risk factors are identified, an examination is not required. Employees transferring from other public or private schools within the State of California must either provide proof of an assessment and clearance within the previous 60 days or a verification from the previous employer that the person has a certificate on file showing that the person is free from infectious tuberculosis within the last four years.

Employees who have no identified risk factors or who test negative for tuberculosis infection shall be required to undergo the tuberculosis risk assessment, and if risk factors are identified, the examination, at least once each four years (or more often if directed by the governing board upon the recommendation of the local health officer.)

The tuberculosis test shall consist of an approved intradermal tuberculin test or any other test for tuberculosis infection that is recommended by the federal Centers for Diseases Control and Prevention and licensed by the federal Food and Drug Administration, which if positive shall be followed by an X-ray of the lungs in accordance with the Health and Safety Code.

The examination for applicants for employment is a condition of initial employment. Therefore, the expense incident thereto shall be borne by the applicant. The cost of the examination required of existing employees shall be a reimbursable expense. Employees should follow the School's reimbursement procedures.

## I. Criminal and Employment Background Checks

As a condition of employment, the School requires all applicants for employment to submit two sets of fingerprints to the Department of Justice for the purpose of obtaining criminal record summary information from the Department of Justice and Federal Bureau of Investigation. The School will not employ a person who has been convicted of a violent or serious felony or a person who would be prohibited from employment by a public school district because of his or her conviction for any crime unless an applicable

exception applies. The School will not employ any applicant until the Department of Justice completes its check of the state criminal history file as provided by law. The School shall also request subsequent arrest notification from the Department of Justice and take all necessary action based upon such further notification.

Additionally, as required by law, all applicants are required to provide the School with a complete list of every local educational agency (LEA) for which the applicant has previously been an employee for an employment background check. If an applicant has been offered a position with the School before all LEAs have responded, any position offered is conditional until the applicant has successfully passed the employment background check. An applicant that was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct as defined in Education Code section 44932(a)(1) that was required to be reported to the Commission on Teacher Credentialing may not be hired for a position with the School and any conditional position offered may be revoked. After reviewing the employment background check results, the School will notify the applicant that the conditional job offer has become final or notify the applicant that the job offer has been revoked because of the results of the employment background check.

### J. Mandated Reporter and Prevention of Abuse Training

All employees, volunteers and board members who are mandated reporters, as defined in the California Penal Code, are required to participate in approved mandated reported training provided by the School within six weeks of the volunteer's, board members' or employee's hire/appointment date and annually thereafter within the first six weeks of each school year. This training will also include training on the prevention of abuse, including sexual abuse, of children on school grounds, by school personnel, or in school-sponsored programs. If the employee attends an approved training that is not offered by the school using a sign-in sheet confirming participation, the employee is required to provide a copy of any certificate of completion to the human resources department of the School after completion.

## III. General Workplace Policies

### A. Prohibition of Harassment/Discrimination and Protection Against Retaliation

#### 1. Policy

The School is committed to providing a workplace and educational environment free of sexual harassment, as well as harassment and discrimination based on such factors as race, religion, creed, color, ethnicity, national origin, ancestry, age, medical condition, genetic information, gender identity and expression, gender related appearance and behavior, marital status, sex, sexual orientation, citizenship status, disability, military and veteran status, status as a victim of the crimes enumerated in Labor Code section 230.5, or any other category protected by law. The School will not condone or tolerate harassment or discrimination of any type by any employee, whether supervisory or co-employee, against an employee, third party vendor or student. The School also does not condone or tolerate harassment or discrimination of its employees by any third parties or students. The School will promptly and thoroughly investigate any complaint of harassment or discrimination and take appropriate corrective action, if warranted.

The School will take all reasonable steps to prevent discrimination and unlawful harassment from occurring. Sexual or other unlawful harassment in employment violates the School's policy and is prohibited under Title VII of the Civil Rights Act and the California Fair Employment and Housing Act.

## 2. **Definition of Harassment**

Harassment includes verbal, physical or visual conduct that creates an intimidating, offensive or hostile working or educational environment or that unreasonably interferes with job performance. Verbal harassment includes, but is not limited to, epithets, derogatory comments or slurs based on a protected category. Physical harassment includes, but is not limited to, assault, impeding or blocking movement or any physical interference with normal work or movement, when directed at a legally protected individual. Visual harassment includes, but is not limited to, derogatory posters, cartoons or drawings on a basis protected by law.

## 3. **Definition of Sexual Harassment**

Federal law defines sexual harassment as unwelcome sexual conduct that is a term or condition of employment. The Equal Employment Opportunity Commission's Guidelines define two types of sexual harassment: "quid pro quo" and "hostile environment." "Unwelcome" sexual conduct constitutes sexual harassment when "submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment," "Quid pro quo harassment" occurs when "submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual." A "hostile environment" claim for harassment occurs when discrimination based on sex has created a hostile or abusive work environment.

California law defines unlawful sexual harassment in largely the same ways. Sexual harassment occurs where a term of employment (i.e., compensation or in terms, conditions, or privileges of employment, academic status or progress (i.e., a student's grades or promotion to the next grade is explicitly or implicitly conditioned upon submission to unwelcome sexual advances, as more fully described below. Sexual harassment also occurs where the submission to, or rejection of, the conduct by the individual is used as the basis of academic or employment decisions affecting the individual. Additionally, sexual harassment occurs where harassment (unwanted sexual advances, visual, verbal, or physical conduct of a sexual nature) is sufficiently severe, persistent, pervasive, or objectively offensive so as to alter the conditions of employment and create an abusive or hostile educational or working environment or to limit the individual's ability to participate in or benefit from an education program or activity. Sexual harassment occurs where the conduct has the purpose or effect of having a negative impact on the individual's academic performance, work or progress or has the purpose or effect of creating an intimidating, hostile, or offensive educational or working environment. Finally, sexual harassment occurs where submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the School.

The educational environment includes, but is not limited to, the School's campus or grounds, the properties controlled or owned by the School and off-campus, if such activity is School sponsored or is conducted by organizations sponsored by or under the jurisdiction of the School.

The following are examples of offensive behavior:

- Unwanted sexual advances, flirtations, touching or requests for sexual favors;
- Unwanted or excessive hugging;
- Verbal abuse of a sexual nature;
- Graphic or suggestive comments about dress or body and the sexual uses to which it could be put;

- Unwarranted graphic discussion of sexual acts;
- Sexually degrading words;
- Suggestive or obscene letters, notes, or invitations;
- Verbal harassment including, but not limited to, unwelcome epithets, jokes, derogatory comments, or slurs of a sexual nature, or sexually degrading words used to describe a person;
- Physical harassment including, but not limited to, assault, impeding or blocking movement or any physical interference with normal work or school activities or movement, when done because of your sex;
- Visual harassment including, but not limited to, leering, making sexual or obscene gestures, displaying sexually explicit or derogatory posters, cartoons or drawings, or computer-generated images of a sexual nature;
- Making or threatening retaliatory action after receiving a negative response to sexual advances.

4. **What to do if Sexual and Other Unlawful Harassment or Discrimination Occurs**

**Internal Procedures:**

School Level Investigation: Each Program Supervisor has the responsibility to maintain a workplace and educational environment free from any form of sexual or other unlawful harassment. Consequently, should Program Supervisors or School Leadership become aware of any conduct that may constitute sexual harassment, discrimination, or other prohibited behavior, immediate action will be taken to address and remediate such conduct.

Any employee who has experienced or is aware of a situation that is believed to be sexually or otherwise unlawfully harassing has a responsibility to report the situation immediately to the Director of Business and Operations at (916) 277-7137, via email at jmorales@lasac.info, or in person at 2850 49th Street, Sacramento, CA 95817 or the Executive Director at (916) 277-7137, via email at edeleon@lasac.info, or in person at 2850 49th Street, Sacramento, CA 95817. If the employee is not comfortable contacting the Director of Business and Operations or if that individual is not available, the employee should contact the Executive Director at (916) 277-7137, via email at edeleon@lasac.info, or in person at 2850 49th Street, Sacramento, CA 95817. A Harassment Complaint Form may be obtained from the Director of Business and Operations**.** The Director of Business and Operations, Executive Director or designee will conduct a prompt investigation and take appropriate corrective action where warranted. Complaints will be handled as discreetly as possible, consistent with the need to investigate effectively and promptly resolve the matter.

If an employee has a complaint regarding an alleged violation of federal or state law or regulations governing educational programs (including but not limited to Consolidated Categorical Aid Programs, Migrant Education, Special Education Programs), including allegations of unlawful discrimination not involving employment, the employee should utilize the Uniform Complaint Procedure adopted by the School.

Any employee found to have participated in improper harassment or discrimination will be subject to disciplinary action, up to and including possible dismissal.

**External Procedures:** Filing a Complaint with the Civil Rights Department ("Department").

Employees or job applicants who believe that they have experienced unlawful employment discrimination or harassment may file a complaint directly with the Department. The Department serves as a neutral factfinder and attempts to help the parties voluntarily resolve disputes. If the Department finds sufficient evidence to establish discrimination occurred and settlement efforts fail, the Department may file a formal accusation.

Employees can also pursue the matter through a private lawsuit in civil court after a complaint has been filed with the Department and a Right to Sue Notice has been issued. For more information, contact the Department toll free at (800) 884-1684, in the Sacramento area and out of state at (916) 227-0551 or visit its website at www.calcivilrights.ca.gov. To contact the nearest field office of the Equal Employment Opportunity Commission ("EEOC"), call 1-800-669-4000. You should be aware that state and federal law provide time limits within which complaints must be filed. Contact the relevant agency to determine the applicable time limit.

**Title IX**

Title IX provides for separate processes and procedures for sex-based discrimination, including sex-based harassment and sexual assault. In addition, the conduct must occur in the school's education program or activity and includes, but is not limited to conduct that occurs in a building owned by the school. For these types of complaints, the School will follow the Title IX policy processes and procedures, which may be found in the School's Title IX grievance policy. If the conduct does not fall within Title IX, this policy will be followed. There may be instances where the conduct falls within both policies and the School will follow both policies. The School's Title IX Coordinator is Eduardo de León, Executive Director, 2850 49th Street, Sacramento, CA 95817, Tel: 916-277-7137, edeleon@lasac.info.

Charter School does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX, including in admission and employment;

Inquiries about the application of Title IX and its implementing regulations may be referred to the Charter School's Title IX Coordinator, the Office for Civil Rights, or both;

The Charter School's nondiscrimination policy may be found on the LAS Website and the Charter School's grievance procedures may be found https://www.lasac.info/Policies--Forms/Title-IX/index.html.

Information about conduct that may constitute sex discrimination under Title IX may be obtained from the Charter School's Title IX Coordinator, identified above, or may be found in the Charter School's nondiscrimination policy. A complaint of sex discrimination under Title IX and its implementing regulations may be made by sending an email, phone call or written communication to the Charter School's Title IX Coordinator.

## 5. Retaliation Policy

It is in violation of the School's policy for the School or any employee to demote, suspend, reduce, fail to hire or consider for hire, fail to give equal consideration in making employment decisions, fail to treat impartially in the context of any recommendations for subsequent employment that the School may make,

adversely affect working conditions or otherwise deny any employment benefit to or take actions that are materially adverse against an individual because that individual, or his/her family member, has opposed practices prohibited by law or has filed a complaint, testified, assisted or participated in any manner in an investigation, proceeding or hearing conducted by the Department or their staff or has requested a reasonable accommodation for a disability or religious reasons, regardless of whether the request was granted. Any employee retaliating against another employee, applicant or student will be disciplined, up to and including termination.

Examples of protected activities under the School's retaliation policy include seeking advice from the Department; filing a complaint with the Department, irrespective of whether the complaint is actually sustained; opposing employment practices the employee reasonably believes to exist and believes to be a violation of the law; participating in an activity that is perceived by the School as opposition to discrimination, whether or not so intended by the employee expressing the opposition; participating in the proceeding of a local human rights or civil rights agency on a legal basis.

Nothing in this policy shall be construed to prevent the School from enforcing reasonable disciplinary policies and practices, nor from demonstrating that the actions of an applicant or employee were either disruptive or otherwise detrimental to legitimate business interests so as to justify the denial of an employment benefit.

### B. Workplace Violence

The School takes the safety and security of its employees seriously. The School does not tolerate acts or threats of physical violence, including but not limited to intimidation, harassment and/or coercion, that involve or affect the School or that occur, or are likely to occur, on School property. A copy of the School's Workplace Violence Prevention Plan ("WVPP") may be obtained by contacting the Director of Business and Operations. Please refer to the WVPP for more information on workplace violence safety protocols.

### C. Open Door Policy

The School wishes to provide the most positive and productive work environment possible. To that end, it has an open-door policy where it welcomes your questions, suggestions or complaints relating to your job, conditions of employment, the School, or the treatment you are receiving. Other than in situations involving harassment (as outlined and described above), please contact your supervisor or the Director of Business and Operations and or the Executive Director with your questions or concerns. If the situation is not resolved to your satisfaction, please contact the Governing Board Conflict Resolution Committee Chair, preferably in writing, who will further investigate the issue.

### D. Whistleblower Policy

The School expects its community - whether a director, officer, employee, or volunteer – to observe and engage in high standards of ethics in the conduct of their duties and responsibilities within the School. The School's internal controls and operating procedures are intended to deter and prohibit activity that is contrary to School policy, or is in violation of federal, state, or local laws and regulations. All members of the School community must conduct themselves with integrity in fulfilling commitments on behalf of the School, including complying with all applicable laws, regulations, rules and policies. The School desires, in accordance with the aforementioned open door policy, to create an environment where it supports a constituent's concern about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

Directors, officers, employees, and volunteers have the duty to report any and all action or suspected action within the School that may be considered a violation of local, state, or federal law, regulations, or School rules or policies. In addition, all unsafe working conditions or workplace practices in the employee's employment or place of employment must be reported.

Report all such said actions, conditions, and/or practices to your immediate supervisor. If your immediate supervisor is involved in said conduct, report the actions, conditions, and/or practices to human resources. Reports of suspected violations may be made confidentially and/or anonymously. The School will investigate such reports, but the promise of confidentiality cannot be assured, depending upon the nature of the violation and the course of the investigation.

All such reports must be made in good faith, without malice to the School or any individual at the School and must be made based on reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. Any report that has been made maliciously, or without good reason to believe the violation has occurred will be viewed as a serious disciplinary offense. No good faith report, or those cooperating in good faith in an investigation of an alleged violation, shall be subject to retaliation.

## E. Drug Free Workplace

It is the School's policy to maintain a drug and alcohol-free workplace. No employee may use, possess, offer for sale or be under the influence of any unauthorized controlled substance, illegal drugs, or alcohol during working hours, including lunch and break periods, in the presence of pupils or on School property at any time or on field trips at any time or other School sponsored activity.

Engaging in any of the activities above shall be considered a violation of School policy and the violator will be subject to discipline, up to and including termination. The School complies with all federal and state laws and regulations regarding drug use while on the job.

The School may conduct unannounced searches of School property from time to time for alcohol, illegal drugs, drug paraphernalia and/or unauthorized controlled substances, or to ensure compliance with any other School-related policy. This includes desks, storage areas, and rooms normally used to store employees' personal property. Employees are expected to keep all prescribed medicine in its original container, which should identify the drug, date of prescription and the prescribing doctor.

The School may require a test by intoxilator, blood test, urinalysis, medical examination, or other drug/alcohol screening of those persons whom the School reasonably suspects of using, possessing, or being under the influence of a drug or alcohol. Such testing will be conducted if two or more supervisors, employees, or medical personnel observe an employee acting in such a manner to raise suspicion that the employee is under the influence of a drug or alcohol or is acting in such manner that they may harm themselves or another employee.

Any refusal to submit to such testing will be considered a positive screen. An employee's consent to submit to such a test is required as a condition of employment, and an employee's refusal to consent may result in disciplinary action, including termination for a first refusal or any subsequent refusal. The School shall determine the manner in which such testing is conducted with the goal being to ensure that the test results are accurate.

Such a test may be required of employees involved in any work-related accident or unsafe practice where the safety of the employee or other employees was jeopardized. Periodic retesting may also be required following positive test results or after any violation of this policy or rehabilitation.

"Employers have no duty to accommodate medical marijuana use. Although marijuana use for medical purposes is exempt from certain California criminal statutes, it remains a crime under federal law. Employers are therefore protected in firing or refusing to hire persons who use marijuana or test positive to use, even when the use was prescribed by a physician to alleviate a disability."

## F. Smoking

All School buildings and facilities are non-smoking facilities. Smoking includes the use of an electronic smoking device that creates an aerosol or vapor, in any manner or in any form, or the use of any oral smoking device for the purpose of circumventing the prohibition of smoking.

## G. Health, Safety and Security Policies

The School is committed to providing and maintaining a healthy and safe work environment for all employees. Accordingly, the School has instituted an Injury and Illness Prevention Program designed to protect the health and safety of all personnel. The School maintains an Injury and Illness Prevention Program, which is kept in the front office and is available for your review.

You are required to know and comply with the School's general safety rules and to follow safe and healthy work practices at all times. You are required to immediately report to your supervisor any potential health or safety hazards and all injuries or accidents. When feasible, an employee shall notify the employer of emergency conditions requiring an employee to leave or refuse to report to the workplace or worksite prior to leaving or refusing to report to work. When prior notice is not feasible, the employee shall notify the employer of the emergency condition after leaving or refusing to report as soon as possible. LC §§ 1139, *et seq.*

In compliance with Proposition 65, the School will inform all employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

The School has also developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances, exits and service areas. Report any suspicious persons or activities to security personnel or to your supervisor. Secure your desk or office at the end of the day. When called away from your work area for an extended length of time, do not leave valuable or personal articles around your workstation that may be accessible. You should immediately notify your supervisor when keys are missing or if security access codes, identification materials, or passes have been breached. The security of the facilities, as well as the welfare of our employees, depends upon the alertness and sensitivity of every individual.

## H. School Property Inspections

The School is committed to providing a work environment that is safe and free of illegal drugs, alcohol, firearms, explosives, and other improper materials. Additionally, the School provides property and facilities to its employees to carry out business on behalf of the School. Accordingly, employees do not have a reasonable expectation of privacy when using any School property or facilities. In accordance with these policies, all School facilities and property, including all items contained therein, may be inspected by the School at any time, with or without prior notice to the employee. School property includes all desks, storage

areas, workstations, lockers, file cabinets, computers, telephone systems, email systems and other school provided storage devices.

The School also reserves the right to inspect any vehicle, its trunk, glove compartment or any container therein that is parked on the School property or premises. The School reserves the right to deny entry to any person who refuses to cooperate with any inspections by the School. Any employee who fails to cooperate with inspections may be subject to disciplinary action, up to and including dismissal.

## I. Housekeeping

Employees are expected to keep their work areas clean and organized. Common areas such as lunchrooms and restrooms should be kept clean by those using them. Please clean up after meals and dispose of trash properly.

## J. Lactation

Lactating employees may request an accommodation for lactation and may do so by contacting the Director of Business and Operations**.** Employees may use their meal and/or rest periods for the purpose of expressing breast milk. If required, a reasonable amount of additional time will be provided. Such additional time will be unpaid for non-exempt employees.

A private place to express breast milk, other than a bathroom, will be provided in close proximity to the employee's work area, shielded from view and free from intrusion while the employee is expressing milk. The employee's normal work area may be used if it allows the employee to express milk in private. The location shall have a surface to place a breast pump and personal items, shall have a place to sit, and shall have electricity or an alternative device needed to operate an electric or battery-powered breast pump. The School will also provide access to a sink with running water and a refrigerator (or other cooling device) suitable for storing milk in close proximity to the employee's workspace.

If the School cannot provide break time or a location that complies with this policy, the School will provide a written response to the employee. If the School fails to provide an accommodation for expressing milk in accordance with this policy, the employee has a right to file a complaint with the Labor Commissioner.

## K. Employees Who Are Required to Drive

When employees are required to drive their own vehicle on approved School business, they are required to show proof of a current, valid license and proof of current, effective insurance coverage to the Director of Business and Operations. If an employee's license is revoked or he/she fails to maintain personal auto insurance coverage, the School retains the right to transfer to an alternative position, suspend, or terminate that employee. Reimbursement rates for driving School approved business in private vehicles will be at the rate established by the Internal Revenue Service. No employee should transporting students.

Pursuant to applicable law and safety standards, employees whose job responsibilities include regular or occasional driving and who are issued a cell phone for business use must refrain from using their phone while driving unless they are using a hands-free device. Thus, unless an employee is using a hands-free device in a safe manner, he or she must safely pull off to the side of the road and safely stop the vehicle before placing, accepting, or continuing a call. Sending or reviewing text messages while driving is prohibited.

Employees whose job responsibilities do not specifically include driving as an essential function, but who use a cell phone for business purposes, whether issued by the School or not, are also expected to abide by the provisions above.

Any employee who fails to comply with this policy will be deemed to have engaged in grossly negligent conduct beyond the course and scope of his or her employment. As a result, any employee who is charged with a traffic violation or incurs any other form of liability resulting from a violation of this policy will, to the extent allowed by applicable law, be solely responsible for any such liability.

Violations of this policy will be subject to disciplinary action, up to and including termination.

## L. Soliciting/Conducting Personal Business While on Duty

Employees are not permitted to conduct work for other employment, personal business or solicit personal business for any cause or organization while on-duty, or when the employee being solicited is supposed to be working. This prohibition includes distributing literature and other material. Distribution of materials is also against the School's policy if it interferes with access to facility premises if it results in litter or is conducted in areas where other employees are working. Solicitation during non-work time, e.g., paid breaks, lunch periods or other such non-work periods, is permissible. Entry on the School premises by non-employees is not permitted, unless related to official School business. Solicitation or distribution of written materials by non-employees is strictly prohibited.

## M. Use of School Communication Equipment and Technology

All School owned communications equipment and technology, including computers, electronic mail systems, voicemail systems, internet access, software, telephone systems, document transmission systems and handheld data processing systems remain the property of the School and are provided to the employee to carry out business on behalf of the School. Employees have no expectation of privacy in any communications made using School owned equipment and technology. Communications (including any attached message or data) made using School owned communications equipment and technology are subject to review, inspection, and monitoring by the School.

Additionally, the School uses technology protection measures that protect against Internet access (by both minors and adults) to visual depictions that are obscene, child pornography and/or with respect to use by minors, internet access harmful to minors. These measures may include, but are not limited to, installing a blocking system to block specific internet sites, setting Internet browsers to block access to adult sites, using a filtering system that will filter all Internet traffic and report potential instances of misuse and using a spam filter.

Passwords used in connection with the School's communications equipment and technology are intended to restrict unauthorized use only, not to restrict access of authorized School employees. Therefore, the school retains the right to access all passwords used in connection with the School's communications equipment and technology any time the employee's passwords are created or change. In addition, employees are required to safeguard their passwords to limit unauthorized use of computers by minors in accordance with the Student Internet Use Policy and Agreement. Employees that do not safeguard their passwords from unauthorized student use, or that allow a student to access computers in violation of the Student Internet Use Policy and Agreement, will be subject to discipline, up to and including termination.

Email and internet use while on duty, is for business purposes only. All employees using the internet through the School's communications equipment and technology must respect all copyright laws. Employees are not permitted to copy, retrieve, modify or forward copyrighted materials unless authorized by law or with express written permission of the owner of the copyright. Employees are not permitted to use the School's communications equipment and technology to view visual images that are obscene, child pornography and/or images harmful to minors.

The e-mail system and internet access are not to be used in any way that may be disruptive, harassing or offensive to others, illegal or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets, or anything else that may be construed as harassment or disparagement of others based on their race, national origin, gender, sexual orientation, age, religious beliefs, or political beliefs may not be displayed or transmitted. The e-mail system and internet access are not to be used in any manner that is against the policies of the School, contrary to the best interest of the School or for personal gain or profit of the employee against the interests of the School. Employees must not use the School's communications equipment and technology for the unauthorized disclosure, use and dissemination of personal information regarding students.

Employees are strictly prohibited from gaining access to another employee's email files or voicemail messages without the latter's express permission. Each employee is responsible for the content of the messages sent our using his/her School issued equipment. It is strictly prohibited to use another employee's computer to send messages to create the appearance that they are from that employee unless that employee expressly authorizes such use.

## N. Employee Blogs and Social Media

If an employee decides to keep a personal blog, or use other social media, that discusses any aspect of his/her workplace activities, the following restrictions apply:

- School equipment, including its computers and electronics systems, may not be used for these purposes;
- Student and employee confidentiality policies must be adhered to;
- Employees must make clear that the views expressed in their blogs are their own and not those of the School;
- Employees may not use the School's logos, trademarks and/or copyrighted material and are not authorized to speak on the School's behalf, unless authorized in writing by the Executive Director;
- Employees are not authorized to publish any proprietary, financial marketing, strategic or other confidential business information belonging to the School that is clearly defined and does not relate to terms and conditions of employment;
- Employees are prohibited from making racist, sexist, or otherwise discriminatory comments and/or that would create a hostile work environment;
- Employees must comply with all School policies, including, but not limited to, rules against sexual harassment, unlawful harassment, discrimination, and retaliation;

- Employees should not make threats of violence or remarks that are obscene, malicious, or bullying with relation to the School, students, co-workers, supervisors, parents and/or other School associated persons or entities;

- Employees should not spread rumors or other disparaging statements about the School, co-workers, students, supervisors, parents and/or other School associated persons that the employee knows to be false;

- Nothing in this handbook is intended to limit an employee's ability to discuss wages, hours, terms, and conditions of employment or to their right to self-organize or join labor organizations or any other protected activities under the National Labor Relations Act.

The School reserves the right to take disciplinary action against any employee whose blog violates this or other School policies.

### O. Participation in Recreational or Social Activities

Employees may participate in activities sponsored by or supported by the School. Participation in such activities is strictly voluntary. As such, employees have no obligation to participate in recreational or social activities and no employee has work-related duties requiring such participation. An employee's participation in social and recreational activities is at the employee's own risk and the School disclaims any and all liability arising out of the employee's participation in these activities.

### P. Personnel Files and Record Keeping Protocols

At the time of your employment, a personnel file is established for you. Please keep the Director of Business and Operations advised of changes that should be reflected in your personnel file. Such changes include: change in name, address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact you should the change affect your other records. Employees are able to designate an emergency contact to be notified in the event the employee is arrested or detained on the worksite, during work hours, or during the performance of the employee's job duties, but not on the worksite.

You have the right to inspect certain documents in your personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. A request for inspection or copying of information contained in the personnel file must be directed to the Director of Business and Operations**.**

The School will restrict disclosure of your personnel file to authorized individuals within the School. Only the Director of Business and Operations and the Executive Director are authorized to release information about current or former employees. The School will cooperate with requests from authorized law enforcement or local, state, or federal agencies conducting official investigations or as otherwise legally required.

## IV. Hours of Work, Overtime and Attendance

### A. Work Hours and Schedules for Non-Exempt Employees

The School's normal start time is 7:45 am, Monday through Friday. The work schedule for full-time non-exempt employees is normally 40 hours per week. Your program supervisor will assign your work schedule, which will include beginning and ending times.

## B. Work Hours and Schedules for Exempt Employees

Full-time certificated employees are designated as exempt professionals and, as such, are not subject to hourly timekeeping requirements. While the expected on-site start time is 7:45 a.m., the end of the workday is not defined by a fixed departure time. Rather, it is determined by the completion of all professional duties and responsibilities.

These responsibilities include, but are not limited to, instructional planning, student support, meetings, documentation, communication with families and colleagues, scheduling, and any additional tasks necessary to ensure that all professional obligations and timelines are met. As exempt employees, certificated staff are expected to exercise professional judgment in managing their time to fulfill these duties effectively.

LAS is committed to maintaining reasonable and sustainable workload expectations for all certificated staff. While additional time may be necessary to fulfill professional responsibilities and may vary based on position, specific projects, or scope of work, employees are not expected to work excessive or consistently unreasonable hours.

School Leadership and/or Program Supervisors will collaborate with staff to provide support and assist in establishing priorities, as well as making adjustments when responsibilities cannot reasonably, in LAS' reasonable discretion, be completed within the workday or work week.

## C. Overtime

The School follows all applicable federal and state laws regarding the payment of overtime wages by compensating all non-exempt employees for overtime hours worked. For purposes of overtime calculations for non-exempt employees, the School's workweek begins on Monday and ends the following Sunday. The workday begins at midnight and ends the following day at 11:59 p.m. You will be informed when you are required to work overtime hours. All overtime hours worked must be preauthorized in writing by the Director of Business of Operations or the Executive Director**.**

Only those hours that are actually worked are counted to determine an employee's overtime pay. Compensated holidays, for example, are not hours worked and are therefore not counted in overtime calculations.

## D. Work Breaks

Non-exempt School employees who work more than five (5) hours in one day are required to take one duty free 30 minute unpaid and uninterrupted meal break. Non-exempt employees must take their meal break within the first five hours of work during a working period. If the employee works six (6) hours or less in a day, the employer and employee may mutually agree in writing to waive the meal period. Meal breaks should be noted on the employee's timecard.

Non-exempt employees must take two ten-minute paid break periods for each full workday, as close as practicable to the mid-point of any continuous four (4) hour work period, or major fraction thereof. Non-exempt employees should contact their supervisor to schedule their meal and break periods. Rest breaks are not to be noted on the employee's timecard.

During an employee's meal or rest period, employees are prohibited from working and are excused from all duties. Employees are not allowed to join together meal or rest periods for longer breaks and are not allowed to skip a meal or rest period in order to start work later or leave work earlier.

In the event that an employee believes that he/she cannot take a meal or rest period, or he/she cannot take the full meal or rest period, the employee must notify the Executive Director in advance when possible (if not possible, as soon as possible) so that proper measures may be taken.

## E. Pay Days

For non-certificated employees**,** paydays are scheduled on biweekly basis. Each paycheck will include earnings for all reported work performed through the end of the payroll period. In the event that a regularly scheduled payday falls on a weekend or holiday, employees will receive their pay on the next day of work after the day(s) off.

For certificated employees, paydays are scheduled on the 26th of each month 10 months a year. The school has adopted a 10 salary system. Each paycheck reflects an amount equal to your salary, divided by 10 because the charter schools pays in 10 equal monthly payments. Each paycheck reflects earnings for each month, less summer holdback at a rate of 16.67% to be paid to you in August and September the following calendar year, assuming continued employment.

You should promptly notify Director of Business and Operations if you have a question regarding the calculations of your paycheck; any corrections will be noted and will appear on the following payroll.

## F. Overpayment of Wages

If the School determines a wage overpayment has been made to a school employee, the School will notify the employee of the overpayment, afford the employee an opportunity to respond before commencing recoupment actions and inform the employee of certain rights (identified below). If the employee agrees that the School overpaid the employee in the claimed amount, reimbursement shall be made to the School through one of the following methods mutually agreed to by the employee and the School:

- Cash payment or cash installment payments
- Installment payments through payroll deduction covering at least the same number of pay periods in which the error occurred.
- The adjustment of appropriate leave credits, provided that the overpayment involves the accrual or crediting of leave credits such as vacation leave. Any errors in sick leave balances shall only be adjusted with sick leave credits.

Installment payment amounts deducted from an employee's salary or wages shall not exceed the amounts specified in section 706.050 of the Code of Civil Procedure. The deductions shall not result in an employee making less than the minimum wage for that payroll period.

Absent mutual agreement on a method of reimbursement, within 30 days of the employee verifying the overpayment amount, the School will proceed with recoupment by installment payments as provided in bullet 2 above.

If an employee disputes the existence or amount of the School's claimed overpayment, the School shall first initiate a legal action and obtain a court order or a binding arbitration decision validating the claimed

overpayment amount before it may recover the overpayment amount. The School will notify the employee of their right to dispute the existence or amount of the claimed overpayment.

If an employee is separated from employment before full repayment of the overpayment amount owed, the School may deduct an amount sufficient to provide full repayment from any money owed to the employee upon separation, provided that the state minimum wage is still paid to the employee. If the amount of money owed to the employee upon separation is insufficient to provide full reimbursement to the School, the School shall have the right to exercise any and all other legal means to recover the additional amount owed.

## G. Payroll Withholdings

The School makes all payroll withholdings required by law and in accordance with each eligible employee's retirement plan.

Every deduction from your paycheck is explained on your check voucher. If you do not understand the deductions, ask the Director of Business and Operations to explain them to you.

You may change the number of withholding allowances you wish to claim for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to the Director of Business and Operations no later than the 19th of the month you wish to enact the change. The School's business office maintains a supply of these forms.

All Federal, State and Social Security taxes will be automatically deducted from paychecks. The Federal Withholding Tax deduction is determined by the employee's W-4 form, which should be completed upon hire. It is the employee's responsibility to report any changes in filing status to the Director of Business and Operations. It is also the employee's responsibility to fill out a new W-4 form if his/her filing status changes.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

The School offers programs and benefits beyond those required by law. Employees who wish to participate in these programs may voluntarily authorize deductions form their paychecks. Programs benefits include employee 403(b) contribution and spousal coverage for health benefits.

## H. Attendance Policy

Employees are expected to adhere to regular attendance and to be punctual. If you find it necessary to be absent or late, you are expected to arrange it at least one week in advance by emailing absence@lasac.info and submit the Employee Absence Form to the Director of Business and Operations. If it is not possible to arrange your absence or tardiness in advance, you must notify the Executive Director, email absence@lasac.info, and submit the Employee Absence Form to the Director of Business and Operations as soon as possible. If you are absent from work longer than one day, you are expected to keep the Executive Director and/or the Director of Business and Operations sufficiently informed of your situation.

Excessive absenteeism and tardiness will not be tolerated and will lead to disciplinary action, up to and including termination. An absence or tardiness without notification to absence@lasac.info, the Executive

Director or the Director of Business and Operations will lead to disciplinary action, up to and including termination.

If you fail to come to work for three consecutive workdays without authorization, the School may presume that you have voluntarily terminated your position with the School.

### I. Time Records

Time records must be accurately kept reflecting all regular hours and overtime hours worked and meal periods taken by non-exempt employees. Time records must be signed by employees, verifying, and attesting to the truth of the information contained therein. All absences, tardies and overtime must be accurately reflected on the time record.

### J. Mandatory Training and Meetings

The School will pay non-exempt employees for attendance at mandatory trainings, lectures, and meetings outside of regular working hours only, but not voluntary trainings, lectures, and meetings, which occur in the following circumstances:

1. Your present working conditions or your continuation of employment is not adversely affected by nonattendance;

2. The course, meeting or lecture is not directly related to your job, meaning it is not designed to make you handle your job more effectively (as distinguished from training you for another job or to a new or additional skill);

3. Attendance to a voluntary professional development conference or workshop; or

4. You do not perform any productive work during such attendance.

All mandatory trainings, lectures and meetings will be identified as such. The School will not pay non-exempt employees for attendance at voluntary trainings. If you are unsure about the characterization of an offered training, lecture, or meeting, please contact the Executive Director before attending.

All non-exempt employees must accurately reflect attendance at all mandatory trainings, lectures, and meetings outside of regular working hours on their time records.

## V. Standards of Conduct

### A. Personal Appearance

The LAS Governing Board believes that the development of dress and grooming attitudes and behavior patterns is part of the educational experience. Therefore, dress, hairstyle, makeup, or jewelry which

interfere with the study habits of students in class or school, is not acceptable. All LAS Staff are expected to demonstrate professionalism in the way that they present themselves.

The student dress code is detailed within the Student and Family Handbook. All school staff are expected to support in the monitoring and enforcement of the student dress code.

## B. Student Safety

In accordance with the School's policies providing student safety, including those covering anti-harassment, anti-discrimination, anti-intimidation and anti-bullying, each employee is expected to assist in maintaining a student safe environment. Thus, each employee is required to take immediate steps to intervene when it is safe to do so if the employee witnesses an act of discrimination, harassment, intimidation or bullying of a student. The employee is also required to report such actions to the Executive Director as soon as practicable.

## C. Prohibited Conduct

The School expects that all employees will conduct themselves in a professional and courteous manner while on duty. Employees engaging in misconduct will be subject to disciplinary action up to and including termination of employment. The following is a list of conduct that is prohibited by the School. This list is not exhaustive and is intended only to provide you with examples of the type of conduct that will not be tolerated by the School. The specification of this list of conduct in no way alters the at-will employment relationship the employee has with the School.

- Unexcused absence and/or lack of punctuality
- Release of confidential information without authorization
- Possession of or reporting to work while under the influence of alcohol or illegal drugs and controlled substances
- Theft or embezzlement
- Willful destruction of property
- Conviction of a felony or conviction of a misdemeanor making the employee unfit for the position
- Falsification, fraud, or omission of pertinent information when applying for a position
- Any willful act that endangers the safety, health, or wellbeing of another individual
- Horseplay
- Any conduct that has gained sufficient notoriety so as to impair his/her on-campus relationships
- Any act of sufficient magnitude to cause disruption of work or gross discredit to the school
- Misuse of School property or funds
- Possession of firearms, or any other dangerous weapon, while acting within the course of your employment with the School

- Acts of discrimination or illegal harassment based on gender, ethnicity or any other basis protected by state or federal law
- Failure to comply with the School's safety procedures
- Insubordination
- Failure to follow any known policy or procedure of the School or gross negligence that results in a loss to the School
- Violations of federal, state, or local laws affecting the organization or your employment with the organization
- Unacceptable job performance
- Dishonesty
- Failure to keep a required license, certification or permit current and in good standing
- Recording the work time of any other employee, or allowing any other employee to record time on your time record or falsifying any time record
- Unreported absence of any three consecutively scheduled workdays
- Unauthorized use of School equipment, materials, time, or property
- Working unauthorized overtime or refusing to work assigned overtime
- Abuse of sick leave
- Sleeping or malingering on the job
- Immoral conduct
- Unfitness for service
- Creating deep fakes involving School personnel, students, families, School proprietary information or School equipment.

## D. Confidential Information

All information relating to students, including schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files.

In addition, employees may have access to property, private and/or otherwise confidential information ("Confidential information") of LAS. Confidential information shall mean all non-public information which constitutes, relates or refers to the business or academic operation of LAS, including without limitation, all student and/or parent information, statistical information, financial, investment, operational, and personnel information.

The nature of the information and the manner of disclosure are such that a reasonable person would understand it to be confidential. Employees will not at any time or in any manner, either directly or indirectly, divulge, disclose or communicate in any manner confidential information. Employees will not use confidential information for the personal benefit or gain of the Employee. Employees will protect such information and treat confidential information as strictly confidential.

This agreement is effective even after termination of employment will LAS. Upon termination of this agreement, the Employee will return to LAS all confidential information, whether physical or electronic, and other items that were used, created, or controlled by the Employee during the term of their employment.

Any violation of the non-disclosure clause shall be determined as a breach of employee contract and/or terms and conditions and may be subject to disciplinary actions, including but not limited to, termination of employment, civil and/or criminal prosecution.

## E. Conflict of Interest

All employees must avoid situations involving actual or potential conflict of interest. An employee involved in any relationships or situations that he or she believes may constitute a conflict of interest, should immediately and fully disclose the relevant circumstances to his or her immediate supervisor, or any other appropriate supervisor, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, the School may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts related to a potential or actual conflict of interest shall constitute grounds for disciplinary action. Employees shall not be financially interested in any contract made by them in their official capacity.

## F. Child Neglect and Abuse Reporting

**Child abuse or neglect includes the following**: (Penal Code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person

2. Sexual abuse, including sexual assault or sexual exploitation, of a child as defined in Penal Code 11165.1

3. Neglect as defined in Penal Code 11165.2

4. Willful cruelty or injuring of a child or the endangerment of the person or health of a child as defined in Penal Code 11165.3

5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

**Child abuse or neglect does not include**:

1. A mutual affray between minors (Penal Code 11165.6)

2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)

3. An injury resulting from the exercise by a teacher, Executive Director or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)

4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student (Education Code 49001)

5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student (Education Code 49001)

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

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

**Reportable Offenses**

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

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

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

**Responsibility for Reporting**

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

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

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

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

**Reporting Procedures**

1. Initial Telephone Report: Immediately or as soon as practicably possible after knowing or observing suspected child abuse or neglect, a mandated reporter shall make a report by telephone to Child Protective Services and/or any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or the county welfare department. (Penal Code 11166) Sacramento Child Abuse Hotline: (916) 875-5437

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

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

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

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

a. The name, business address and telephone number of the person making the report and the capacity that makes the person a mandated reporter

b. The child's name and address, present location and, where applicable, school, grade and class

c. The names, addresses and telephone numbers of the child's parents/guardians

d .The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

e. The name, address, telephone number and other relevant personal information about the person(s) who might have abused or neglected the child

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

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

3. Internal Reporting: The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the Executive Director or designee. (Penal Code 11166)

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

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

### G. Outside Employment

Employees are required to inform the School, and receive approval, before accepting any employment or consulting relationship with another person or entity while employed by the School. While the School does not uniformly prohibit outside employment, employees will not be permitted to accept outside work that is competitive with the School, that creates a conflict of interest or that interferes with the employee's work or work hours for the School.

## VI. Employee Benefits

### A. Vacation

The School provides vacation benefits to eligible twelve (12) month full-time employees only. Employees shall accrue vacation leave at the rate of fifteen (15) days per contract year; such leave days shall not be carried forward from year to year and must be used between July 1 - June 30 of each year.

No employee will receive pay in lieu of vacation, except as required by law. Employees may not borrow against unearned vacation time.

No vacation accrues during any unpaid leave of absence or while on disability salary continuation and will be prorated accordingly.

Upon termination of employment, the employee is paid all accrued, unused vacation at the employee's base rate of pay at the time of his or her termination.

Prior approval for vacation usage is mandatory and must be obtained from either the Executive Director or the Director of Business and Operations. Unauthorized vacation time will not be compensated, and failure to obtain pre-approval may result in disciplinary measures, including the possibility of termination.

### B. Sick Leave

**General Sick Leave**

Permanent full-time employees will be awarded ten (10) days per academic year at the commencement of each academic year. Permanent part-time employees will receive a prorated number of days based on their FTE with a minimum of 24 hours per academic year. Unused time for permanent full-time and part-time employees may not be carried over from year to year.

On-call substitutes (short and long-term), enrichment program employees and temporary employees will be awarded one hour of sick time for every 30 hours worked up to a maximum accrual of 48 hours or six days,

whichever is greater, per academic year. Accrued, unused time under this policy will carry over each year up to a maximum accrual of 48 hours or six days, whichever is greater.

Upon successfully completing 90 days of employment, eligible employees may begin to use paid sick time under this policy in increments of two hours up to a maximum of 24 hours, or three days, whichever is greater, per calendar year.

Leave under this policy may be used for the diagnosis, care or treatment of an existing health condition for, or the preventive care of, an employee or an employee's immediate family member. "Family members" for purposes of this policy include spouses, registered domestic partners, children (regardless of age), parents (including step parents and parents-in-law), grandparents and siblings. Leave under this policy may also be used for employees who are the victims of domestic violence, sexual assault or stalking, and all other reasons listed in Government Code section 12945.8(a) and (b).

Employees requesting time off under this policy should provide as much advance notice to the Executive Director or designee, as practical, and employees who take more than three (3) days of leave will be required to provide appropriate documentation to support of the leave taken.

Unused time under this policy is not paid out at the time of separation from employment.

Leave under this policy may run concurrently with leave taken under other applicable policies as well as under local, state or federal law, including leave taken pursuant to the California Family Rights Act (CFRA) or the Family and Medical Leave Act (FMLA). Accrued and unused sick leave is not paid out upon termination, resignation, retirement, or other separation from employment. The School will provide employees with written notice setting forth the amount of paid sick leave available.

## C. Insurance Benefits

### 1. Health Insurance

Full-time employees working more than 32 hours per week are entitled to health insurance benefits in accordance with the School's health insurance plan as set forth in the Summary Plan Description ("SPD"). The School will cover 100 percent of the premium for employees and 100 percent of the premium to enroll child dependents in the same program. An employee may enroll spouse or domestic partners in the health benefit program at the spouse's or domestic partners appropriate premium age range. The employee's portion of monthly premiums will be deducted from the employee's paycheck.

If medical insurance premium rates increase, employees may be required to contribute to the cost of increased premiums to retain coverage. Unless otherwise mandated by law, employees on a leave of absence of more than qualifying leaves (as described below) are responsible for selecting continuing health coverage and paying the premium for such coverage. Failure to timely request and pay for such coverage will result in the loss of coverage.

### 2. Disability Insurance

All employees are enrolled in California State Disability Insurance (SDI), which is a partial wage-replacement insurance plan for California workers. Employees may be eligible for SDI when they are ill or have non-work related injuries or may be eligible for work related injuries if they are receiving workers' compensation at a weekly rate less than the SDI rate. Specific rules and regulations relating to SDI eligibility are available from the Director of Business and Operations**.**

### 3. Family Leave Insurance

Employees covered by the California Disability Insurance program are also covered by the California Paid Family Leave Insurance program. Eligible employees are entitled to receive up to eight weeks of wage replacement benefits when they suffer a wage loss for taking time off to care for a seriously ill child, spouse, parent, domestic partner or designated person or to bond with a new child within one year of birth or placement of the child in connection with foster care or adoption. Specific rules and regulations relating the Family Leave Insurance are available from the Director of Business and Operations office.

### 4. Workers' Compensation Insurance

Eligible employees are entitled to Workers' Compensation Insurance benefits when suffering from an occupational illness or injury. This benefit is provided at no cost to the employee. See below for a further description of making a claim for Workers' Compensation Insurance benefits.

### 5. Leaves of Absence

The School recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, and only under extenuating circumstance, the Executive Director may recommend to the Governing Board that employees be granted unpaid leaves of absence.

The granting of an unpaid leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

### 6. Family Care and Medical Leave

The School complies with the federal Family and Medical Leave Act (FMLA) and the California Family Rights Act (CFRA), both of which require the School to permit each eligible employee to take up to 12 work weeks of leave in any 12-month period for the birth or adoption of a child, the employee's own serious health condition or for the serious health condition of the employee's child, parent, or spouse. CFRA further allows for 12 work weeks of leave to care for the serious health condition of the employee's grandchild, grandparent, domestic partner, parent-in-law, sibling, or designated person.

Child means a biological, adopted, or foster child, a stepchild, a legal ward, a child of a domestic partner, or a person to whom the employee stands in loco parentis, who is under 18 years of age or older and incapable of self-care because of mental or physical disability. Parent means a biological, foster, or adoptive parent, a stepparent, a legal guardian, or other person who stood in loco parentis to the employee when the employee was a child. GC 12945.2.

In a single 12-month period, the FMLA also provides for a family member of a person on covered active duty in the Armed Forces or Reserves to take up to 12 workweeks of leave for any qualifying emergency arising out of the fact that a spouse, son, daughter, or parent is on active duty in the Armed Forces or Reserves or up to 26 workweeks, less other FMLA leave taken, to care for a covered service member with a serious injury or illness as described below.

For ease of reference in this policy, all leave taken under both FMLA and CFRA will be referred to as "FMLA leave," except to the extent that leave under FMLA and CFRA do not overlap. It is also the policy of the School that it will not interfere with, restrain, or deny any employee's rights provided by FMLA and CFRA. FMLA leave runs concurrently with Pregnancy Disability Leave, while CFRA leave does not.

*Eligible Employees*

Employees may be eligible for FMLA or CFRA leave if they have:

- Been employed by the School for at least 12 months; and
- Worked at least 1,250 hours during the 12-month period immediately preceding commencement of the FMLA leave; and
- For FMLA leave only, work at a location in which the employer has at least 50 employees within 75 miles radius of the employee's work site.

*Reasons for Taking Leave*

The 12-week FMLA leave includes any time taken for any of the following reasons:

- Care for the employee's newborn child or a child placed with the employee for adoption or foster care;
- For your own serious health condition that makes the employee unable to perform any one or more of the essential functions of his or her job;
- Care for a spouse, child, or parent with a serious health condition;
- Care for a grandchild, grandparent, domestic partner, parent-in-law, sibling, or designated person with a serious health condition. Leave taken pursuant to this section is available only through the CFRA and not FMLA. As such, FMLA does not run concurrently with leave taken for the employee's grandchild, grandparent, domestic partner, sibling, or designated person with a serious health condition.
- To care for a covered service member, including covered active members and covered veterans, who is your spouse, son, daughter, parent or next of kin and who is undergoing medical treatment, recuperation, or therapy, in outpatient status or on the temporary disability retired list for a serious injury or illness incurred in the line of duty on active duty or that existed before the beginning of the member's active duty and was aggravated by service in the line of duty;
- For a qualifying exigency arising out of the fact that your spouse, domestic partner, son, daughter, or parent is on covered active duty status or call to covered active duty status (or has been notified of an impending call or order to covered active duty).
    - Covered active duty or call to covered active duty status for a member of the Regular Armed Forces means duty during the deployment with the Armed Forces to a foreign country. The active duty orders of a member of the Regular components of the Armed Forces will generally specify if the member is deployed to a foreign country.
    - Covered active duty or call to covered active duty status in the case of a member of the Reserve components of the Armed Forces means duty during the deployment of the member with the Armed Forces to a foreign country under a Federal call or order to active duty in support of a contingency operation as further explained in 29 C.F.R. § 825.126.

A "designated person" is any individual related by blood or association with the employee that is the equivalent of a family relationship. The designated person may be identified by the employee at the time the employee requests leave. Employees are limited to one designated person per 12-month period for family care and medical leave.

A "serious health condition" is an illness, injury, impairment, or physical or mental condition that involves: 1) inpatient care in a hospital, hospice, or residential health care facility or 2) continuing treatment by a health care provider.

A "serious injury or illness" for a covered veteran means an injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forced (or existed before the beginning of the member's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces) and manifested itself before or after the member became a veteran, and is: 1) a continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the Armed Forces and rendered the service member unable to perform the duties of the service member's office, grade, rank or rating; or 2) a physical or mental condition for which the covered veteran has received a VA Service Related Disability Rating (VASRD) of 50 percent or greater and such VASRD rating is based, in whole or in part, on the condition precipitating the need for caregiver leave; or 3) a physical or mental condition that substantially impairs the veteran's ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service or would do so absent treatment; or 4) an injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers.

A "qualifying exigency" is one or more of the following, as further defined in regulation: 1) short notice deployment (up to 7 days); 2) military events and related activities; 3) childcare and school activities; 4) financial and legal arrangements; 5) counseling; 6) rest and recuperation; 7) post-deployment activities; 8) parental care; 9) additional activities. The maximum amount of time an eligible employee may take for rest and recuperation qualifying exigency leave is a maximum of 15 calendar days.

An employee that takes leave may elect, or the School may require the employee, to substitute any of the employee's accrued vacation leave or other accrued time off (if any) during this period or any other paid or unpaid time off provided by the School. If an employee takes leave because of the employee's own serious health condition, the employee may elect, or the School may require the employee, to substitute accrued sick leave during the period of the leave. An employee shall not use sick leave during a period of leave in connection with the birth, adoption, or foster care of a child, unless otherwise mutually agreed to by the employee and the School.

*Length of FMLA/CFRA Leave*

Leave can be taken in one or more periods but may not exceed 12 work weeks in any 12-month period, except for leave to care for a covered service member with a serious illness or injury. The 12-month period is measured backward from the date an employee uses any FMLA/CFRA leave. Leave taken for a pregnancy disability is not included in this 12 week calculation for purposes of CFRA.

In a single 12-month period, the FMLA also provides for a family member of a person on covered active duty in the Armed Forces or Reserves to take up to 12 workweeks of leave for any qualifying emergency arising out of the fact that a spouse, son, daughter, or parent is on active duty in the Armed Forces or Reserves or up to 26 workweeks, less other FMLA leave taken, to care for a covered service member with a serious illness or injury.

12 work weeks means the equivalent of twelve of the employee's normally scheduled work weeks. For a full-time employee who works five eight-hour days per week, 12 work weeks means 60 working and/or paid eight-hour days. The 12-month period in which 12 weeks of leave may be taken is the 12-month period immediately preceding the commencement of any FMLA leave.

If FMLA/CFRA leave is taken because of the employee's own serous health condition or the serious health condition of the employee's spouse, parent child, etc., or covered service member, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.

If FMLA/CFRA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two weeks, except that the School will grant a request for FMLA/CFRA leave for this purpose of at least one day but less than two weeks' duration on any two occasions.

*Health Benefits*

Payment of premiums while on FMLA/CFRA leave remains the same as if the employee were not on leave. Thus, the employee is required to pay any premium payments for him/herself and dependents during leave that would have been made if he/she were not on leave, while the School continues to pay the benefits at the same level as if the employee were not on leave. When a request for FMLA/CFRA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If the employee out on leave chooses not to return to work from a leave allowed by this policy after the expiry of the leave, the employee will be required to repay the School the premium amounts it paid during leave, unless the employee does not return to work because of circumstances beyond his/her control or because of recurrence, continuation, or onset of a serious health condition.

*Medical Certifications*

An employee requesting FMLA or CFRA leave because of his/her own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within 15 days of the leave request) may result in denial of the leave request until such certification is provided.

If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.

Recertification is required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit recertification can result in termination of the leave.

*Certification for Qualifying Exigency*

The first time an employee requests leave because of a qualifying exigency arising out of the covered active duty or call to covered active duty status (or notification of an impending call or order to covered active duty) of a covered service member, an employer may require the employee to provide a copy of the military member's active duty orders or other documentation issued by the military which indicates that the military member is on covered active duty or call to covered active duty service and the dates of the military member's covered active duty service. This information need only be provided to the employer once.

The School may require that leave for any qualifying exigency be supported by a certification from the employee that sets forth the following information: 1) a statement or description, signed by the employee, of appropriate facts regarding the qualifying exigency for which FMLA leave is requested; 2) the approximate date on which the qualifying exigency commenced or will commence; 3) if the request is for a single, continuous period of time, the beginning and end dates for such absence; 4) if the request is for an intermittent or reduced schedule basis, an estimate of the frequency and duration of the qualifying exigency; 5) if the request involves meeting with a third party, appropriate contact information for the individual or entity with whom the employee is meeting (such as name, title, organization, address, telephone number, and email address) and a brief description of the purpose of the meeting; and 6) if the request involves rest and recuperation leave, a copy of the military member's rest and recuperation orders, or other documentation issued by the military which indicates that the military member has been granted rest and recuperation leave, and the dates of the military member's rest and recuperation leave. The School may provide the employee with a form that will meet these certification requirements.

*Procedures for Requesting and Scheduling FMLA/CFRA Leave*

An employee should request FMLA/CFRA leave by completing a Request for Leave form (available from the Director of Business and Operations) and submitting it to the Director of Business and Operations and/or the Executive Director. An employee asking for a Request for Leave form will receive a copy of the School's then-current FMLA/CFRA leave policy.

Employees should provide no less than 30 days' notice or if such notice is not possible, as soon as is practicable, for foreseeable childbirth, placement or any planned medical treatment for the employee or his/her spouse, child, or parent. Failure to provide such notice is grounds for denial of a leave request, except in situations where the need for FMLA/CFRA leave is an emergency or otherwise unforeseeable.

If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he/she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.

In most cases, the School will respond to a FMLA/CFRA leave request within 3 days of acquiring knowledge that the leave is being taken for an FMLA/CFRA-qualifying reason and, in any event, within 5 days of receiving the request. If an FMLA/CFRA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA/CFRA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

*Return to Work*

Upon timely return at the expiration of the FMLA/CFRA leave period, an employee is entitled to the same or comparable position that is virtually identical to the employee's original position in terms of pay, benefits and working conditions, including privileges, perquisites, and status, unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA/CFRA leave. Certain key employees may be subject to reinstatement limitations in certain circumstances. If you are a key employee, you will be notified of the potential reinstatement limitations when you request FMLA/CFRA leave.

Before an employee will be permitted to return from FMLA leave taken because of his or her own serious health condition, the employee must obtain a certification from his or her health care provider that he or she is able to resume work.

### 7. **Pregnancy Disability Leave**

The School complies with the requirements of the California Pregnancy Disability Act, in addition to other family and medical leaves required by law. The School will give each female employee an unpaid leave of absence of up to four months, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

*Eligibility*

To be eligible, the employee must be disabled by pregnancy, childbirth or a related medical condition and must provide appropriate medical certification concerning the disability.

*Reasons to Take Leave*

The employee is entitled to take up to four months of pregnancy disability leave if the employee is actually disabled by her pregnancy, childbirth, or a related medical condition. This includes, but is not limited to, time off needed for prenatal or postnatal care, severe morning sickness, doctor-ordered bed rest, gestational diabetes, pregnancy induced hypertension, preeclampsia, post-partum depression, childbirth, loss or end of pregnancy, recovery from childbirth, and any related medical condition. This list is intended to be non-exclusive and illustrative only.

*Length of Pregnancy Disability Leave*

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full time employee who works forty hours per week, "four months" means 693 hours of leave entitlement, based on 40 hours per week times $17^{1/3}$ weeks.

For employees who work more or less than 40 hours per week, or who work on variable work schedules, the number of working days that constitutes "four months" is calculated on a pro rata or proportional basis. For example, for an employee who works 20 hours per week, "four months" means 346.5 hours of leave entitlement. For an employee who normally works 48 hours per week, "four months" means 832 hours of leave entitlement.

Pregnancy disability leave is not counted as leave taken under CFRA, although it is counted as leave taken under FMLA.

Periodic absences for pregnancy-related illness of limited duration taken prior to an actual leave may be subtracted from the four months of disability leave for pregnancy.

Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider. If an employee requires intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.

*Pay During Pregnancy Disability*

An employee on pregnancy disability leave must use all accrued paid sick leave and may elect to use any or all accrued vacation during the otherwise unpaid leave period. The receipt of vacation pay, sick leave pay or state disability insurance benefits will not extend the length of pregnancy disability leave.

*Employee Benefits*

An employee on pregnancy disability leave remains an employee of the School.

While an employee is out on pregnancy disability leave, the School will continue to pay the premiums for eligible employees under the School's group health plan for the duration of the pregnancy disability leave taken. Once the pregnancy disability leave has expired, the employee may, depending upon other leave requirements, be expected to pay for her premiums beyond her pregnancy disability leave. Please check with human resources to discuss these issues if you anticipate taking leave beyond the four-month pregnancy disability leave.

Additionally, if an employee does not return to work after the expiration of the pregnancy disability leave, and the reasons for failure to return to work do not include one of the following: 1) the employee is on CFRA leave; or 2) the continuation, recurrence or onset of a health condition entitling the employee to pregnancy disability leave in the first instance, non-pregnancy-related medical conditions requiring other leave or other circumstances beyond the control of the employee, the School reserves the right to recover from the employee the premium the School paid for the employee's group health plan coverage while out on leave.

*Medical Certifications*

An employee requesting a pregnancy disability leave, transfer or reasonable accommodation must provide medical certification from her healthcare provider on a form supplied by the School, which may be obtained from the Director of Business and Operations. Failure to provide the required certification in a timely manner (within 15 days of the leave request) may result in a denial of the leave request or other reasonable accommodation until such certification is provided.

Re-certifications are required if leave or other reasonable accommodations are sought after expiration of the time estimated by the healthcare provider. Failure to submit required re-certification can result in a delay of the employee's continuation of the reasonable accommodation, transfer, or pregnancy disability leave.

*Requesting and Scheduling Pregnancy Disability Leave*

An employee should request pregnancy disability leave by completing a Request for Leave form (available from the Director of Business and Operations and submitting it to the Director of Business and Operations or the Executive Director. An employee asking for a Request for Leave form will be provided a current copy of the School's pregnancy disability leave policy.

Employees should provide no less than thirty (30) days or if such notice is not possible, as soon as is practicable if the need for the leave is foreseeable. Failure to provide such notice is grounds to delay granting the reasonable accommodation, transfer or leave, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.

Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operation.

In most cases, the School will respond to a pregnancy disability leave request within two days of acquiring knowledge that the leave qualifies as pregnancy disability and, in any event, within five days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

*Return to Work*

Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position (at the time reinstatement is requested) because of legitimate business reasons unrelated to the pregnancy disability leave.

If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless there is no comparable position for which the employee is qualified is available.

When a request for pregnancy disability leave is granted to an employee, the School will provide the employee with a guarantee to reinstate the employee to the same position or to a comparable position, unless justified by law. The guarantee will be provided in writing if requested by the employee.

Before an employee will be permitted to return from a pregnancy disability leave of thirty (30) days or more, the employee may be required to obtain certification from her healthcare provider that she is able to resume work.

If the employee can return to work with limitations, the School will evaluate those limitations, and if possible, will accommodate the employee as required by law.

## 8. Medical Leave of Absence

At the discretion of Executive Director, an unpaid medical leave of absence may be granted up to 22 days to employees who are not eligible for other leaves. Ask the Director of Business and Operations for information on medical leaves of absence, and any implications unpaid medical leave may have on your eligibility for employee benefits, including medical benefit plan coverage.

## 9. Catastrophic Leave Program (CLP)

A participating employee may receive a maximum of 22 days of CLP per year only after the employee has used at least seven (7) sick leave days, and the eligible employee is eligible for other LAS unpaid leave (e.g., FMLA leave, bereavement leave, etc.). If a participating employee has exhausted all eligible LAS leave, the participating employee is not entitled to use the CLP. The CLP may be used for a participating employee's own medically certified serious health condition that makes the employee unable to perform the essential functions of the position as that term is defined by the Family Medical Leave Act (29 U.S.C. § 2601, et seq.), or for the medically certified serious health condition of a spouse, domestic partner, child, sibling, grandparent, grandchild, parent (or in-law or step-relative in one of these relationships) or for the medically certified serious health condition of a member of the employee's household for whom there is a personal obligation.

All employees are eligible to participate in the CLP, provided that a participating employee donates a minimum of one (1) sick leave day per year to the CLP. An employee may donate a maximum of five (5) full days of service each school year. Once an employee donates to the CLP, the employee forfeits any right to the donated time. Participation in CLP is entirely voluntary.

### 10. Maternity/Paternity Leave

The School provides eligible employees with 22 consecutive working days of paid leave of absence due to the birth of a child. These 22 days paid leave of absence, excludes the use of the available number of sick days the employee may have remaining. Extensions of leave must be requested in written form.

### 11. Time Off for Organ Donation and Bone Marrow Donation

Employees are given up to 30 business days paid leave of absence in any one year period for the purpose of donating an organ to another person and a 5 business day paid leave of absence in any one year period for the purpose of donating bone marrow to another person. The year period is calculated from the date the employee's leave begins and consists of 12 consecutive months. The leave may be taken in one or more periods. These leaves will not run concurrently with CFRA or FMLA leave.

If the donating employee has any accrued, unused sick or personal days, the employee is required to use up to five of these days for bone marrow donations and up to 10 of these days for organ donations. The School will maintain and pay for health care coverage for the full duration of the leave as if the employee were still at work.

An employee will also be given an additional unpaid leave of absence, not exceeding 30 business days in a one-year period, when that employee is an organ donor, for the purpose of donating the employee's organ to another person. The one-year period is measured from the date the employee's leave begins and shall consist of 12 consecutive months.

The employee shall provide verification to the School that the employee is an organ or bone marrow donor and that there is a medical necessity for the leave. The employee shall notify Human Resources as far in advance of the leave as is practicable.

### 12. Funeral/Bereavement Leave

Employees who have worked with the School for more than thirty days will be allowed up to five working days off to arrange and attend the funeral of a family member. The days off need not be consecutive. For purposes of this policy, an employee's family member includes a current spouse, parent, sibling, child, parent-in-law, grandparent, grandchild, or domestic partner.

Bereavement leave is unpaid, except that an employee may use vacation, available sick leave that is otherwise available to the employee. The bereavement leave shall be completed within three months of the date of death of the family member.

The School may request, within 30 days of the date of the first day of leave, that the employee provide documentation of the death of the family member. Documentation includes, but is not limited to, a death certificate, a published obituary, or written verification of death, burial, or memorial services from a mortuary, funeral home, burial society, crematorium, religious institution, or governmental agency.

The School shall maintain the confidentiality of any employee requesting leave under this policy. Any documentation provided by the employee shall be maintained as confidential and shall not be disclosed except to internal personnel or counsel, as necessary, or as required by law. Leave taken under this policy does not run concurrently with CFRA.

If any employee requires more than 5 days off for bereavement leave, the employee may request additional unpaid leave or may request the opportunity to use any accrued vacation time, which may be granted in the discretion of the School.

### 13. Time Off for Reproductive Loss

Employees who have worked with the School for 30 days have the right to take up to five days of reproductive loss leave following a reproductive loss event. If an employee experiences more than one reproductive loss event within a 12 month period, the employee shall not take more than 20 days within a 12 month period. Reproductive loss leave need not be taken consecutively. Any reproductive loss leave shall be taken within three months of the event entitling the employee to the leave. Reproductive loss leave is unpaid, although an employee may use unused vacation leave or sick leave while on leave. The school will keep confidential the use of reproductive loss leave by any employee.

A reproductive loss event means the day or, for a multiple-day event, the final day of a failed adoption, failed surrogacy, miscarriage, stillbirth, or an unsuccessful assisted reproduction, as those terms are defined by law.

### 14. Military Leave of Absence

The School provides military leaves of absence to employees who serve in the uniformed services as required by the Uniformed Services Employment and Reemployment Rights Act of 1994 and applicable state laws. Leave is available for active duty, active duty for training, initial active duty for training, inactive duty training, full-time National Guard duty and for examinations to determine fitness for any such duty. Total military leave time taken may not exceed five years during employment, except in special circumstances.

Advance notice of leave is required. Please inform the Director of Business and Operations or the Executive Director of anticipated military leave time as far in advance as possible. Accrued vacation will be paid during military leave at your request and health plan coverage continuance can be arranged for up to 24 months during military leave if required premium payments are made by you. As with other leaves of absence, failure to return to work or to reapply within applicable time limits may result in termination of employment.

Upon a return from military leave up to five years, an employee is entitled to reemployment within two weeks after the employee submits his/her reemployment application.

Eligible employees may be entitled to other leave rights related to military leave. Please contact the Director of Business and Operations to understand all leave rights that may be available to you.

Employees may be eligible for as many as 10 unpaid days off when their spouse is on leave from military deployment during a period of military conflict. A qualified employee is one who works more than 20 hours per week and whose spouse is a member of the Armed Forces, National Guard or Reserves who has been deployed during a period of military conflict. In order to qualify for the leave, the employee must notify the school within two days of receiving official notice that his or her spouse will be on leave from

deployment and must provide written documentation certifying that the spouse will be on leave from deployment.

### 15. Drug and Alcohol Rehabilitation Leave

The School will reasonably accommodate an employee who voluntarily enters and participates in an alcohol or drug rehabilitation program, including potentially providing unpaid leave to participate in the program. The School will not pay for the costs incurred in attending a rehabilitation program. An employee who wishes to identify him or herself as an individual in need of the assistance of an alcohol or drug rehabilitation program may contact the Director of Business and Operations or the Executive Director. The School will take all reasonable steps necessary to maintain the employee's privacy in this situation. The employee may use accrued sick leave or accrued vacation time, if any, during requested leave.

Nothing in this policy shall prohibit the School from refusing to hire or discharge an employee who, because of his or her current use of alcohol or drugs, is unable to perform his/her duties or cannot perform the duties in a manner that would not endanger his/her health or safety or the health or safety of others.

### 16. Time Off for Adult Literacy Programs

The School will reasonably accommodate and assist any employee who reveals a problem of illiteracy and requests employer assistance in enrolling in an adult literacy education program. Employees will be required to bear the cost associated with enrollment in an adult literacy education program, but the School will assist the employee by providing the locations of local literacy education programs. The School may also arrange for a literacy education provider to visit the School.

An employee who wishes to reveal a problem of illiteracy and requests School assistance should contact the Director of Business and Operations or the Executive Director. The School will take all reasonable steps to safeguard the employee's privacy. Nonexempt employees may use accrued vacation pay if available to make up for the work that is missed to attend literacy classes.

### 17. Time Off to Attend Child's School Discipline

Any employee who is a parent or legal guardian of a child that has received written notice from the child's school requesting his or her attendance at a disciplinary conference is entitled to take unpaid leave to attend the conference. Please contact the Executive Director to determine eligibility and scheduling before taking any leave to attend a disciplinary conference.

### 18. Time Off to Attend Child's School Activities

Employees that are parents, guardians, stepparents, foster parents or grandparents to, or a person who stands in loco parentis to, a child in grades TK-12 or with a child in a licensed day care facility, may wish to take time off to visit the school of your child for a school activity, including finding, enrolling or reenrolling the child in a school or with a licensed childcare provider, or to address a childcare provider or school emergency. Employees may take off up to eight unpaid hours each calendar month (up to a maximum of 40 hours each school year), provided the employee gives reasonable notice to the school of the planned absence. The School requires documentation from the school noting the date and time of your visit.

If both parents of a child work for the School, the first parent to provide notice may take the time off, unless the School approves both parents taking time off simultaneously.

## 19. Time Off to Serve as Election Official

Any employee who serves as an election official is eligible for unpaid leave on election day for purposes of service. Please notify the Director of Business and Operations or the Executive Director of your commitment to act as election official as far in advance as possible.

## 20. Time Off for Jury Duty

The School will provide employees unpaid leave to serve as required by law, on an inquest jury or trial jury if the employee provides reasonable advance notice. Please notify the Director of Business and Operations of your commitment to serve on a jury as far in advance as possible. Proof of participation in jury duty via court daily slip will be required.

## 21. Time Off for Judicial Proceedings and Victims of Crime

The law provides the right for employees to take a leave of absence if the employee is a victim of a qualifying act of violence or if a family member is a qualifying act of violence under the rules described below.

For purposes of this policy, a "qualifying act of violence" means any of the following, regardless of whether anyone is arrested for, prosecuted for, or convicted of committing any crime: domestic violence, sexual assault; stalking, an act, conduct, or pattern that includes any of the following: 1) in which an individual causes bodily injury or death to another individual, 2) in which an individual exhibits, draws, brandishes, or uses a firearm or other dangerous weapon, with respect to another individual, 3) in which an individual uses, or makes a reasonably perceived or actual threat to use, force against another individual to cause physical injury or death.

For purposes of this policy, a "family member" means a child, parent, grandparent, grandchild, sibling, spouse, or domestic partner, as those terms are defined in Government Code section 12945.2, or designated person. Designated person means any individual related by blood or whose association with the employee is the equivalent of a family relationship. The designated person may be identified by the employee at the time the employee requests the leave. An employee is limited to one designated person per 12-month period for leave.

Leave may be taken for the following reasons:

- Any employee may take leave to appear in court to comply with a subpoena or other court order as a witness in any judicial proceeding.
- An employee victim may take time off to obtain or attempting to obtain any relief, which includes, but is not limited to, a temporary restraining order, restraining order, or other injunctive relief, to help ensure the health, safety, or welfare of the employee victim or the employee's child(ren).
- An employee victim or an employee with a family member who is a victim (as that term is defined in Government Code section 12945.8(j)(8)(C)) may take leave in order to attend judicial proceedings related to that crime, including, but not limited to, any delinquency proceeding, a post-arrest release decision, plea, sentencing, post-conviction release decision, or any proceeding where a right of that person is an issue.
- An employee who has a family member who is a victim may take leave to obtain or attempt to obtain

any relief for the family member, which includes, but is not limited to, a temporary restraining order, restraining order, or other injunctive relief, to help ensure the health, safety, or welfare of the family member of the victim.

- An employee who is a victim or who has a family member who is a victim may take leave to seek, obtain or assist a family member to seek or obtain, medical attention for or to recover from injuries caused by a qualifying act of violence (up to 12 weeks).
- An employee victim, or employee who has a family member who is a victim, may take leave to seek, obtain or assist a family member to seek or obtain services from a domestic violence shelter, program, rape crisis center, or victim services organization or agency as a result of a qualifying act of violence.
- An employee victim, or employee who has a family member who is a victim, may take leave to seek, obtain, or assist a family member to seek or obtain psychological counseling or mental health services related to an experience of a qualifying act of violence.
- An employee victim, or employee who has a family member who is a victim, may take leave to participate in safety planning or take other actions to increase safety from future qualifying acts of violence.
- An employee victim, or employee who has a family member who is a victim, may take leave to relocate or engage in the process of securing a new residence due to the qualifying act of violence, including, but not limited to, securing temporary or permanent housing or enrolling children in a new school or childcare.
- An employee victim, or employee who has a family member who is a victim, may take leave to provide care to a family member who is recovering from injuries caused by a qualifying act of violence.
- An employee victim, or employee who has a family member who is a victim, may take leave to seek, obtain, or assist a family member to seek or obtain civil or criminal legal services in relation to the qualifying act of violence.
- An employee victim, or employee who has a family member who is a victim, may take leave to prepare for, participate in, or attend any civil, administrative, or criminal legal proceeding related to the qualifying act of violence.
- An employee victim, or employee who has a family member who is a victim, may take leave to seek, obtain, or provide childcare or care to a care-dependent adult if the childcare or care is necessary to ensure the safety of the child or dependent adult as a result of the qualifying act of violence.

As a condition of taking time off for the purposes set forth above, the employee shall give the School reasonable advance notice of the employee's intention to take time off, unless the notice is not feasible.

When an unscheduled absence occurs, the School shall not take any action against the employee if the employee, within a reasonable time after the absence, provides a certification to the School upon request of the School. Documentation may be from any of the following:

- A police report indicating that the employee or family member of the employee was a victim.
- A court order protecting or separating the employee or a family member of the employee from the perpetrator of the qualifying act of violence, or other evidence from the court or prosecuting attorney

that the employee or a family member of the employee has appeared in court.

- Documentation from a licensed medical professional, domestic violence counselor, a sexual assault counselor, victim advocate, licensed health care provider, or counselor that the employee or a family member of the employee was undergoing treatment or seeking or receiving services directly related to the qualifying act of violence ; or
- Any other form of documentation that reasonably verifies that the qualifying act of violence occurred, including but not limited to, a written statement signed by the employee, or an individual acting on the employee's behalf, certifying that the absence is for a purpose authorized by this Crime Victim Leave.

An employee must give reasonable advance notice to the School by providing documentation of the proceeding, unless advanced notice is not feasible.

This leave is unpaid but the employee may choose to use available sick leave. You will not be discharged or discriminated against because of an absence protected by this law.

The School will also, to the extent possible and allowed by law, maintain the confidentiality of an employee requesting leave under this provision.

The School will provide a reasonable accommodation for an employee who is a victim or whose family member is a victim of a qualifying act of violence who requests an accommodation for the safety of the employee while at work. A reasonable accommodation may include the implementation of safety measures, including a transfer, reassignment, modified schedule, changed work telephone, permission to carry a telephone at work, changed work station, installed lock, assistance in documenting domestic violence, sexual assault, stalking, or another qualifying act of violence that occurs in the workplace, an implemented safety procedure, or another adjustment to a job structure, workplace facility, or work requirement in response to domestic violence, sexual assault, stalking, or other qualifying act of violence, or referral to a victim assistance organization.

The School is not required to provide a reasonable accommodation to an employee who has not disclosed the employee's status, or the employee's family member's status, as a victim. The School will engage in a timely, good faith, and interactive process with the employee to determine effective reasonable accommodations. In looking at reasonable accommodations, the School will consider an exigent circumstance or danger facing the employee or their family member. The School is not required to undertake an action that constitutes an undue hardship on the School's business operations.

If circumstances change and an employee needs a new accommodation, the employee shall request a new accommodation from the School. Upon receiving the request, the School will engage in a timely, good faith, and interactive process with the employee to determine effective reasonable accommodations.

If an employee no longer needs an accommodation, the employee shall notify the School that the accommodation is no longer needed.

**Certifications:** The School may request an employee requesting a reasonable accommodation to provide the School with a written statement signed by the employee (or the employee's representative) certifying that the accommodation is for a purpose authorized by this policy. The School may also request certification from an employee requesting an accommodation pursuant to this policy demonstrating the employee's

status, or the employee's family member's status, as a victim. If a certification is requested, the School may request recertification of an employee's status, or an employee's family member's status, as a victim, or ongoing circumstances related to the qualifying act of violence, every six months after the date of the previous certification. Any certifications provided shall be maintained as confidential by the School and not disclosed except as required by federal or state law.

An employee may use vacation or paid sick leave (as applicable) that is otherwise available to the employee under the applicable terms of employment.

If the employee is a victim of a qualifying act of violence, the maximum total leave time may be 12 weeks. If the employee's family member is the victim of a qualifying act of violence, the employee may take 5 days off for purposes related to relocation, and may take 10 days off, unless the family member victim is deceased, in which case the employee may take up to 12 weeks of leave. Leave taken under this policy runs concurrently with any leave taken under FMLA and CFRA and does not provide the employee with a right to leave that exceeds that provided under FMLA.

### 22. Time Off for Volunteer Firefighters, Reserve Peace Officers or Emergency Rescue Personnel

Employees who perform emergency duties as volunteer firefighters, reserve peace officers or emergency rescue personnel will be given time off as necessary in accordance with the law. Employees are requested to alert the Director of Business and Operations or the Executive Director of their status as volunteer firefighters, reserve peace officers or emergency rescue personnel so that the School will have advanced notice of the employee's potential need to leave the School in the event of an emergency. Any time an employee must perform emergency duties, he/she must notify the Director of Business and Operations or the Executive Director before leaving the School's premises.

Employees who perform duties as a volunteer firefighter are entitled to a temporary leave of absence not to exceed an aggregate of 14 days per calendar year for the purpose of engaging in fire or law enforcement training. Employees must provide Executive Director with advanced notice of any training.

### 23. Time Off for Voting

Employees who do not have sufficient time outside of their regular working hours to vote in a statewide election may request time off to vote. If possible, employees should make their request at least two days in advance of the election. Up to two hours of paid time off will be provided, at the beginning or the end of the employee's regular shift, whichever will allow the most free time for voting and the least time off work. Please contact the Director of Business and Operations or the Executive Director to request and schedule time off to vote. The School will not require or request that an employee bring the employee's vote by mail ballot to work or vote the employee's vote by mail ballot at work.

### 24. Time Off for Civil Air Patrol

Eligible employees who are volunteer members of the California Wing of the civilian auxiliary of the US Air Force, commonly known as the Civil Air Patrol, who have been directed by the US Air Force, the California Emergency Management Agency or other authorized state agency to respond to an emergency operational mission are entitled to 10 days per calendar year of unpaid leave. Leave for a single emergency operational mission shall not exceed three days unless an extension of time is granted by the authorizing governmental entity and the extension is approved by the School.

An eligible employee requiring Civil Air Patrol leave must give the School as much notice as possible of the intended dates upon which the leave will begin and end. Please notify the Director of Business and Operations or the Executive Director of requested leave under this section. The School may require certification from the proper Civil Air Patrol authority to verify the employee's eligibility and may deny the leave if the employee fails to provide the required certification.

### 25. Workers' Compensation Leave

Employees that are temporarily totally disabled due to a work-related illness or injury will be placed on workers' compensation leave. The duration of your leave will depend upon the rate of your recovery and the business needs of the School. Workers' compensation leave will run concurrently with any other applicable medical leave of absence.

## VII. Employment Evaluation and Separation

### A. Employee Reviews and Evaluations

Each employee will receive periodic performance reviews conducted by the Executive Director or designee. Performance evaluations will be conducted on or about the anniversary date of your employment with the School or as designated by the Executive Director. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties or recurring performance problems.

Your performance evaluations may review factors such as the quality and quantity of the work you perform, your knowledge of the job, your initiative, your work attitude, and you attitude toward others. The performance evaluations are intended to make you aware of your progress, areas for improvement and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions or retention of your job. Salary increases and promotions are solely within the discretion of the School and depend upon many factors in addition to performance. After the review, you will be required to sign the evaluation report simply to acknowledge that is has been presented to you, that you have discussed it with the Executive Director or designee, and that you are aware of its contents. The evaluation system in no way alters the employment at-will relationship.

Newly hired employees will have their performance goals reviewed by the Executive Director or designee within the first 90 days of employment.

### B. Discipline and Involuntary Termination

Violation of the School's policies and rules may warrant disciplinary action, which may take multiple forms, including verbal warnings, written warnings, suspensions, or termination. The School's disciplinary system is informal and the School may, in its sole discretion, utilize any form of discipline it deems appropriate under the circumstances, up to and including termination of employment upon the first offense.

### C. Voluntary Termination

Either the employee or the School may terminate the employment relationship at any time, with or without prior notice and with or without cause. While it is not required, the School requests that employees electing to resign to give as much advance notice as possible (preferably two weeks) to allow the School to plan for your departure.

An exit interview will normally be scheduled on the last day of work with the Director of Business and Operations. The purpose of the exit interview is to review eligibility for benefit conversion, to ensure that all necessary forms are completed, to collect any school property (including keys, equipment, documents, and records) that may be in the employee's possession, to review the employee's obligations regarding confidential information, and to provide the employee with the opportunity to make any constructive comments and suggestions on improving the working environment at the School. The School appreciates receiving candid opinions of the employee's employment. Final pay, including pay for any earned but unused vacation time, will be provided in accordance with state law.

### D. References

All requests for references and employment verifications must be promptly directed to the Director of Business and Operations or the Executive Director. When contacted for a reference or employment verification, the School will only provide information concerning dates of employment and the title of the last position held, unless otherwise required by law. Other employees may not provide any employment verifications or act as a reference for any other employees.

## ACKNOWLEDGEMENT OF HANDBOOK AND AT WILL EMPLOYMENT

I acknowledge that I have received the Language Academy of Sacramento's Employee Handbook. I have read the Handbook and understand the contents of the Handbook. I agree to abide by all of the School's policies.

I understand and agree to my at-will employment status as described in the Handbook, summarized as follows:

- This Handbook does not in any way reflect a contract of employment, either express or implied between me and the School.

- The School is an at-will employer. I am free to terminate the employment relationship with the School at any time; the School, in its sole discretion, also reserves the right to modify or terminate the employment relationship with me for any or no reason at any time. Specifically, the School may modify all terms of employment including any policy or practice and/or my hours, wages, working conditions, job assignments, position title, compensation rates and benefits in its sole discretion.

- Nothing in this Handbook creates, or is intended to create, a promise or representation of continued employment or guaranteed terms and conditions of employment for me. Further, there is no agreement, express or implied, written or verbal, between the employee and the School for any specific period of employment, for continuing or long-term employment, or for guaranteed terms and conditions of employment.

I understand that other than the Executive Director, no supervisor or representative of the School has the authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will. I understand that only the Executive Director has the authority to make any such agreement and then only in writing signed by the Executive Director.

Employee's Name: _____

Employee's Signature: _____

Date: _____

**Language Academy of Sacramento**

Fiscal Fiscal Policy #1

A. Budget Development and Oversight Calendar and Responsibilities

These Fiscal Policies are adopted for a California independent charter school and are intended to promote lawful, transparent, and prudent stewardship of public funds. These policies apply to all school funds, accounts, grants, donations, contracts, and fiscal activities, including federal Title I, Part A funds and any other federal awards received by the School.

***Governance and Responsibility***

The Governing Board retains ultimate fiduciary responsibility for the financial affairs of the School. The Board shall adopt the annual budget, review interim and year-end financial reports, receive the annual independent audit, and monitor corrective action on any findings or questioned costs.

The Executive Director and the Director of Business and Operations are responsible for implementing these policies, maintaining sound internal fiscal procedures, supervising fiscal staff and contractors, and ensuring the timely submission of all required reports. Duties involving authorization, custody of assets, recordkeeping, reconciliation, and review shall be segregated to the greatest extent practicable.

***Fiscal Calendar***

The Language Academy of Sacramento (LAS) will develop and monitor its budget in accordance with the annual budget development and monitoring calendar as specified below.

***July – August***

- Books for prior fiscal year are closed, all transactions are posted, and records assembled for audit.
- Budget is reviewed subsequent to the adoption of the state Budget Act and necessary adjustments are made. A copy of the revised final budget is provided to the charter-granting agency.

***September – December***

- At the end of the first full week of school, the Executive Director and Business and Operations review the Charter School's actual attendance figures and notifies the Board if actual attendance is below budget projections. If needed, the school's budget is again revised to match likely revenues.
- The Executive Director, Director of Business and Operations, address any audit exceptions or adverse findings. The Board reviews and formally adopts the audit; the audit report and any follow-up plans are submitted to charter-granting agency. The Executive Director, Director of Business and Operations, along

with Business Services (if applicable), reviews current year actual versus budgeted revenues and expenditures after the second and fifth months of the school year and reports to the Finance Committee. The Board approves any needed changes to the annual budget.

- Ongoing monitoring and revision of the current year budget by the Executive Director, Director of Business and Operations, and Business Services.
- The Executive Director, Director of Business and Operations, along with Business Services (if applicable), will submit prior-year unaudited actuals and the first interim report to the board/district/state.

***January – February***

- The Executive Director and the Director of Business and Operations review the Governor's proposed state budget for the upcoming fiscal year, and identify the likely range of revenues for the school's upcoming fiscal year (July 1-June 30) and share this information with the Finance Committee.
- The Executive Director, Director of Business and Operations, and Program Coordinators develop a preliminary planning budget for the upcoming fiscal year, including projected enrollment and any proposed staffing changes.
- The Executive Director, Director of Business and Operations, in conjunction with Business Services, develop five-year budget projection in accord with the Language Academy's established strategic and growth plans.
- Ongoing monitoring and revision of the current year budget by the Executive Director, Director of Business and Operations, and Business Services.
- LAS independent auditors begin preparation of 990 tax forms.
- The Executive Director, Director of Business and Operations, along with Business Services (if applicable), will prepare the submission of second interim report to board/district/state

***March – April***

- The Executive Director and the Director of Business and Operations, working in conjunction with staff and Business Services, prepares a formal budget LCAP plan for upcoming fiscal year. The plan is reviewed by the Finance and Audit Committee of the Board and presented to the Board.
- Ongoing monitoring and revision of current year budget by the Executive Director, Director of Business and Operations, Director of Academic Accountability, Program Coordinators, Business Services, and the Finance Committee.
- The Board reviews and approves the recommendation of an auditor to perform the annual audit.
- LAS 990 tax forms are presented to the Board for approval and submission to the federal and state tax authorities.

***May – June***

- The Executive Director and the Director of Business and Operations reviews revenue projections subsequent to the Governor's annual "May Revise" budget figures, fine-tunes the upcoming fiscal year budget to accommodate any changes. This budget will include monthly cash flow projections. Directors, Program Coordinators and the Finance Committee reviews the proposed budget for the upcoming fiscal year.
- The Board reviews and formally adopts a budget for upcoming fiscal year before June 30. A copy of the final budget is provided to the charter-granting agency.
- Ongoing monitoring and revision of current year budget by the Executive Director, Director of Business and Operations, and Business Services.
- The independent auditor performs an audit of the just-closed fiscal year and prepares audit report for submission to the Finance and Audit Committee.

B. Controls. Budget and Fiscal Management

The Language Academy of Sacramento Charter School will maintain in effect the following principles in its ongoing fiscal management practices to ensure that, (1) expenditures are authorized by and in accord with amounts specified in the board-adopted budget, (2) the school's funds are managed and held in a manner that provides a high·degree of protection of the school's assets, and (3) all transactions are recorded and documented in an appropriate manner and in accordance with Generally Accepted Accounting Principles.

***Segregation of Duties***

The Language Academy of Sacramento Charter School will develop and maintain simple check request and purchase order forms to document the authorization of all non-payroll expenditures. All proposed expenditures must be approved by the Program Coordinators and the Executive Director or the Director of Business and Operations, who will review the proposed expenditure to determine whether it is consistent with the Board-adopted budget and sign the check request form. All check requests and purchase orders over $10,000 must be co-signed by the Executive Director and Director of Business and Operations, to ensure separation of expenditure authorization and check signing functions.

All transactions will be posted in an electronic general ledger. The transactions will be posted on the ledger by the school and/or Business Services. To ensure segregation of recording and authorization, the individual entering transactions may not co-sign check requests for purchase orders.

***Budget Transfers***

The Executive Director may transfer up to $10,000 from one unrestricted budget item to another without board approval, but shall notify the Board of the transfer at the next regularly scheduled meeting.

***Banking Arrangements***

The Language Academy of Sacramento Charter School will maintain its accounts either in the County Treasury or at a federally insured commercial bank or credit union. Funds will be deposited in non-speculative accounts including federally-insured savings or checking accounts or invested in non-speculative federally-backed instruments or in the County's Pooled Money Investment Fund. If funds are held in accounts outside of the County Treasury, the Board must appoint and approve all individuals authorized to sign checks or warrants in accord with these policies. All checks over $10,000 must be signed by two authorized signatories. Board approval will be required to establish or close any accounts.

The school's Business Services will reconcile the school's ledger(s) with its bank accounts or accounts in the county treasury on a monthly basis and prepare (1) a balance sheet, (2) a comparison of budgeted to actual revenues and expenditures to date, and (3) a cash flow statement. The Executive Director, Director of Business and Operations, and the Finance Committee of the Board will regularly review these statements. The School will deposit all funds received as soon as practical upon receipt.

A petty cash fund, not to exceed $500, may be established with an appropriate ledger to be reconciled twice monthly by the Executive Director or Designee, who shall not be authorized to expend petty cash.

All funds received shall be deposited or transferred into the school's accounts at the earliest possible convenience and in no event later than 72 hours after receipt.

***Purchasing Procedures***

All purchases over $10,000 must include documentation of a good-faith effort to secure the lowest possible cost for comparable goods or services. The Director of Business and Operations and the Executive Director shall not approve purchase orders or check requests that lack such documentation. Documentation shall be attached to all check and purchase order requests showing that at least three vendors were contacted, and such documentation shall be maintained for three years. All purchases in excess of $ 30,000 must be made through a board-approved process, except in emergencies that necessitate the purchase of emergency response supplies, equipment, or services.

***Record Keeping***

Transaction ledgers, canceled/duplicate checks, attendance and entitlement records, payroll records, and any other necessary fiscal documents will be maintained by school staff in a secure location for at least three years, or as long as required by applicable law, whichever is longer.

Appropriate backup copies of electronic and paper documentation, including financial and attendance accounting data, will be prepared and stored regularly in a secure off-site location separate from the school.

***Payroll Services***

The Language Academy of Sacramento contracts with a payroll vendor, who is a reputable, bonded, and insured to prepare payroll checks, tax and retirement withholdings, tax statements, and to perform other payroll support functions. The Executive Director or Director of Business and Operations will establish and oversee a system for preparing time and attendance reports and submitting payroll check requests. The Executive Director or Director of Business and Operations will review payroll statements monthly & semi-monthly, to ensure (1) the salaries or pay, are consistent with staff contracts and personnel policies and (2) the proper tax, retirement, disability, and other withholdings have been deducted and forwarded to the appropriate authority. All staff expense reimbursements will be on checks separate from payroll checks.

Upon hiring of staff, files and/or record keeping will be established with all appropriate payroll-related documentation, including a federal I-9 form, tax withholding forms, hire and leave dates, and an accounting of the use of sick leave, vacation time, and leave without pay.

***Attendance Accounting***

The Director of Business and Operations and the Executive Director will establish and maintain an appropriate attendance accounting system to record the number of days students are actually present at the School and engaged in the activities required of them. The annual audit will review actual attendance accounting records and practices to ensure compliance. The attendance accounting practices will be in conformance with the Charter Schools Act and the applicable California Administrative Code sections defining Charter School Average Daily Attendance. Therefore:

- ADA will be computed by dividing the actual number of days of student attendance by the number of calendar days of instruction by the School.

- The School's instructional calendar will be submitted to the Governing Board annually for approval. The calendar shall be at least 175 days of instruction to avoid the fiscal penalty for providing fewer than 175 days of instruction as provided by the Administrative Code regulation. The calendar must also document that the school provides the required number of annual minutes of instruction pursuant to applicable law.

- Independent study must be pre-arranged by the student's adult guardian and the School and that the adult guardian will be required to complete and submit documentation of engagement in instructional activity to the school on forms prepared by the school. As applicable, such study shall be in full compliance with law governing independent study.

***Annual Financial Audit***

The Board will annually appoint an audit committee by October 1. Any person with expenditure authorization or recording responsibilities within the school may not serve on the committee. The committee shall contract annually for the services of an independent

certified public accountant to perform a fiscal and compliance audit. The audit shall include, but not be limited to items required by the "Audit Guide" regulations adopted by the Education Audit Appeals Panel. If the school expends more than the applicable single audit expenditure threshold (currently $1 million) from federal sources in a given fiscal year, the audit shall be conducted in accordance with any applicable federal "single audit" requirements. The Audit shall be completed, reviewed by the Board, and submitted to the charter-granting agency, the County Office of Education, the Office of the State Controller, and California Department of Education prior to the statutory deadline (currently December 15 of each year).

Negotiating Funding Entitlements and Facilities Use Arrangements

The Executive Director and Director of Business and Operations shall prepare a set of negotiating principles for Board approval prior to engaging in negotiations over funding entitlements and facilities use arrangements with the charter granting agency and state. The Director will take lead responsibility for negotiating all such arrangements with the charter granting agency and appropriate state education agency staff. These arrangements will be documented in appropriate and detailed Memoranda of Understanding for approval by the Board.

Required Budget and Other Fiscal Reports

The Executive Director and Director of Business and Operations, working in conjunction with the bookkeeper, will produce and submit to the charter granting agency any and all required fiscal reports as may be required by state or federal law, or mandated by the terms of the school's charter. These include, but are not limited to, attendance reports, enrollment and other data reports required by the California Basic Education Data System, the California Longitudinal Pupil Achievement Data System, the Principal Apportionment Data System, and other related data.

Insurance

The Executive Director and Director of Business and Operations shall ensure that the school retains appropriate general liability, board officers/directors, educators' legal liability, and property and casualty insurance. Property insurance shall be obtained to address business interruption and casualty needs, including fire, and other hazards, with replacement cost coverage for all assets listed in the school's Property Inventory and consumables.

The Executive Director, Governing Board, and staff who manage funds shall be placed under a fidelity bond and/or equivalent crime insurance policy.

LAS may purchase other insurance as needed or legally required.

Board Compensation

Board members may receive such compensation, if any, for their services as Board members or officers, and such reimbursement of expenses, as the Board of Directors may establish by

resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Authority to Enter Into Contracts and Agreements

Except as otherwise provided in these policies, the Executive Director and Director of Business and Operations may enter into contracts and agreements not to exceed $30,000 without Board approval, provided funds sufficient for the contract or agreement are authorized and available within the school's board-adopted budget. Contracts and agreements in excess of $30,000 must be submitted for board approval and may be executed by the Executive Director and Director of Business and Operations or other person specifically designated by the Board after the Board has duly approved the contract or agreement.

The Individuals with Disabilities Act (IDEA) requires all public-school districts to provide Free and Appropriate Public Education (FAPE) to students with disabilities. FAPE encompasses all services and supports outlined in the Individualized Education Plan (IEP). In order to ensure IDEA compliance, contracts entered into by LAS related to FAPE (special education services and supports mandated by student IEP teams) may be approved by the Executive Director, regardless of dollar amount.

Fundraising, Grant Solicitation, and Donation Recognition

Fundraising, grant solicitation and large donation recognition will be overseen by Executive Director, Director of Business and Operations and Program Coordinators. All fundraising activities for LAS with a budget of $10,000 or more, must be notified to the Board before starting. The Executive Director or Director of Business and Operations will provide written reports on fundraising, grant solicitations, and donation recognition.

C. Capital Expenditures

***Definition***

1. Capital
   The term *capital* shall mean equipment with a useful life of more than one year and valued at one thousand dollars ($1,000) or more, including actual or estimated tax, shipping and handling, and land, buildings, and improvements, other than buildings valued at five thousand dollars ($5,000) or more. All items over one thousand dollars ($1,000) with a useful life of more than one year shall be capitalized. Assets under one thousand dollars ($1,000) with a useful life of more than one year may be capitalized only upon permission of the Executive Director or Director of Business and Operations.
2. Equipment Classified as Capital
   In addition, in order to maintain property control, the following are recorded and tracked the same as capital even though they may be less than one thousand dollars ($1,000) or have a useful life of less than a year: (1) equipment purchased with grant funds or required by the terms of the grant to be tracked as capital; (2) furnishings for new spaces; (3) cameras; (4) musical instruments; and (5) AV projectors, and desktop and portable computing devices.
3. Capital Improvements and Expenses

A guiding principle for distinguishing between capital improvement and a repair and maintenance expenditure is that a capital improvement results in an improved asset. If expenditure increases the utility or significantly extends the useful life of an asset, the expenditure should be capitalized. If an expenditure only maintains the original condition of the asset, the expenditure should be classified as an expense.

***Budget: Capital Expenditures***

Except in emergencies or for reasons of economy, the purchase of major pieces of equipment classified as capital shall be scheduled so that annual budgetary appropriations for capital purposes either will be of similar size or will show a continuous trend without severe fluctuations.

The Governing Board, in cooperation with the Executive Director, shall draft a capital improvements program which will project Charter School needs for a five-year period. Individual capital projects shall be assigned priorities. The schedule shall be reviewed and updated annually. Copies shall be provided to the Governing Board for review and consideration.

In addition to items specifically included in the Charter School Annual Budget, the Executive Director may purchase capital items costing up to one thousand dollars ($1,000). The purchase of capital equipment exceeding these limits, which has not received prior budget approval, must be approved by the Governing Board.

D. Federal Programs and Title I Compliance

The School shall implement written procedures for federal grant management that address internal controls, allowability, period of performance, cash management, procurement, inventory, where applicable, time and effort support, subrecipient or contractor determinations, where applicable, and records retention. Internal controls for federal awards shall include reasonable measures to safeguard sensitive information and grant-related data, consistent with the updated Uniform Guidance emphasis on cybersecurity and information protection.

The School shall ensure that federal funds are drawn down for allowable expenses and are reconciled regularly to expenditures. Interest, if any, on advanced federal funds shall be handled in accordance with applicable federal requirements.

Amended: 05/28/26
Adopted:

LANGUAGE ACADEMY OF SACRAMENTO

FISCAL POLICY BUDGET RESERVES POLICY #2

The school shall adopt, monitor, and amend its budget as needed to ensure adequate budget reserves to address the following needs and contingencies:

1) **Economic uncertainties,** including unanticipated revenue losses (e.g., due to mid-year cuts to school funding programs, unusual declines in the school's average daily attendance, etc.) and/or unanticipated and unavoidable increases in expenditure (e.g., due to unanticipated legal liabilities, uninsured losses, etc.). The school shall adopt and maintain a reserve for economic uncertainties at a level equal to 5%, school's budgeted revenue or as mandated by the State.

2) **Economic uncertainties established by LAS,** the Governing Board, at its discretion, may establish an additional fund for economic uncertainties to be used to meet the entity's responsibilities as they relate to salaries, benefits, insurance liabilities and SELPA requirements. The school may adopt and maintain a reserve for these liabilities equal to 2 months of said expenditures.

3) **Facilities acquisition,** including an amount at least equal to 5 percent of the school's budgeted annual revenues to build a reserve in alignment with the school's long-term facilities acquisition goals.

4) **Cash flow,** including amount needed to ensure that the school is able to, in combination with appropriate, identified, and available levels of short-term borrowing, meet its anticipated cash flow obligations for at least the upcoming 12 months.

5) **Program Development**, the Governing Board may establish a program development reserve to be used for programmatic needs as they relate to new curriculum adoption, program enhancement, and/or other academic related needs. On an annual basis, the Board will determine an amount for these liabilities in order to ensure alignment with the school's academic goals.

When developing and monitoring the budget, the board shall ensure that the budget includes amounts needed to achieve the sum of the above reserves.

In the event that the school finds that its current reserves exceed the levels described above and opts to spend funds from reserves, the budget shall ensure that the reserve funds are spent on non-recurring ("one-time") expenditures.

Agenda Item# IIID

**Board Meeting Date:** June 8, 2026

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

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

**Background**:

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

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

**LAS Family and Community Engagement (FACE) Policy** Draft v060226

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

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

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

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

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

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

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

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

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

Attachment:
1) School Family Compact

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

| | |
|---|---|
| **Estimated Time of Presentation:** 10 min<br>**Submitted By:** Bersola<br>**Date:** 060826 | **Pertinent Pages in**<br>**( ) Charter, pgs _____ ( ) Bylaws, pgs _____**<br>**( ) MOU, pgs _____ ( ) Policy _____** |

Agenda Artículo# IIID

**Fecha de la Reunión**: 8 de junio de 2026

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

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

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

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

Póliza de Participación de Familias

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

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

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

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

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

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

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

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

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

**Adjunto:**

1. Acuerdo entre la Escuela y Padres

**Recomendación:**

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

# Language Academy of Sacramento
## Family and Student Compact *draft v050626*

**Student Statement**

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

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

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

Student's Signature_____ Date _____

**Family Statement**

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

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

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

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

Family/Guardian's Signature_____Date _____

**Staff Statement**

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

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

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

Teacher's Signature _____ Date_____

# Academia de Idiomas de Sacramento
## Acuerdo de Familias y Estudiantes *v050626*

**Declaración del Estudiante**

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

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

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

Firma del estudiante _____ Fecha _____

**Declaración de los padres/tutores**

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

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

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

Yo he leído el Acuerdo de Padres y estoy de acuerdo en apoyar este manual.

Firma de los padres/tutores _____Fecha _____

**Declaración de los maestros**

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

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

Leí y estoy de acuerdo con las condiciones del manual de Padres y Estudiantes

Firma del maestro/a _____ Fecha_____



A California Public School

Agenda Item# IIIE

**Board Meeting Date:** June 8, 2026

**Subject**: **LCAP Annual Update**

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

**Committee**: School Leadership

**Information:**

*Part 1: LCFF and LCAP*
*California adopted a formula for determining how much funding each school district receives from the state. It is called the Local Control Funding Formula (LCFF).*

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

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

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

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





**Attachments:**

1) LAS LCAP Budget Overview
2) LAS LCAP Stakeholders KNOW Data
3) LAS LCAP Stakeholder WANT TO KNOW DATA
4) LAS LCAP Part1: Draft v060826
5) LAS LCAP Part2: Local Indicators

**Recommendations:**

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

**Estimated Time of Presentation:** 30 min
**Submitted By:** Bersola
**Date:** 060826

**Pertinent Pages in**
**( ) Charter, pages_____**
**( ) MOU, pages_____**

**Fecha de la Reunión**: 8 de junio de 2026

**Tema: Actualizaciones anuales de LCAP**

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

**Comité:** Liderazgo Escolar

**Información**:
*Parte 1: LCFF y LCAP*
*California adoptó una fórmula para determinar la cantidad de fondos que cada distrito escolar recibe del estado. Se llama Fórmula de Financiamiento de Control Local (LCFF).*

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

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

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

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

*interesados a través de la Asociación de Padres, el Concilio de Padres, el Concilio Asesor de Aprendices de Inglés, las reuniones del personal, el desarrollo profesional, las reuniones del*

*Concilio Escolar, las reuniones del Comité de la Mesa y las reuniones de la Mesa Directiva, continúan aprendiendo, compartiendo comentarios y mejorando el LCAP de LAS.*

**Adjunto**:
1) Resumen del presupuesto del LCAP de LAS
2) Datos LO QUE SE de las partes interesadas del LCAP de LAS
3) Datos LO QUE QUIERO SABER de las partes interesadas del LCAP de LAS
4) LAS LCAP Parte1: Borrador v060826
5) LAS LCAP Parte2: Indicadores Locales

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

# Language Academy
## LCAP Data
## Apr MR Forecast 2026

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

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

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

| | |
|---|---|
| 1 | WHY: Dual Immersion<br>WHO: Governing Board pg. 19<br>AP- Academic Performance- UP UP<br>AE- Academic Engagement- DOWN DOWN pg. 19<br>CC- Conditions and Climate - UPWARD TRAJECTORY<br>WHEN: Spring 2026<br>HOW: → LAS state SBAC Comparative Performance- Gr. 8<br>→ CPAC goals and metric<br>→ Mid-Year Up Date pg. 29<br>→ SARC pg. 81 → CA Dashboard → CA Accountability System pg. 38<br>- Narrative Summary: Research indicates it takes a minimum of 5 -7 years before DLE score comparable to non DLE students |
| 2 | 1) Meet the needs of the community<br>2) Governing Board<br>3) All stake-holders<br>4)All<br>5) Renewal July 2025, results October<br>6) If not approved, submit appeal<br>7) LCAP<br>8) Dashboard/LAS website/ open enrollment sessions, school events, campus visits |
| 3 | When: July<br>October- appeal |
| 4 | WHY: Bilingual education<br>WHO: Teachers<br>Staff<br>WHAT: Biliteracy<br>Upward Trajectory<br>WHEN: This year<br>HOW: Community events |
| 5 | -The school community is responsible for informing<br>-Upward trajectory<br>-renewal year is this year<br>-If we do not get renewed the LAS as we know it will not continue<br>-we teach the public through board meetings and info sessions |
| 6 | Why? In a charter: dual immersion school, governing board, serve 95820 community<br><br>Who? certificated staff, parents, community members, executive director and director of business and operations<br><br>What? Attendance, school climate When? 2026. If we don't get renewed, I believe we are able to petition and are given a period of time to revisit those areas<br><br>How? We teach the public about LAS with our data. Data such as MAP Growth scores and MAP Reading Fluency to ensure we're meeting our promise & goal. |

| | |
|---|---|
| 7 | *Important to be RFEP before students leave LAS<br><br>Finanzas, ELAC, Gobierno<br><br>43% Multilingual Learners/Aprendiz Multilingues<br><br>Al principio ser un programa bilingue fue muy controversial<br><br>*tomar clase adicional<br><br>AP Spanish (9 yrs)<br><br>-You need to take a test and challenge the AP Spanish Test<br><br>-We must empower parents to advocate for their student to be admitted into the classes that are the correct ones. Parents need to also help their students take their placement tests in August, not wait until the 1st day of school |
| 8 | The flow in the LCAP how the 3 goals (AP, AE, CC) are identified and the status of each goal. |
| 9 | WHY - I know that we are a charter school because when we were a strand at Fruitridge and prop 227 came into play, we needed to be our own school...also, the aggregate data we received (with Fruitridge students and LAS students together) did not look very strong and Fruitridge teachers assumed our dual language strand was "bringing the data down." However, the state would not give us data for just our students (when we desegregated the data, we saw that our dual language learners were actually outperforming their EO counterparts). According to Sac City, in order to have our own data, we needed our own school ID number. The only way to do that was to have our own school, hence our charter was envisioned...and eventually born...with all the support from the founding members.<br><br>WHO - We all hold the weight of governing, improving, and teaching the public about LAS! It is up to ALL of us to uphold our mission and vision and we need to know the ins and outs of our charter in order advocate for our dual language immersion program. We have a governing board that consists of 3 staff members, 3 parents and 3 community members.<br><br>WHAT - Up in ELA/SLA, UP in math, DOWN absenteeism, DOWN suspensions, UPWARD TRAJECTORY for our ELs, EVRYONE HAPPY on our surveys.<br><br>WHEN - We renew our charter every 5 years. If we do not get renewed, we can appeal to the county and/or to the state. If we are still not renewed...we do not have a job and we need to sell EVERYTHING...and WORSE, our students must get shipped to other (possibly their neighborhood) schools.<br><br>HOW - We know we are keeping our charter promise and meeting our charter goals by showing our data (MAP, SBAC, surveys, financials, facilities, etc.). We teach the public about our work through board meetings, our website, our meetings, etc. |

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| 10 | 1) I know that LAS is a charter school because historically the State of California has not been favorable towards bilingual education which has limited the ability of LAS (Fruitridge School) be able to grow. As a result, LAS is an independent public charter for the purposes of fulfilling it's charter goals for biliteracy and to allow LAS more control over finances, facilities, curriculum programming, and how we engage and develop our school community. Nowadays, our independent governance is one of our greatest strengths in light social, political, and economic uncertainties.<br><br>2) The governing board and administration hold the weight of governance from the administrative and board level. Teachers and community stakeholders hold the weight of following through with their participation in community committees and organizations. All these roles work to promote knowledge of LAS.<br><br>3) Upward trajectory/Increase in academic performance, academic engagement, and school/community climate.<br><br>4) Charter is renewed every 5 years. Renewal petition is submitted in July and then announced in October. If unsuccessful, LAS can make changes to re-petition. If LAS charter is not renewed then the school would be effectively shut down.<br><br>5) We show that we are keeping our charter promise by sharing public documents and reports with stakeholders through LCAP, CA Dashboard, as well as outreach. We also hold annual surveys with stakeholders. We teach the public by participating in outreach events and inviting members of the community to our school events. |
| 11 | Why: We are an independent charter school so that we can make the best decisions to support our students and families, (for that reason we have our own Governing Board).<br>Who: LAS has it's own Governing Board made up of LAS Administrators, as well as 3 LAS staff members (certificated and classified), 3 parent representatives, and 3 community members not affiliated with LAS to make informed decisions regarding LAS. All LAS staff have the opportunity to share ideas with representatives who can then relay it to the LAS Board. All LAS staff has the ability and opportunity to teach the public about LAS.<br>What: 3 goal categories for LAS charter petition, critical thinkers, bilingual/biliterate and social/emotional life skills for all of our scholars<br>When: We renew our charter every 5 years, it was postponed and extended due to the Covid-19 pandemic, and we are up for renewal this year, 2026 (June/July). If we are not renewed by SCUSD, the school will be shut down and closed.<br>How: We turn in all of our data in the LCAP and Charter and we indicate how we are meeting goals, close to meeting goals, and where we could still improve/grow. We teach the public about LAS through our charter and our LCAP, Dashboard, community events, welcoming groups to our school to observe. |
| 12 | Why? Because many years ago, they tried to take away teaching and embracing bilingualism so we became our own charter. To show that our bilingual students can perform as well as students in an English-only school.<br>Who? All of us: the board, teachers, staff, students<br>What? up in ela and math, upward trajectory for ELs, low suspension and absenteeism<br>When? Renewal is due in July, October we will get our results. If we don't get renewed, we appeal. If that doesn't go through, our school shuts down.<br>How? Through assessments: MAP, State Testing, the dashboard |

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| 13 | Why: We are a charter school because Sac City school distrcit did not/does not have our same belief of bilingual eduction and how it supports ALL learners, especially our multilingual learners.<br>Who: We ALL hold the weight of governing LAS, but essentially, our nine Board Members make decisions for our school.<br>What: Our goals are to achieve high academics in Math and English, low absenteeism and low suspension rates, upward trajectory for our multilingual learners, which will make everyone happy.<br>When: We renew every five years. Our next renewal is NOW. We must submit our petition by July. If we do not get renewed, we can appeal.<br>How: We show off all of our work through the LCAP. |
| 14 | We are a charter school because we wanted to provide our community with Dual language immersion program after prop 227 passed in California.<br>The governing board is composed of School staff, Parents and community members. All staff hold the weight of improving LAS.<br>Our three goals: Academics, Governance and School Climate<br>We renew our Charter school license every 5 years. If we do not get renewed we need to appeal. If we still do not get renewed, then we have about 1 year to sell and close down.<br>We show if we are keeping our charter promise through our LCAP. |
| 15 | We are a charter school because the mission and goals we have for our program can only be accomplished if we (stakeholders) are the ones making the decisions. For example, we need to be able to choose our curriculum rather than use the curriculum that the district decides we need.<br>We all hold the weight of governing (parents, admin, teachers, staff, community). We all have a role to play and it only works with everyone's involvement.<br>Our top three goals are academic engagement, Academic performance, climate and conditions.<br>We renew our charter every 5 years. If we are not renewed we can appeal, but ultimately it means we no longer exist as a school. Our LCAP is one of the ways we can show if we are meeting our goals. |
| 16 | Angelica Barajas- Board holds the weight of governing LAS. We ALL hold the weight of improving LAS. We ALL hold the weight of teaching the public about LAS. "Up, up, down, down, upward trajectory, everybody happy" We renew our charter this year. We show if we're keeping our charter promise through data. We teach the public about our work here at LAS through our website (i.e. dashboard), tours of campus. |
| 17 | We are a Charter School because we want to fulfill our school mission: bilingualism and biliteracy. The board bears the weight of LAS governance, and all stakeholders are represented on the board. We (LAS staff and the LAS community) bear the responsibility for improving LAS. Each member of this community can teach the public about LAS. LAS' top three goal categories per our charter petition are Goals: AP=Academic Performance, AE: Academic Engagement, CC: Conditions and Climate. We will renew our charter school license this year (July 2026). If we are not renewed, we may appeal. If our appeal is not approved, we will need to transition to close. We show whether we are keeping our charter promise and meeting our goals using multiple metrics, including internal and external data (e.g., MAP Growth Data, State Testing). We teach the public about our work at LAS in many ways: parent communication at parent association, our school website, board meetings, parent-teacher conferences, etc. |
| 18 | We are a charter school because we are a specialized, two-way Spanish immersion program, we have the increased flexibility in curriculum, autonomy from the district.<br><br>The Governing board holds the weight of governing LAS<br>Administration, teachers, students, LAS families, all staff at our school hold the weight of improving and teaching the public about LAS.<br><br>LAS' top 3 goals include academics, school climate, governance.<br><br>Charter school license is renewed every 5 years. If we are not renewed we will need to petition.<br><br>Student data analysis, LCAP help us show that we are keeping our charter promise and meeting our charter goals. |

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| 19 | Who- Governing Board, Everyone<br>What - academics, engagement, culture<br>When - Spring<br>How - we show the progress in our LCAP. Through internet, enrollment sessions and interaction with anyone that the admin/staff/parents may have with the public. |
| 20 | WHY: We are a charter school in order to be independent from SCUSC. We want to do this so we can make the best academic and financial decisions that will support underprivileged, bilingual, socio-economic students. By being a charter we can govern ourselves.<br>WHO:We all hold the weight of governing LAS, the board, admin, academic team, teachers, parents and students.<br>WHAT: Academics achievement, School Climate, Attendance<br>WHEN:Every 5 years we renew. If we do not get renewed the school closes -however we start the process sooner<br>HOW: We know we are keeping our charter practice by looking at data: academic, attendance, parent participation, test scores-LCAP |
| 21 | Answer 1. Because this allows us to have a bilingual program. |
| 22 | Why: Prop 227,<br>Who: Governing Board, Stakeholders<br>What: Up ELA/Math, ELs growth, low suspension, and absences (academic engagement, performance, and school climate)<br>When: July of this year (now). If it's denied, we can appeal, and based on the decision, we stay for another 5 years or shut down.<br>How: MAP Benchmarks, State testing, Grades. We talk about our stages. |
| 23 | Why: I don't know why we are a charter school specifically or what makes it better/valuable<br>Who: Everyone on the board holds the weight of governing LAS<br>What: Up, up, down, down, upwards trajectory<br>When: We are renewing this year. Every 5 years? But we had an extension due to COVID<br>How: Unsure… |
| 24 | We are an independent charter school in order to have the freedom to pick our own curriculum, teachers, govern our own school site...generally to do things the way we see best fit with the success of our unique dual immersion program.<br><br>The LAS board holds the weight of governing LAS. The LAS board includes the directors of our school (executive, business and ops, accountability), parents, community members. The LAS board along with all staff members are charged with improving LAS and teaching the public about LAS.<br><br>We renew our charter this year. If we do not get renewed we may not be able to continue to operate the way we do.<br><br>We show we are keeping our charter promises by our academic data, state testing results, low suspension rates, attendance, participation in voting/surveys....many ways. B |
| 25 | We are a charter school to serve the bilingual population in Sacramento (Oak Park). Admin, teachers, and all LAS staff hold the weight to improve LAS and teach the public about our purpose and results. Goals: academics, improve attendance, and __. We renew our charter school license every 5 years. We show we keep our charter promise and meet or charter goals by working collaboratively, implementing strategies, and building our students up. As a result, the data shows that our students continue to grow and leave well prepared for high school and future endeavors. |

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| 26 | I think the language academy of Sacramento is a charter school because we are able to govern our school independently from a school district.<br><br>I think the School Board holds the weight of governing LAS. The governing board and all staff are responsible for improving and teaching the public about LAS.<br><br>Two of the three goal categories is being bilingual and biliterate<br><br>I know we renew our charter school this July 2026. If we do not get renewed I believe we are not able to remain open as a charter school. |
| 27 | 1. We are a charter school because we want to be independent of the district with a bilingual/biliteracy focus.<br><br>2. The weight of governing LAS is on our governing board, everyone is responsible for improving and teaching about LAS.<br><br>3. Top three categories are academics, absentism, and ….<br><br>4. We renew every 5 years except for this past renewal which was extended due to Covid. If we do not get renewed our school will be closed down.<br><br>We show this through the many reports that _____ completes. |
| 28 | 1. To have control over curriculum, hiring, and finances.<br>2. The LAS community (staff, parents). Also, community board members.<br>3. Finance, Governance, Academic Achievement / Academic Achievement, Reclassification, School Climate (attendance and suspensions)<br>4. We renew our charter this year. If we are not renewed by the district, we appeal to the county and the state. If we are denied, we follow the closure procedures at the end of the charter.<br>5. Reviewing our data. Present our data through the lens of the three stages. |
| 29 | We're a charter school because it gives us the ability to create our own financial and curricular decisions.<br>The Board holds the weight of governing LAS.<br>Academic Accountability, Climate, and Parent Engagement (I believe those are the top 3 goal categories)<br>We renew every 5 years. If we don't get renewed we won't have a job.<br>We show we're keeping our charter promise and meeting our charter goals by having transparency and having frequent stakeholder input via parent council, parent association, surveys, etc. |
| 30 | We are a charter school because we want to be independent from SCUSD<br>LAS governing board holds the weights of governing LAS<br>Our three goals are High ELA and Math, Low absentiesm and suspension (Up,Up, Down,Down, Upward trajectory)<br>We renew our charter every 5 years.<br>If our charter isn't renewed we need to submit an appeal to be reviewed.<br>We teach the public our work at LAS at the charter renewal, and state dashboard, summative assessments, internal assessments (MAP) |
| 31 | WHY: We are a charter school that is independently managed that specializes in dual language.<br>WHO: School Board - made up of parents, teachers, staff, community reps<br>WHAT: bilingual and bi literate , multi-cultural learners, social-emotional learners<br>WHEN: Charter renewal is every 5 years - if not renewed we close down<br>HOW: using student work and data - we go out into the community - hold informational meetings |

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| 32 | I am not exactly sure why we are a charter school. All staff and the governing board holds the weight of governing and improving LAS, we all work together in different committees to make this happen. We will renew our charter school license and find out in October if we got approved. If we do not get renewed then we must appeal the renewal. We show we are keeping our charter promise and meeting our goals through data and audits and being held accountable in various ways amongst each other. |
| 33 | 1.We are a charter school because we want to offer a special program for our students. In our case we are offering a Spanish Immersion program.<br>2. The Governing Board holds the weight of governing LAS. Administration is also responsible for improving LAS and teaching the public about LAS.<br>3. LAS top three categories are fiscal solvency, academic achievement and self governance.<br>4. Our charter is renewed every five years. Our school will close if we're not renewed.<br>5. We are keeping our promise if our students are achieving academic proficiency in language arts (both languages) and math. That we are meeting attendance goals and that suspension rates our low. |
| 34 | The Language Academy of Sacramento is a charter school.<br>The board and admin hold the weight of governing LAS.<br>The top 3 goal categories:<br>LAS renews this year. We shut down if we do not renew.<br>Data, data, data! |
| 35 | Teaching the public about LAS - Everyone who loves LAS<br><br>When do we renew our charter school license - July<br><br>What happens if we do not get renewed - appeal the decision, close LAS if not successful<br><br>How do we show if we're keeping our charter promise and meeting our charter goals - demonstrating growth through data<br><br>How do we teach the public about our work at LAS - by sharing our story and showing our student growth trajectory |
| 36 | We are a charter school to have the ability to governed ourselves. Make decisions about our finances, academics and governance without having Sac City approval. It gives us the ability to continue our bilingual program TK-8th |
| 37 | I know we are a bilingual charter school. Staff members, community members, students hold the weight of governing LAS, improving, and teaching the public about LAS. Our three goals are academics, absentee, and ? We renew to keep the doors open, if we don't get renewed there is a journey that will need to be taken. Charter goals and promises are seen from the outcomes of a lot. |
| 38 | ELA: Short dash lines = current students<br>3rd grade = 1st time students are exposed to English state tests<br>Math: 55% of last school year's 3rd graders met/exceeded math standards in English after receiving 90% of their education in Spanish |
| 39 | Understand the lines + meaning of scores<br>Our scoring compared to area school + state |
| 40 | Students move in upward trajectory<br>dip from 4 to 5th |
| 41 | -Dip in Math from 4 to 5th grade<br>-Dip seems less in the most recent years |
| 42 | -upward trajectory (math/ELA)<br>-dip in 4/5 in math |

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| 43 | a) FY25 ELA Cohort Trend: -Reinforcing early literacy (2-4) will help maintain upward trajectory<br>-The data indicate clear longitudinal improvement across cohorts<br>-Instructional interventions yield strong growth post-grade 5<br>b) FY25 Math Cohort Trends: -Math growth accelerates after Grade 5<br>-Cohorts 2024-2025 show COVID disruption effects but strong rebounds → Interventions as recovery strategies<br>c) FY25 Percentaget of Students at Met/Exceed LAS State SBAC Comparative performance: -LAS outperforms or matches the SCUSD and approaches or exceeds state averages in:<br>ELA: 41% matches SCUSD and is 8 points below the state (49%)<br>Math: 38% exceeds both the district and state<br>-RFEP and Latinos outperforming state district and neighboring school benchmarks |
| 44 | a) FY25 ELA Cohort Trends by Grade<br>-All scores go up<br>-No scores due to COVID- c/0 2024<br>b) FY25 Math Cohort Trends by Grade<br>-There's a dip fom 3rd to 4th grade<br>-c/o 2030 scored high (outlier)<br>-All scores go up<br>-No scores due to COVID- c/o 2024<br>c) FY25 % of sts at Met/Exceeded<br>-ELA higher than the state & SCUSD, other bilingual schools<br>-SPED: Highest in math, not ELA |
| 45 | i +1 Theory = where we are and where we are going but in a better version of ourselves<br>a) FY25 ELA Cohort Trend: The data shows how LAS trend is upward trajectory<br>The students show growth in their last year<br>b) FY25 Math Cohort Trends: The graphs show how students trajectory in mathermatics demonstrating again that our program works<br>c) FY25 percentage of students at met/exceeded LAS state SBAC comparative performance when we compare our program and analyze the results we can see that our program is on the top and proves that our program provides great schooling for our students. It also shows that our students, when they leave our school, are able to read, write, and speak efficiently in two languages. |
| 46 | -Math Cohort trends by grade: 3rd grade Math outlier<br>-% of students @ met + students |
| 47 | FY 25 ELA Cohort Trends: The cohort of students that started kindergarten during the pandemic are still struggling<br>Math Cohort Trends: Is the 2030 score accurate?<br>Percentage of students @ met/exceeded ELA more than 50% of 8th graders are meeting grade level<br>Math: In math we are not meeting our goal of 50% |
| 48 | *i + 1 -our outcome, growth, bettering something<br>*praxis -collaborating with all, students teaching teachers and vice versa<br>*marigolds vs. walnuts<br>*90:10 vs 50:50 vs transitional<br>*upward trajectory!* |
| 49 | i + 1: work as a team<br>Praxis: all work together, no one sided<br>Marigold vs. walnut<br>upward trajectory |
| 50 | i+1<br>praxis<br>professional norms<br>marigold-walnut<br>90/10 |

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| 51 | -I know every were we are receiving more applicants<br>-We have about 800+ students on the LAS waiting list |
| 52 | -upward trajectory in both ELA & Math<br>-LAS Data in ELA & Math compared to other schools near us/Sac City, state etc LAS is 1st or 2nd |
| 53 | -i + 1: taking what you have & improving for others to use<br>-praxis: action + reflection<br>-professional decorum -please, thank you, supporting others, being present<br>-Know yourself and habits of what you do in a stressful situation |
| 54 | i+1 = Comprehensible input where you make something 1 level/step higher in order to constantly grow (Krashen)<br>Praxis (Freidi) - action & reflection<br>Frankel- Socrates says "know thyself"<br>Knowing the difference between 90/10, 50/50 & transitional immersion |
| 55 | Praxis: students teach you as you teach them<br>Putting into practice (action & reflection)<br>I+1 theory<br>Marigold- support with good intent |
| 56 | I+1 (Krashen theory)<br>Praxis theory: Action & Reflection |
| 57 | Praxis theory (action & reflection)<br>Krashen theory (I+1)<br>LAS is highest in 6/8 categories<br>LAS is 2nd highest in 2/8 categories |
| 58 | is 1 % (Maestra Meza explained) <--- |
| 59 | 4th & 5th has a slump, but they bounce back |
| 60 | There is an upward trajectory for all cohorts even when there was a drop at some point |
| 61 | dual immers 90%/10%<br>math in english<br>math support in 3rd grade may contribute to high scales |
| 62 | +1 Theory→ you have something that works well...+1 = improving that<br>Praxis → action and reflection<br>Marigold → always think good intent<br>LAS trend is upward trajectory<br>Bridges is helping students become better prepared for MS math<br>LAS is amazing! |
| 63 | i+1 → comprehensible input<br>Praxis → we learn from others around us just as they learn from us, reciprocal action and reflection<br>Professional decorum → Be respectful, present, supportive, open to receiving and giving feedback<br>ELA/Math Trends<br>-upward trajectory & growth<br>-CV19 no scores |
| 64 | Theory 2: Praxis - Action + reflection |
| 65 | i+1: Krashen - Comprehensible input<br>Praxis- cycle of action & reflection<br>Professional decorum → be respectful & kind → support one another<br>Marigold vs. walnut → positivity & offer support & solutions<br>LAS → upward trajectory<br>3rd → 8th<br>Outliers (2030-Math) -55%(current 4th grade 2025-26) |
| 66 | All cohorts 24 & 25 demonstrated upward trajectory in both Math & ELA. Current cohorts '26-'29 are so far demonstrating the same upward trajectory. Cohorts '24-'28 demonstratead no "dip" in ELA SBAC from Grade 4->5 |

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| 67 | -Current 4th graders: 55% met or exceeded in math<br>-2024 cohort had a dip in math<br>3rd-39, 4th-COVID, 5th-14; but made progress after that<br>-Parent & st survey 95.97% satisfaction<br>-1:1 ration to technology |
| 68 | Theory: (1) i+1= comprehensible input (Stephen Krashen)<br>-Immersion<br>Theory: (2) Praxis/Paolo Freire<br>-education...participation<br>-cultivating the voice of advocacy<br>-action & reflection<br>Theory: (3) 3 pillars: 1) academics 2) governance 3) finance |
| 69 | marigolds & walnut trees<br>i+1 - comprehensible input<br>Stephen Krashen<br>Praxis- Paolo Freire<br>Theory→Action→ Reflection<br>3 pillars of Charter Schools: 1) Academics 2) Governance 3) Finance |
| 70 | Paolo Freire<br>-Praxis -Brazil |
| 71 | Marigolds vs. Walnut Framework<br>Getting to know ME<br>1) I+1 Stephen Krashen<br>2) Praxis- Paolo Freire<br>3) Theory →Action→ Reflection |
| 72 | Marigold & walnut tree framework<br>What do I do when things get tough<br>i+1 theory- comprehensible input (Stephen Krashen)<br>Theory 2- Praxis (action/reflection) Paolo Freire<br>Theory 3: 3 pillars of Charter Schools: 1) Academic 2) Governance 3) Finance |
| 73 | Marigold/Walnut tree<br>i+1 comprehensible input |
| 74 | Marigolds = MS Team<br>i+1, comprehensible input, Stephen Krashen<br>Praxis: we can only act on things we know<br>Three Pillars: 1) Academics 2) Governance 3) Finance |
| 75 | Framework<br>-Marigold Effect<br>-My tendencies<br>Theory<br>-Theory i+1: comprehensible input, Stephen Krashen<br>-Praxis- Paolo Freire- education is participatory; cycle of action and reflection is never ending<br>-Three pillars of LAS Charter: academic, financial, governance<br>-15 elements of charter petition |
| 76 | Framework #1: Marigolds v. Walnuts<br>Framework #2: What do I do when things go wrong<br>Theory: I+1: comprehensible impact, Stephen Krashen<br>Theory 2: Praxis (action/reflection)<br>-Paolo Freire: Education isn't something that's given to you. It's participatory.<br>Theory 3: 3 pillars of charter schools: 1) Academic 2) Governance 3) Finance<br>-15 elements in the Petition |

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| 77 | Framework 1: Marigold Effect (Walnut Tree)<br>Theory 1: I+1: Comprehensible Input (Steven Krashen)<br>-French immersion in Canada<br>Theory 2: Praxis - Paolo Freire (Brazil)<br>Action/Reflection (continuous cycle)<br>Theory → Action → Reflection<br>Theory 3: 3 Pillaras of Charter Schools: 1) Academics 2) Financial 3) Governance<br>Framework 2: Getting to know me |
| 78 | Transitional Bilingual Program= 1 language outcome<br>Immersion Bilingual Program= 2 languages outcome<br>Pablo Freire - Praxis - (Action + Reflection)<br>Theory → Action → Reflection<br>Theory #3: 3 Pillars of Charter: Academic, Governance, Financial |
| 79 | The Marigold Effect<br>Beware the Walnut Trees<br>Identity Reflection<br>"What do I do when things get challenging?"<br>I+1: Comprehensible Input<br>Stephen Krashen, French<br>Immersion (Canada)<br>Transitional Bilingualism → 1L<br>Dual Immersion → ML<br>Praxis, Paolo Freire, Pedagogy of the Oppressed<br>-reciprocity give and take<br>-action and reflection<br>3 Pillars: 1. Academics 2. Financial 3. Governance |
| 80 | Theory 1: I+1 Comprehensible input Stephen Krashen<br>Theory 2: Praxis, action and reflection, Paolo Freire<br>Three pillars |
| 81 | Theory #1 i+1<br>Theory #2 Praxis |
| 82 | Look for your marigolds when you need to remind yourself of your roots!<br>Marigolds are everywhere and we know we need to surrounds ourselves w/them<br>Charters renew every 5 years<br>Theory: i+1→ comprehensive input → Krashen<br>Theory 2: Praxis (Paolo Freire)<br>Theory 3: 3 pillars of charter schools: 1) Academics, 2) Governance 3) Finance<br>15 elements in charter goals! |
| 83 | When things get challenging I tend to be a fawn (appease, please, accomodate, etc)<br>Marigold & walnut<br>I+1 Theory: comprehensible input -Stephen Krashen<br>Theory 2: Praxis (Paolo Freire)<br>Theory→ Action → Reflection<br>Theory 3: 3 Pillars of Charter Schools: 1) Academics 2) Governance 3) Finance |
| 84 | Marigold/Walnut Trees<br>Knowing yourself and where you stand<br>What to know when things get challenging<br>Theory 1: comprehensible impact<br>Dual: 2 languages<br>Theory: Paolo Freire Praxis<br>We teach but we also learn from our students<br>Three pillars: Academics, Financial, Governance |

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| 85 | Marigold Effect<br>Getting to know ME<br>Theory →i+1 (comprehensible input)<br>-Difference between transitional & immersion<br>Theory 2: Praxis (Paolo Freire) Pedagogy of the Oppressed<br>-Action/Reflection: action w/o reflection is dangerous; reflection w/o action is paralysis<br>Theory→ Action → Reflection<br>Theory 3: 3 Pillars of Charter Schools: 1) Academics 2) Governance 3) Finance |
| 86 | Marigold & walnut tree<br>Theory 1: i+1: comprehensible input Stephen Krashen<br>Theory 2: Praxis (action/reflection ) Paolo Freire<br>Theory 3: 3 pillars of charter schools: 1) Academics 2) Governance 3) Finance<br>Theory→ Action → Reflection |
| 87 | Marigold<br>Walnut Tree<br>Theory 1: i+1→ comprehensible input<br>Theory 2: Praxis -Paolo Freire<br>Theory 3: 3 pillars of charter schools: 1) Academics 2) Governance 3) Finance |
| 88 | Frameworks<br>1) Marigold/Walnut Trees<br>2) What you do/self reflection<br>Theory #1 I +1: Comprehensible Input Stephen Krashen<br>Theory #2 Praxis: Paolo Freire -Education isn't something that is put on you, it is participatory<br>action→ reflection<br>This happense because of us → Theory→ Action → Reflection<br>Theory 3: 3 pillars of Charter Schools 1) Academics 2) Governance 3) Finance |
| 89 | Marigolds vs. walnuts<br>Fawn, fight, freeze, flight, fix<br>i+1: comprehensible impact<br>-Praxis (Paolo Freire)<br>3 pillars: academic, financial, governance |
| 90 | Marigolds → MS→ It's okay to be a walnut too...sometimes...in a space...<br>My tendencies...fixer, fawn<br>I + 1 (Theory)<br>Comprehensive input by Stephen Krashen<br>Praxis (education requires participation)<br>-Paolo Freire<br>-3 Pillars of CHarter Schools<br>-academics<br>-finance<br>-governance<br>-15 elements |
| 91 | Steven Krashen → Theory of i+1 "comprehensible input"<br>Paolo Freire → Praxis<br>Theory → Action → Reflection |
| 92 | Marigolds are well encouraging, supporting and nurturing growing teachers on their way to maturity. Walnut trees are poison.<br>Theory 1: i + 1 Theory -comprehensible input -Stephen Krashen<br>Theory 2: Praxis (Paolo Freire) Pedagogy of the Oppressed Theory→ Action→ Reflection<br>Theory 3: 3 Pillars of Charter Schools<br>1) Academics 2) Governance 3) Finance |

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| 93 | Marigold (positive)/walnut trees (negative)<br>Know myself and how I act when things get challenging<br>Who are my marigolds<br>i + 1 comprehensible impact Stephen Krashen<br>French → Canada<br>transitioning bilingualism<br>dual immersion 90/10<br>-praxis → Paolo Freire→ Pedagogy of the oppressed<br>Theory →Action + Reflection<br>Academic, Financial + Governance |
| 94 | Marigolds/walnut trees<br>Theory i+1 comprehensible input Theory→ Action→ Reflection<br>Theory 2 Praxis Paolo Freire<br>Theory 3 Pillars of Charter Schools<br>1) Academics<br>2) Governance<br>3) Finance |
| 95 | Marigold = positive<br>walnut tree = negative<br>i + 1 - comprehensible input (Steven Krashen)<br>Praxis - Paolo Freire |
| 96 | *Marigolds vs. Walnuts<br>*Personality Types* What I do when things get challenging<br>-fawn<br>-fix<br>-fight<br>-freeze<br>-flight<br>Theory i+1: Comprehensible impact; Stephen Krashen<br>Theory 2: Praxis; Paolo<br>Theory 3 |
| 97 | -marigold vs. walnut tree<br>-know yourself<br>i + 1: comprehensibel input<br>Theory 2: Praxis Paolo Freire |
| 98 | Marigold<br>Walnut Tree<br>Theory i+1<br>Comprehensible Input<br>Steven Krashen<br>Praxis<br>Paolo Freire |
| 99 | -Praxis (Paolo Friere) - Pedagogy of oppressed<br>→ Action (dangerous) + Reflection (paralysis) |

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| 100 | M. School: -Class list is/looks insane<br>-Grading agreements are specified in unit plans. I witnessed this in/with our ELD class.<br>4th/5th: -This makes sense! It is the way we taught when we started with the charter and before when we were still part of Fruitridge Elem.<br>-I remember going through the credential program and w LAS at GLAD trainings. The theme is the vehicle to teach language vocabulary, reading comprehension, fluency, writing (Narrative, informational, opinion).<br>Books/stories/text were carefully selected and standards were specified in each unit.<br>2nd/3rd: -Revamped UOS Writing Rubrics.<br>-They translated writing rubrics to Spanish.<br>-Both 2nd and 3rd to their writing in Spanish.<br>1st & Kinder: -Focused on Joyful literacy and HOLA books.<br>PE: -1 specific tacher will be assessing 1 specific test in 5th grade to ensure consistency and explore discrepancies.<br>SPED Specialists: -Have found new math and writing curriculum that can support students with exceptionalities.<br>Social Emotional Learning/Counseling Team: -Also looked at curriculum that can best fit students needs.<br>Literacy Coach: -Using common data sets to monitor student progress has ben very helpful.<br>-Next year we will have only 5 interventionists. |
| 101 | All LAS teachers work super hard. |
| 102 | 4th & 5th: worked on a very cohesive yearlong plan for writer's<br>3rd & 4th: worked on revamping lit rubric |
| 103 | MS: Calibrating data is key to making sure equity for all students happening across grade levels<br>4-5: Merging of Science & Social Science with reading and writing allows students a deeper understanding of content and skill.<br>2-3: Analyzing rubrics to better meet student needs, calibrate expectations<br>TK: Using a curriculum that spirals allows students a better understanding of content standards<br>PE: Different opportunities to assess the same skill; Teachers taught different skills throughout the year; calibration<br>SEL: Calming spaces to support Ss behavior → took teacher input via survey for upcoming year<br>Literacy Coach: Decrease in interventionists on campus<br>-streamline so that anyone can pick up |
| 104 | 2nd-3rd: Modifying writing rubrics to fit language instruction<br>PE: 5th grade Ss take 3 flexibility test only 2 highest scores are accounted<br>SEL: Calming spaces will be implemented and one cohort will pilot a new SEL curriculum<br>Gemma: +200 students received intervention services<br>MS: All teachers teach all subject matter. Calibrating all assignments helps them know what is being done<br>4th-5th: aligning reading and writing with Social Studies & Science and creating thematic units make for a meaningful learning |
| 105 | -Learned about complexity of teaching partnerships in middle school<br>-Deep connections made for 4th/5th<br>-More specific rubric for 2-3<br>-Bridges improved TK math achievement<br>-Jaguar fitness prepares students for standardized tests and keeps them fit<br>-SPED will have curricula to better support students with IEPS<br>-New SEL curriculum might be coming down the pipeline |

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| 106 | 4/5: Success w/SIPPS TK-5 is becoming apparent in MS<br>-Beautiful connection/Bridge in writhing from 5th-MS<br>-Use of ACES<br>2/3: Calibrated thier sample writings as a team<br>-updated scoring rubric in collaboration<br>-Looking @ 1st/4th for guidance<br>K/1st: Created blending lines for their new reading curriculum, HOLA and Joyful Learning<br>-Collaborated to create a solid bridge/transition to next grade<br>TK: Using Bridges supports bilingualism & reflects a commitment to our MISSION<br>-New teachers don't have to develop math curriculum in Spanish<br>PE: Reviewing Scope & Sequence to ensure each teacher's class align w/other teachers<br>-backwards planning<br>-ensuring same amount of gym time |
| 107 | K-8: Everyone needs Literacy Focus<br>Need to work on the same page and Professional Development<br>PE: I need to wrok on my physical education<br>Surveys/Counseling TEAM/SPED: talked about more training so that all students feel they belong at this school<br>-Student need to be educated about equity and how although not all students are treated fairly<br>-How can students learn to respect thier teachers? |
| 108 | MS: Complicated schedule, but grades are cohesive<br>4/5: Really integrates SS & Science with writing (Readers & writers)<br>K/1: Extensive work but helping kids a lot |
| 109 | MS (6-8): The team is amazing but they are making changes/improvements to support the students<br>4-5: Integrating literacy w/SS & Science<br>-Start with Heinemann & adapt from there<br>K/1: Engaged & proficient readers w/Joyful Literacy & HOLA books (decodable)<br>TK: Bridges Math is more engaging and fun!<br>PE: Fitness - Flexibility - use top 2/3<br>SPED: Attended PLC to understand curriculum better<br>Counseling: Calm spaces for K-3<br>Surveys: Students & families are concerne about bullying |
| 110 | 6-8 MS TEAM<br>-MS has a hectic schedule; thank you for all you do<br>-Aligned grades<br>-Able to articulate to other teachers<br>4-5th TEAM<br>-Built thematic units<br>-Combined Social Studies/Reading and writing<br>K-1st<br>Joyful Literacy was done with character books<br>TK<br>-Piloting Bridges Math<br>-Well organized<br>-Engaging for kids<br>PE<br>-Importance of physical health<br>-Focused on flexibility<br>Tri 1: Pre-testing<br>Tri 2: Work on daily warm ups<br>Tri 3: Fitness testing |

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| 111 | It was nice to see final result of what was started in my year of student teaching<br>The integration in writing was so awesome!<br>Working w/second grade writing rubric for the first time it was nice revamping & translating those writing pieces that are not seen in the rubric |
| 112 | MS: Grading calibration is important because it is what high school looks at that allows Ss to enter specialty program<br>2/3: Modified Writer's Workshop to include quantitative language to help calibrate grading<br>-Translated to offer to families<br>K/1: Joyful Literacy<br>-Using Hola books to create phonics and phonemic awareness instruction, blending lines<br>TK: Piloting Bridges<br>PE: I'm not flexible!<br>Counselors/Psychologist: supporting self regulation by implementing cooling corners |
| 113 | MS: It has taken several years to get to this level of organization<br>2/3: This was very needed work, that we all feel we need<br>1/K: Joyful Literacy → it has foundations along with creative & fun |
| 114 | 6-8: articulation in he same classroom space<br>2-3: collecting & calibrating student writing (changed rubric)<br>Kinder-1st: Literacy 4 Life; Hola- Decodable texts engaging for students <--intentional reading; Joyful Literacy<br>Physical Education: Jaguar Fitness prepare kids for these tests (rocall fitness)<br>SPED → Product outcome<br>SEL → Attended various professional development; TK-3 Calming spaces<br>Literacy Coach -Interventionists THANK YOU |
| 115 | MS -Calibration across all of middle school 6 ↔7↔8<br>2/3 -compontes in writing rubrics are included that are not part of the actual writing (dialogue in inform., English to Spanish expectations)<br>K-1 -The consistent use of and practice of blending along with Joyful Literacy creates the automaticity → reading<br>-All the work we ALL do comes together to show student achievement and success |
| 116 | Calibration of grades/assessments is important for equity<br><br>MS transcripts are important for high school admission<br><br>2-3 rubrics needed some editing for vague language<br><br>K-1 Foundational reading- fluency and comprehension<br><br>Trend: collaboration |
| 117 | MS: One of the biggest challenges is grading; keeping up with grading and upgrading Infinite Campus<br>4th/5th: Grade level where different forms of writing are introduced<br>2nd/3rd: The need to translate rubrics into Spanish<br>K-1: Where students learn high order literacy skills<br>SPED: They are an amazing team! Their support is essential to our student's support<br>Literacy Coach has created a schedule to provide classroom teachers support |

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| 118 | SPED team: They are working together with classroom teachers to better support our students<br>Literacy team/coach: working on helping those students who need extra love using data to make informed decisions<br>TK: Students were able to learn math in a more fun and enjoyable way<br>MS: Not something I wanted to know, but now I have a better idea of how our MS teachers work and what they do<br>4th-5th: I did not know the level of writing that our 4th + 5th grade students are exposed to. Also, it is nice to see how technology can help improve our skills and support our teaching methods<br>2nd-3rd: Something I learned is that it is important to grade objectively as possible<br>K-1st: The books the team chose to teach the students are very relevant to the students and their families. Great tools. |
| 119 | -having a visual of each subject taught by each MS teacher<br>SPED<br>-making sure to meet goals at both elem & MS levels while looking into curriculums<br>4th/5th -I did not know the importance of AI during designing their curriculum<br>2nd/3rd -rubric was vague & subjective (past writings that were previewed/looked at) → Make objective not subjective<br>-It's nice having the rubrics in English & Spanish<br>K/1st -the books chosen were very meaningful and touches on all parts of the different communities<br>TK -love the hands on |
| 120 | 4th & 5th -Integrating Language Arts w/sci & ss<br>WHY: Increases engagement, supports diverse students, prepares students for real life<br>2nd & 3rd -revamp UOS Rubrics (writing)<br>K & 1 -literacy for life<br>-2 projects<br>TK -Bridges Math Pilot<br>PE -Fitness testing<br>SPED K-5 & MS specialist -research math & ELA SPED curriculum<br>Counseling -calming spaces<br>-curriculum needs & research<br>Literacy -common Assessment support |
| 121 | 4th/5th<br>-Incorporating History topics w/reading & writing units -> this is evident in the conversations I have with my 5th grade baby<br>2nd/3rd<br>-Writing Rubric language is vague and subjective<br>K/1st<br>-Joyful Literacy<br>Reading, Writing, Speaking, Listening<br>Engaging for students<br>TK<br>-WOW! Bridges in TK. AMAZING!!!<br>PE<br>-Students must take a Fitness Test -> teachers will divide/assess different parts of the assessment<br>Literacy Coach<br>-Is ALWAYS available to support!<br>SPED<br>-IEP goals aligned to state standards<br>Counseling<br>-calm space TK-3rd |

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| 122 | TK- Bridges (Math)<br>-used activities during other blocks in the day (areas)<br>PE<br>-use 3 flexibi. test<br>-backwards plan fitness testing<br>SPED<br>-learned how to identify and implement intervention in math & LA<br>-creating calming spaces for TK-3rd classrooms<br>4th-5th<br>-integrated LA w/science/history<br>-ACES happens @ end of 5th in prep for 6th<br>-units alternate between English and Spanish<br>-Info writing...5th reached out to MS for guidance on what to do<br>2nd/3rd<br>-Revamping UOS Rubrics<br>-calibrating student writing samples<br>-made adjustments to rubrics<br>K/1st<br>-need to have engaging and strucured literacy development<br>-created 9 kits |
| 123 | 4th/5th: integrating language arts w/ social studies/history<br>SPED: Social Emotional; Ed Specialists<br>K-1: Joyful Literacy is amazing!<br>TK: Bridges Pilot has been a success!<br>PE: Cool, new approach to testing! |
| 124 | 4th-5th: blending reading and writing w/science and social studies<br>MS: goes above and beyond to ensure a group of 10 are on the same page<br>2-3: calibrating writing<br>K-1: culturally/authentic stories. Joyful literacy<br>TK: Bridges: counting<br>PE: Fitness test: intense |
| 125 | PE: -Focus on 5th (Fitness Test/Academy) -Modified units to support testing<br>SPED: 1) Learned CA Standards and curriculum across grade levels 2) Higher need in TK-3 for SEL and behavior supports (Note: MS Program is called cyber civics not a civic citizen)<br>Literacy: - Focus on intervention and data analysis -Data driven (student date and teacher surveys)<br>4/5: -thematic approach keeping our ELs in mind -tied back to research<br>2/3: -calibrating writing *proficient → what should it really look? -maintaining standards and looking ahead<br>K/1: -focus on foundational literacy - we need to set a foundation -book not only build literacy but also culturally relevant<br>TK: -piloting Bridges -more engaging for student |
| 126 | K-1st: Literacy pillars (authentic; books)<br>TK: piloted, Bridges (Math)<br>PE: Ss do a Fitness Assessment<br>SPED:<br>4th/5th: -Thematic approach - reading rope (theory/approach)<br>2nd/3rd: Proficient levels (writing) -LAS has an archive -LAS writing rubrics (subjective) |
| 127 | 4th/5th: Integrating SLA/ELA & social studies and science<br>Joyful Literacy is reading (maximizing read alouds)<br>MS: Calibration is a huge need...in order for all to be on the same page<br>2nd/3rd: would love for them to help me in August for writing PD<br>*We do have a literacy goal<br>Our literacy goal is Biliteracy! It's in our Charter |

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| 128 | MS: Because it is a big team, they require a lot of collaboration + calibration. As a whole, all teams appreciated the time dedicated to work on yearlong goals that were created by them. All the teachers at LAS are committed to the success of ALL students and our community as a whole. Everyone supports each other (for the most part) |
| 129 | MS: Because one teacher may teach more than one subject/grade, collaboration is essential. Not just with academics, but also grading, planning, etc.<br>4/5: Collaboration+ the team researchers strategies to implement. Also align w/ 6th grade.<br>2/3: Updated writing rubrics.<br>K/1: Joyful literacy (hola books) |
| 130 | MS: Middle School's organization and collaboration are key to the consistency we see across all the three grades<br>4/5: The integration of different material based on research and use of frameworks resulted in a product outcome that was more engaging and easier to track<br>2/3: Adapting a rubric to meet individual needs of the students will result in more consistent/accurate scoring which lwill lead to more accuracy when tracking student progress/challenges.<br>K/1: Having engaging stories/characters/lessons promote reading among students and increase motivation as well as phonetic skills. (joyful literacy)<br>TK: Bridges has been efectice for math instruction.<br>P.E.: Consistency is key & 1 teacher per test (5th grade) to ensure scoring/grading is more consistent. |
| 131 | LCAP format is different from what has been done in the previous years Goals are addressing state priorities<br>We will continue to monitor identified subgroups ( chronic absenteeism, SPED, etc.) |
| 132 | We are trying to meet our goal of the chronic absenteeism and our goal is 3% |
| 133 | LAS uses MAP for internal accountability. It has been written in a new template. |
| 134 | A summary of the language academy's recent data and goals for upcoming years. |
| 135 | I know that LCAP is the document that is required for LCFF funds |
| 136 | I know that parent participation is vital for the language academy to meet its goals: survey, PC participation, student engagement goals (attendance) and much more. |
| 137 | I know that prior to COVID-19 schooling interruption , LAS diligently followed the action plan accordingly. However, distance learning presented challenges that directly affected learning assessments , including the cancellation of the state SBAC and ELPAC testing in the spring of 2020. Consequently, the academic performance data goal has a huge data gap for the purpose of analysis. LAS looks forward to analyzing the comparative spring SBAC and MAP Growth results for the FY23 and FY24 and to planning consequent actions to address emerging needs. |
| 138 | We want to decrease the students' chronic absenteeism, and our goal is 3% or less |
| 139 | About 97% of our school budget comes from LCFF and the LCAP is the plan that documents how LAS spends the funds to meet our school mission. Schools were provided a new template. _____ Ber provided all staff with the entire copy of the LCAP and the instructions on how to fill out the template. |
| 140 | Know the LAS mission |
| 141 | I know about LAS big picture goals in Academic Performance, Academic Engagement, and Climate/Conditions and where my role fits in making sure we achieve these goals. I also understand our LCFF funding and how it is distributed among the various parts of our LAS entity. |
| 142 | I know that our goal is up, up, down, down, upward trajectory, everyone happy! I know that we all play crucial roles in the makeup of our school. I know that in order to be an independent charter we need to have teacher representatives on our board...I like my job, would like to keep it, so we need to sign up to be on the board! Those of us who have been here for many many years and we haven't been on the board, need to step up! We need to model to our newer teachers that we WANT to continue to self govern. We don't want to have to rely solely on community representatives to govern our school!! I know that our teachers do a phenomenal job of ensuring that students feel safe and welcome here. I know that attendance is crucial to our budget. We want to hit that 95%, but the goal is really 97%. |
| 143 | A summary of the language academy's recent data and goals for upcoming years. |
| 144 | LCAP and LCFF are dependent on one another. |
| 145 | A detailed summary on school data and goals our school has, it tells a story |

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| 146 | I know that this document is used to provide our school funding. It is all a form of accountability for our school in several areas. |
| 147 | I know that our LCAP is a plan we submit every year to the state. This plan includes data from our students and families. It gives a picture of who we are as a school. This plan is what determines if we receive LCFF. The LCFF is our largest funding source for our school. |
| 148 | We are trying to meet our goal of the chronic absenteeism and our goal is 3% |
| 149 | The LCAP is the plan on how LAS will reach their goals. |
| 150 | I know that LCAP is the document that is required for LCFF funds |
| 151 | We are meeting our LAS Mission. Within the three goals, we have improved in many of the metrics. |
| 152 | I know that we have a new template for LCAP this year. I know how to read the LCAP. I know that we need the LCAP for funding. I know that we are meeting our mission and we have shown a lot of improvement. |
| 153 | I know that our school does a great job analyzing data for all of our LCAP goals. |
| 154 | It is a long document with specific and correct information, documentation and details about LAS. It is an accountability plan. |
| 155 | I know that we have School Board with representation of various stakeholders. I know that we are making data based decisions to close the achievement gap for duplicated students, socio-economically disadavantedged students. I know that we need to continue to improve our performance achievement letters. |
| 156 | LCAP is essential for our school to keep running in the successful way that it does. We have goals that are within the LCAP that we want to meet. |
| 157 | I know that we are meeting LCAP goal in an upward trajectory and in comparison to other schools. Overall, our metrics show growth. |
| 158 | Overall, I know we are improving and meeting in many categories throughout our LCAP goals. |
| 159 | I know that parent participation is vital for the language academy to meet its goals: survey, PC participation, student engagement goals (attendance) and much more. |
| 160 | I know that the LCAP is divided into three different sections. Each section is then divided further into subgroups. |
| 161 | The importance of the LCAP, school governance and the academic performance of our students... |
| 162 | LCAP is a very important for LAS. It is a tool to show how we are doing based on metrics. |
| 163 | 3 goals = AP, AE, CC green= more funding up up down down upward trajectory |
| 164 | -AE, AP, CC -Green is good -Reviewed Charter Goals, LCAP + LCAP Mid-Year Pkg. |
| 165 | -Que es un comite que esta para apoyar a estudiantes aprendizes de ingles -Es un comite conformado por 3 miembros de staff y por 2 EL representantes padres. |
| 166 | Es un comite que esta para apoyar a estudiantes de Aprendices de Ingles |
| 167 | 3 Goals AP AE CC |
| 168 | Anything we do, we study together. ELAC Committee 40% Spanish dominate students → 3 staff: 2 parents. Takes 5-7 years to reclassify 3 Goals Academic Performance Academic Engagement Conditions + Climate |
| 169 | AP: UP-ELA/MAth- UPWARD ELL STUDENTS ACAD PERF AE: ACAD ENG -UP IN ATT (IMPROVE) CC: CLIMATE/CC -WE ARE DOING WELL! -IT TAKES 5-7 YRS TO BE PROF. IN ENGLISH/SPANISH -WORRY IN MIDDLE SCHOOL IF STUDENTS ARE NOT PROFICIENT |
| 170 | GOALS: up up down down trajectory everyone happy This can change depending on the # of students in school ELAC (FY25 40%: S Members 3 staff + 2 EL Parent Reps) *LTEL's receive Interventions (Answer). Goals: AE→ Academic Engagement AP→ Academic Performance CC→ Conditions + Climate Green is good :) Research it takes 5 to 7 years shows to be able to be proficient in English/Spanish |
| 171 | ELCAP goals ↑↑ ↓↓ →→ ☺ CDT, the law, change it up Dataquest is the "grades" for the school MAP GROWTH as reclassification data? (other schools use it) Engagement absence suspension ELCAP→Plan→ELCAP→Funding |
| 172 | LCAP Goals: Before (in the past we could reclassify level 3 on ELPAC. Now to reclassify a student, they must score a 4 on ELPAC. GOALS: Academic Performance Academic Engagement Community and Climate |
| 173 | There is an up- up trajectory for attendance, engagement. We want to keep this up up trajectory going. |
| 174 | School climate, academics and engagement is an upward trajectory. Always want to improve absences and suspensions. |
| 175 | Academics, Engagement and Climate. Up Up, Down Down, Upward Trajectory, everyone happy. |

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| 176 | Sabía que LAS es un programa de 8 años y que los resultados estatales o federales de exámenes realmente no incumben a nuestra escuela por que hacemos las cosas distinta. |
| 177 | AP= UP Up ↑ E/SLA & Math AE= Down absenteeism CC= Down suspension rate. Everyone happy 😀 surveys |
| 178 | Up up down down… |
| 179 | ELCAP Charter Goals Up up down down upward trajectory, everybody happy |
| 180 | Categories Goals & LCAP |
| 181 | The next time we see the learning Point 1 LAS goal cohort reclassification rate chart it will say 65% due to CDT latest approval. |
| 182 | Feds grant us ONLY 3% of our funding… |
| 183 | "If it's Green, we are doing the thing, but if it's orange, we need to take the plunge." |
| 184 | I know that our goals are: Up in math and ELA. Down with suspensions and chronic absenteeism. Upward trajectory for ELs. The survey shows stakeholders are happy. |
| 185 | 8th grade cohort data shows the end of stage three |
| 186 | I know that our school's goals are high academics in Literacy and Math, low chronic absenteeism, low suspension rate, upward trajectory for EL's and completion of surveys. |
| 187 | I know that Green is GOOD! Up, up, down, down, upward trajectory, everyone happy! :) |
| 188 | The LCFF (funds) are given to us by the state and are tied to our LCAP (plan). This takes into account academics, EL students, attendance, suspensions etc |
| 189 | 97% of LAS comes from the State and only 3% is Federal |
| 190 | A great review of the up (ELA), up (Math), down (chronic absenteeism), down (suspension), upward trajectory (reclassification) and everyone is happy (survey). |
| 191 | Up in attendance, up in academic achievement, down in chronic absenteeism, down in suspension rates, upward trajectory in reclassification of English learners, School climate surveys (everyone happy) LCAP and LCFF - school funding, 3% from the federal government |
| 192 | Feds grant us ONLY 3% of our funding… |
| 193 | The LCAP is where we our goals are and the metrics to achieve these goals. |
| 194 | We get 3% funding from the federal government. |
| 195 | The majority of our funding comes from the state. |
| 196 | Most of our money comes from federal and state money. |
| 197 | funding of our school |
| 200 | LCAP stands for Local Control and Accountability Plan and it is our school's action plan. It includes all staff, teachers, parents and students. We have goals that we try to meet every year. These goals include surveys, assessments, behavior, attendance, etc. The LCAP is what helps fund our school. It is a very important document that must be submitted yearly. This year, Ms. _____ must submit a mid-year update. |
| 201 | Academic engagement, academic performance, and conditions and climate LCAP is source of school funding Chronic absenteeism for SWD is on our radar Metrics are our measurements of goals |
| 202 | We use the LCAP goals for our charter renewal. |
| 203 | Academic Engagement = Absenteeism went down. Academic Performance = ELA, SLA, Math went up. Conditions and Climate = Suspension went down. |
| 204 | Up, Up, down, down, Upward trajectory meaning we want up in academic engagement and academic performance. We want down in absenteeism and down in suspensions. We also want upward trajectory in reclassification of EL students. and everybody happy which relate to surveys and school climate. Our focus this year is mainly on differentiated assistance in other words on working with students with disabilities |
| 205 | Local control and accountability plan Upward trajectory by the end of 8th grade(stage 3) in ELA, SLA and math 1. Academic achievement 2. School Climate 3. Engagement |
| 206 | LCAP will continue to be written for the next three years. LCAP is very important for Charter Renewal. |
| 207 | The LCAP is the plan that helps us (LAS) gets funding. |
| 208 | Report that is used to measure how our school is doing academically, programmatically, and fiscally. It's submitted to the state and SCUSD. |
| 209 | I believe it is an assessment that students test to give our school guidelines to set goals and actions plans to be able to get resources to implements the action plans to meet our goals based on the results we get. |
| 210 | LCAP is the way we measure how we as a school are doing, how we set goals, and how we make plans to address school needs. |

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| 211 | LPAC is used to determine how our students are developing language skills and what we can do to support those that are struggling. |
| 212 | -I know our school is turning 20 years old! Yay! -Our charter submits documentation for renewal every 5 years; except this renewal (due to COVD). -Our board is composed of community members, teachers, and staff -LAS is a TK-8th grade two way-language immersion school/ independent charter -LAS follows the 90/10 model -LAS has three missions: biliteracy, life skills, and critical thinking -8th grade advisors support students and families with high school applications |
| 213 | I know more about map testing |
| 214 | Quiero aprender ingles |
| 215 | After reading what was shared via attachments (THX Ms _____)...my role and responsibilities are 'to serve as an advisory body on the development of EL's curriculum/progress/training of teachers'...etc |
| 216 | Se que es una academia de lenguaje |
| 217 | Todavía no se sabe si el año que viene los niños van a poder ir a la escuela físicamente! |
| 218 | Even with DiLe, students, families and staff like our school and would recommend LAS to other families. |
| 219 | Parents and kids continue to love LAS! |
| 220 | Only about 18 students have had serious problems signing on to Zoom! |
| 221 | I know that 92% of students like their school. I know that we have some families with severe attendance problems. |
| 222 | Most families completed the survey; students, staff and families overwhelmingly approve of/like/recommend LAS |
| 223 | I'm not a fan of looping in the lower grades. I'd live it if my children could experience new teachers and educational styles each year and get the opportunity to make new friends from other classes. |
| 224 | Are students In hybrid doing a good job keeping their masks on and keeping six feet apart? |
| 225 | How would you address diminished Spanish speaking skills that occurred with EO students during DL |
| 226 | 96% of families recommend LAS |
| 227 | LAS is determined to educate and introduce bilingualism to students at an early age which includes both English and Spanish. |
| 228 | We need to follow SB 98 as it is the law and we need to inform parents and families about this. |
| 229 | I know that we're going to start the school year with distance-learning. I know that eventually when it's safe to start blended learning that it Will be made up of two groups A and B alternating coming to school one week on and one week off Monday through Thursday . I also know the siblings will be put in the same group to accommodate parents with multiple children |
| 230 | LAS will begin the school with distance learning. |
| 231 | 5 Learning Points *SB98 - CA legislation regarding school requirements during pandemic *LCAP 2.0 - Needs to be submitted by Sept (required by SB98) *LAS stakeholder surveys - gratitude and health and safety were top remarks by all *LAS educational Program Continuum: 5 stages (stage 1 100% DiLe to Stage 5 100% inperson learning with levels of DiLe + person learning in between) *LAS process: study-think-share |
| 232 | I know the 5 learning points. 1 SB-98 It's the new law that all schools in CA must folow. We must know that some things are different for different counties. Ask if it specifics apply to charter schools or only school districts. 2. Learning Continuity and attendance plan (LCP or LCAP 2.0) It is due in Spetember. We must complete a learning plan. A template will be provided, but will not receive it until Aug. 1. We have 4 buckets to address. 1. Academics 2. Social Emocional wellness 3. Professional Development 4. Nutrition / Operational as well. 3. Surveys very important from students, families and staff. 4. LAS Educational Program Continuum 2020-21 Stages for Dile and in person learning from red-green. 5. LAS process: Study Think -Share (collaborate together) |
| 233 | LAS has five learning points: Senate Bill 98 Educational Program Continuum Stakeholder Surveys LCP Plan Process Time |
| 234 | -Guidelines to follow are delineated in Senate Bill 98 -Learning Continuity and Attendance Plan (LCP) is the proposal of how we plan to roll out each component that is required for us to meet during this COVID-19 situation. -It is important to consider all od the last Stakeholder Surveys as we complete the LCP. -Ber created a the LAS Educational Program Continuum for 2020-2021; color-coded; states the phases of the delivery of instruction and student presence on campus. |

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| 235 | I know that their is a law SB 98 that holds all Californians to the same standard. Now all Californians know that Third Graders must have daily interaction with a certificated teacher, must have 3 hours of instruction a day and that if they are not participating 60% of the time there will be a process to help them get back to full participation. I know that we are on 100% Dile at least through September. I know that every student at LAS will have a device. I know that some students will have Long Term Dile if they are medically fragile and others might be short term if they are quarentined. I am glad that there are parameters that we can all use to speak the same language. |
| 236 | SB 98 is a law that will help guide us in planning our distance learning. LCAP, surveys, LAS Educational Program and the LAS Process are the 5 learning points |
| 237 | Big Picture of SB98, Change from LCAP to LCP, use of stakeholder surveys, Educational Program Continuum, Study-Think-Share. |
| 238 | THANK YOU ADMIN and TEACHERS for all that you do!!! It is very difficult to manage a school and ADMIN and TEACHERS at LAS goes WAAAAY above and beyond. Thank you for always working loooong hours. |
| 239 | I'm grateful that we have you to lead us and guide us through this renewal! |
| 240 | LAS is led by a hardworking, dedicated group of individuals who truly care about our students' success. Thank you! |
| 241 | None :) - Adriana Gutierrez |
| 242 | N/A |
| 243 | N/A |
| 244 | What is the most recent bilingual immersion research and it's efficacy for students that has been studied at LAS? |
| 245 | Thank you leadership! |
| 246 | Thank you admin for all you do!!! This school is lucky to have the three of you. |
| 247 | N/A |
| 248 | Thanks for working so diligently to complete this document. |
| 249 | None :) |
| 250 | Thank you for all of the work you do _____!!! |
| 251 | I'm impressed by all the supports we've included to help bring our students with needs to be successful at our school. |
| 252 | It is a lot. Thank you to everyone who is part of this document: Students,teachers, staff, parents, admin, etc. |
| 253 | Thank you for all your hard work! |
| 254 | I appreciate the time for learning and growing together! |
| 255 | Creo que la gente tiene que saber es que para ver resultados tienen que estar aquí los 8 años. |
| 256 | Very interesting |
| 257 | Thank you LAS |
| 258 | N/A |
| 259 | |
| 260 | I believe in the work that we do, looking forward to the growth with our 8th grade cohorts… |
| 261 | I am really proud of what our school does. I am proud to be a member of this community. I am thankful for all staff and all of what they do. |
| 262 | How can we make better use of STAFF TALK time. Many items that are brought up can be taken to specific teachers, HR, committees, etc. (For example, if I have a question about facilities, why would I bring it to Staff Talk if I know that Judy is in charge! I can just email her.) Many Staff Talk items should be filtered to the correct places, people. If something can be emailed, lets do that instead of having unnecessary meetings. Thank you for cancelling meetings if they are not necessary - this is much appreciated! |
| 263 | I believe in the work that we do, looking forward to the growth with our 8th grade cohorts… |
| 264 | Does the midyear review feedback make a difference? |
| 265 | I am excited to be a part of very welcoming community. LAS is home. |
| 266 | Thank you to Ms. Ber for her positive outlook on the academics for las students. |
| 267 | I would like to thank everyone at the front office for all the hard work during what seems to be the craziest year of our life! |
| 268 | Thank you for all your hard work. |
| 269 | I think LAS has a lot to be proud of! |

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| 270 | I'd love to see LAS to teach nutrition and Puberty/Growth in grades 4-6. |
| 271 | I wish for rewards LAS didn't pass out junk food to students. |
| 272 | Students need more practice speaking Spanish in Zoom especially if they are EO |
| 273 | I feel like more assistance should be provided to English only speaking households. We as parents, are unable to help our children when we ourselves do not understand and cannot keep up. |
| 274 | We are very fortunate to be able to have built in planning time before the first day of school. |
| 275 | I would like to haveThe opportunity to choose distance-learning For both my children For the entire school year 2020- 2021. If Language academy is not able to cater to distance-learning request because we are an independent charter maybe other educational home- schooling programs outside of language Academy can be made available for our students and families. I know for traditional school districts families can choose to opt out of traditional classroom instruction and do homeschooling for the whole year. |
| 276 | Thank you admin for your hard work! It is so nice to be in the loop about what to expect, even though things may change yet again ;) |
| 277 | Thank you for working so hard to do what's best for everyone(students, families and staff). |
| 278 | I was wondering if there could be another graphic made stemming off of the continuum... I am thinking of a box under each of the phases that state the main points or an explanation of each. I was also thinking of recording an explanation of the continuum for parents. It can be emailed, texted, and added to the LAS Facebook page. (use of Loom) Thank you for all your work! We really appreciate it! |
| 279 | I know that Teachers of Record have a lot of contact with their families. I know that the Teacher of Record will have at least one Back to School Night but probably a lot of phone calls as well. Nonetheless, I feel that it is very important that Administration conduct a series of Webinars for the families to explain the law and the expectations and resources available. You already know that the teachers will but the Administration sets another tone. I know as a parent attending webinars of soccer organizations and schools that it was very useful to hear from the Organization's Administration. That helps the Teacher of Record to their job and be supported. |
| 280 | My biggest concern at this moment is meeting all of my student's parents. They are a new group of kindergarten students for me so establishing relationships with families is always my priority. It will be difficult to do through zoom meetings and many of them might be hesitant to come on campus with all of the craziness on the news. Especially the Spanish channels!! I am also concerned about the learning gap that will be happening in homes. We have students who already know how to read vs. students who have not even seen a book before. Never thought that I would have to do distance learning with kindergarten!! Glad we have gotten most of them connected to Seesaw during Kinder Camp! |
| 281 | Middle school needs to study what other schools are doing so that we are able to create a quality program for our students. We may need a lot of help and guidance to help us create these MS parameters. |

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| 1 | -We are in this together, it's everyone's responsibility to continue to improve our home<br>-What happens if appeal is not approved? Do we get support in transitioning? This thought/question always scares me |
| 2 | How do we show if we are keeping our promise? The data? |
| 3 | But I would like to know more I want to know more about teaching the public about LAS I'm not sure what else happens |
| 4 | Can we have a parent workshop to inform how to advocate for students to take the correct classes in high school in terms of English and Spanish. Maybe led by Ogla and Lorena- to share their personal experiences. _____ can also share her experiences as a parent. |
| 5 | Will ELAC Meeting Agenda be presented (shared) to LAS?<br><br>EU → MU |
| 6 | How are we doing this charter renewal compared to the last charter renewal?<br>Are there areas where we improved?<br>Which are areas that we need to continue to improve/grow? |
| 7 | Why are we a charter? What is the history of LAS? What happens if we do not get renewed as a charter? |
| 8 | What are some ways we can teach the public about our work at LAS? |
| 9 | What are some of the ways that we teach the public about the work happening at LAS? |
| 10 | Why-I believe I know, but not sure if it's correct.<br>When - not 100% sure what happens if we do not get renewed. |
| 11 | WHY:<br>WHO:<br>WHAT:Im not sure if I got the third goal<br>WHEN: How would this happen? Can someone else close us down?<br>HOW: Do we get better about teaching families about our promises and how they can support us in keeping the promise alive |
| 12 | Answer 2. The governing board which is formed by teachers, parents, staff and community members.<br>Answer 3. Everyone who works at LAS.<br>Answer 4. Everyone who forms part of LAS.<br>Answer 5. Goals: Bilingual and biliterate, Social-emotional learners and multi-cultural learners.<br>Answer 6. Every five years, and the renewal this year is happening in July. If we do not get renewed, we close down the school.<br>Answer 7. This is what what ELPAC is all about. |
| 13 | Why: Who decided to be a charter? When? Why?<br>Who: Who else holds the weight of governing at LAS?<br>What: What are the top 3 goal categories? I need a reminder<br>When: How long is the appeal process if we do not get approved?<br>How: |
| 14 | I would like to know more about the top three goal categories per our charter petition.<br><br>I would like to know more about how we show we're keeping our charter promise and meeting our charter goals. I would also like to know more about how we teach the public about our work at LAS. |
| 15 | I am unsure specifically what LAS's top 3 goal categories per our charter petition are. |
| 16 | How are we doing? How can we support newer staff to become a core part of the process? |
| 17 | Are there any major changes to the charter petition that will be presented for renewal? |
| 18 | I would like to know why we are a charter school. I am unsure of LAS' top 3 goals categories per the charter petition. I would like to know how we teach the public about our work at LAS. |
| 19 | How is the climate looking for renewal? |
| 20 | Who holds the weight of governing LAS<br>Why we are a charter school<br>What are LAS's top three goal categories per our charter petition |
| 21 | Remind me of the 3 goal categories: climate, academics, ? |
| 22 | What are the main changes to our Mission Statement, Charter and/or LCAP |

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| 23 | Why are we a charter school? |
| 24 | ELA: How high can we go? What would the highest upward trajectory be???<br>Math: Where will the 2030 cohort trajectory go?? What do we do to always have future cohorts scoring 55% or higher |
| 25 | How can we maintain current 3rd grade high score?<br><br>Where are we scoring compared to other Sacramento top performing public schools? (not just nearby schools) |
| 26 | Is the dip in 5th decreasing? Why? |
| 27 | -Math data: how have the scores changed since the curr changed<br>-Is the dip less prominent?<br>-Has more SIPPs instruction also changed SBAC ELA scores? |
| 28 | Is this dip common in all 4th and 5th classrooms |
| 29 | -how do we maintain growth for out "high" performing studnets<br>-is the dip in 4/5 happening state wide? |
| 30 | We are curious to know how our new 3rd graders are going to end up when they become 8th graders or when they leave the school and we obtain their data information. |
| 31 | -How to get a 55% in th Math CAASPP?<br>-What curriculum is being used in each cohort? What changes were made?<br>-Learning environments matter: how do we ensure that students are not losing out when 1-2 are not fully present? |
| 32 | What makes LAS famous? |
| 33 | Why are RFEP students not outperforming like other groups? |
| 34 | -Any more international recognitions LAS has had |
| 35 | -Is the dip in 4-5 getting less drastic as we have new curriculum |
| 36 | How can we support our subgroups in ELA more?? |
| 37 | What was done differently w/cohort 2030 to score so high in math?<br>Could that work continue for future classes? |
| 38 | 2030 cohort for math had 55 students meet & exceed standard → how will they grow w/only 66 students in the cohort? |
| 39 | How can 2030 (math) grow from 55%? → considering how other cohorts are barely reaching 55% or are @ 55% |
| 40 | 2030 cohort for math had 55% of sts meet & exceed standard → how will they grow?<br>What happened w/this cohort to have such high # vs. other cohorts? |
| 41 | can't wait to see projection for these students |
| 42 | How can we continue to improve LAS? (+1)<br>How can we continue the work done with the 2030 cohort? The math achievement is impressive! |
| 43 | -What is the percentage of LAS teachers with 2 or more classroom teaching experience?<br>-Percentage of LAS teachers that have 5 or more years of teaching? |
| 44 | Will thier trajectory continue to grow upward |
| 45 | Is the 2030 cohort a stand alone example or the result of teaching/instructional practices or implementation of new/piloted curriculum? Can comparisons be drawn to previous/future cohorts? |
| 46 | 4th & 5th: -I can't remember if writing is in Spanish or Eng in 4th & 5th or both languages for every trimester, or focus on one language only during each trimester.<br>2nd and 3rd: -Does 3rd grade teach writing in Eng?<br>TK: -needs literacy focus exploring, articulation, build scope and sequence. How can we collaborate on this?<br>PE: -How long is the daily warm-up? Is this a homework in any grade level?<br>-What grade does the daily warm-up start?<br>SPED Specialists: -Will the new curriculum be purchased?<br>Counseling Team: -Neurosequential Model of _____?<br>-Is it possibl to pilot an SEL curriculum for Middle School and another or the same one for lower grades?<br>-It would be helpful to collect data for the different age groups and their needs at those levels.<br>Literacy Coach: -How can we get more funding for interventions? |
| 47 | School wide- How can we work on a project similar to 4/5 and create thematic units.<br><br>Should we all work on what 2/3 worked. How long will we continue to use Readers and Writers? To make best use of our time a decision might need to be made.<br><br>What will be the PD structure next year? Will this work continue? |

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| 48 | 3rd & 4th: would like to see their work and work on the K/1 part of the rubric<br><br>What will PD look like next year |
| 49 | 4-5: Are the RW and WW rubrics still being used to assess students?<br><br>2-3: Do all rubrics across grade-levels need to be analyzed and modified? |
| 50 | Could we extend K-1 conventions rubric to 2-3? |
| 51 | PE: Is score based on age? -based on height & weight (answered during presentation) |
| 52 | 6-8: What do families/students think? Did you get responses @ last conferences or grades?<br>4-5: What aspects of the work is done and still needs to finish<br>K-1: Did you have to plan the blending lines, or was that done for you? You put the HOLA books/blending lines together?<br>PE: Are students improving in their assessments over the years?<br>Counseling Team/SPED: Focus on respect both for kids and teachers |
| 53 | K/1: How can we modify it to keep going in 2nd grade |
| 54 | MS: What are elective options...does it change every year? Does it depend on # of AELD students/classes?<br>4/5: Can we collaborate with 2/3 to promote reading/writing stamina?<br>K/1: What is included in a "book kit"?<br>-Blending lines PD for 2nd/3rd?<br>-Joyful Literacy for struggling readers in 2nd/3rd<br>TK: As a school..are we agreeeing to pilot Bridges across grades?<br>PE: What can we do in class to support PE & students?<br>SPED: Math curr. for K-2? 3-5?<br>Counseling: Support to introduce calm space<br>Surveys: How can we support MS w/bullying? Is it related to social media? |
| 55 | 4-5th TEAM<br>I want to get 4th grade rubrics to help support 3rd grade growth<br>K-1st<br>-Do they have HOLA books for 2nd grade?<br>-How did you pick your books?<br>-Can the units for HOLA books be shared with 2nd for struggling kids?<br>TK<br>-How long did it take to get the gist of the program<br>PE<br>-More about PE standards and how to talk to families about their academic growth |
| 56 | Surveys: comments<br>What do they want to see on our campus<br>-suggestions |
| 57 | 2/3 → Can the other teams gets time to do this?<br><br>1/K→ How can we tranfer this joy to other levels? |
| 58 | → I want to have time to do the same in 4th/5th; awesome work 2/3!<br><br>Will we continue to have this time? |
| 59 | 2/3 -Want to create Spanish rubrics for writing<br><br>K-1 -Joyful literacy format across grade level (novel study?)<br><br>-Implementing calm spaces in 4-5 as well |
| 60 | MS: How do teachers get selected to teach each subject matter?<br>4th/5th: Do students have access to graph organizers, formats or grading rubrics to practice their writing at home?<br>2nd/3rd: Creating Rubrics takes a long time. Is there a resource where you can pull rubrics that can be helpful?<br>K-1st: Which other programs have you considered?<br>Literacy: What are the expectation for the P.E. program in terms of literacy? physical literacy? |

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| 61 | SEL Team: I would like to know more about how these calm spaces will look like and how P.E. teachers can use them |
| 62 | -excited to build on what 5th did last year as I teach incoming 6th<br><br>→ Can we all (school-wide) make modifications? *especially to vague phrases<br>→ Love the books can we borrow stories/books?<br><br>→ How/When will we dedicated time whole staff to read/PD/explore new math framework? With TK piloting, we are already setting up to implement new math framework |
| 63 | 4th/5th<br>What do grading rubrics look like? Is there a transition to rubrics used in 6th?<br>2nd/3rd<br>How do we revamp our writing rubrics TK-8th grade? We had a similar discussion in MS. Can we have a PD TK-8th to analyze and improve the rubrics?<br>TK<br>Will K-3rd transition to the Bridges math curriculum?<br>Literacy Coach<br>→ Is she also taking care of herself?<br>SPED<br>How can we write goals that can be met w/SPED aides pushing into the classroom?<br>Counseling<br>Will calm spaces eventually be developed for 4th-8th grade students?→ |
| 64 | PE→What are some things/how do students practice to improve their flexibility? Repetition?<br><br>2nd/3rd:→ We should ALL (teams) get started on this. Can we have time to do this work? |
| 65 | How can MS support w/student transition from MS history/science w/common strategies, etc. Also develop rubrics |
| 66 | Time to revamp writing rubrics<br><br>(K/1) ←Can MS borrow some of these books?<br>Dictado: what does that look like? How do students improve?<br>PE:-What is the reasoning behind the different approach between classes/teacher to the fitness test? |
| 67 | SPED:<br>1) How does the math curriculum transfer to gen ed curriculum so we can build a bridge<br>2) Can we bring back some practices from the past including PBIS videos, posters and school wide presentations for all students. We used them a few years ago when manchas were introduced<br>4/5:<br>-Can we introduce 5th to our rubric? Just so they know what to expect (ACES) or how they will be graded next year<br>2/3:<br>-Is it time to look at rubrics as a whole? We still need consistency across K-8. Make it work for us but maintaining discourse<br>K/1:<br>-Is there need for more time to continue this work? It is so amazing! I see the potential for student growth<br>TK:<br>-Is it time to consider Bridges for all grades? Give time to learn the curriculum |
| 68 | K-1st: Will you continue to seek PD... Through Joyful Lit? as it evolves?<br>TK: I'm just excited that there will be a TEAM!<br>PE:<br>SPED:<br>4th-5th: Will Impacto be adopted 25/26? Are there any other literacy resources besides; newsela/commonlit?<br>2nd-3rd: How do we ensure now that these changes will not impact schoolwide & or do we need to now REVAMP Schoolwide? |

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| 69 | -I want to know how 8th did on SBAC for FY25<br>-How can we ensure that we are looking at trends across grade-levels and target some Tier 1 needs<br>-How can we restructure MTSS process to look at cohort vs. individual students...we also need general ed teachers on the IPT team...we need to make IPT meetings take place in 2-3 days vs 4.5 weeks!<br>-How do we encourage teachers to get on the governing board? or other committees? |
| 70 | Can we continue to provide the time for teams to collaborate?<br>Can we bring bak the climate committee?<br>Can address bullying, peer mediators, idea that students feel they're treated differently when rules are broken, (FBIS?), SPED students feeling like they're made fun of for being in SPED. |
| 71 | How the new rubric will work out and what kind of data will be collected? |
| 72 | How to reward students more frequently with prizes to help increase attendance, testing scores, etc |
| 73 | I want to know if there will be more opportunities for parent participation next year. |
| 74 | I wonder if all primary classes are using the same math curriculum and if that has had an impact on student math progress...<br>I'm wondering if students are being taught the same math skills and if they build on each other , even if we use different curriculum... |
| 75 | What is the 5% of English instruction that takes place in TK? |
| 76 | What school-wide efforts are being made to address chronic absenteeism? How will we address the academic underperformance of our SPED subgroup? |
| 77 | I would like to know what other things we can do as a staff to promote attendance. I would like to know what we need to do to support our SWD since they are the ones that keep going down. |
| 78 | N/A |
| 79 | Will there be a shorter summary that can be shared with families? |
| 80 | How is this developed |
| 81 | What lens will be used to look at our LCAP with the current political climate? What do we know about board members and there political views? |
| 82 | I want to know how our student/parent and staff surveys play a part in the LCAP. Are those results in the LCAP? What happens if we have bad "reviews" or survey results. |
| 83 | How to reward students more frequently with prizes to help increase attendance, testing scores, etc |
| 84 | What can we do to improve the areas where we haven't reached the target? |
| 85 | We have a table of contents sheet that is very helpful, however, I think a little "cheat sheet" with the percentages and number would be beneficial. So... I want to know how we could make a "cheat sheet" for it to be easier to access for all. |
| 86 | I want to know how we can make attendance stronger at our school. Perhaps through regular incentives and recognition. |
| 87 | I want to know how we can make attendance stronger at our school. Perhaps through regular incentives and recognition. |
| 88 | Why do we not have a school-wide Literacy Focus, Vision or Plan? Why have we not funded Literacy curriculum in many years? Why do we not have a TK-5 Literacy Coach? |
| 89 | What else can I as a staff member do to ensure that we are meeting LCAP goals in order to make our school successful. |
| 90 | What can we do for our subgroups (RFEP and students with disabilities) who do not show consistent growth? |
| 91 | I'm curious to find out how we can improve the goals we have decreased in. |
| 92 | I want to know if there will be more opportunities for parent participation next year. |
| 93 | Our SPED students are falling behind compared to other Gen Ed students. How do we close that gap? |
| 94 | How this work will continue once we no longer have experts... |
| 95 | How often does the template change for LCAP. |
| 96 | ¿Que recursos hay para que un estudiante de LAS no sea un aprendiz de largo plazo? ¿Podria a ver ayuda extra, por ejemplo despues de clases? |
| 97 | Podriamos tener ayuda extra para despues de escuela. |
| 98 | a little more info regarding cc (behavior?) (children &/or parents? |
| 99 | What more can we do for students so that they can reclassify prior to Middle School? |
| 100 | -WHERE ARE OUR STUDENTS PLACING IN THE 8TH GRADE TESTING COMPARE TO OTHER SCHOOLS IN SAC AND CALI? |
| 101 | What or how LTEL's get support in our school? or what can one as a parent can do to help their kids? |
| 102 | What is the process? ELD Task Force → |

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| 103 | ELAC has to has to have the same percentage of students (EL's) and of parents in ELAC Committee. 40% of Students are EL's FY25 5 ELAC members: (3 staff 60% + 2 EL Parent Reps 40%) All staff members should have an opportunity to participate in all committees Teacher Evaluation for reclasification: -Will we be looking to approve OPTL for teacher eval? -Will MAP Growth also be used along with OPTL or only MAP Growth? -How are our students doing on MAP growth in the last 3 yrs? |
| 104 | More of a general overview of what the LCAP is. This information is fairly new to me. |
| 105 | I would want to know more about ways to support students socially and emotionally besides referring them to our school counselors to help improve absences, suspensions and school climate be a safe environment. |
| 106 | How is Bridges impacting 4th/5th grade students. Will Tk-5th adopt Bridges? |
| 107 | Me encantó lo que la maestra _____ discutió. ¡Tiene facilidad de palabra! |
| 108 | How are students reclassified? Formal testing? |
| 109 | N/A |
| 110 | Are adding OPTL and map growth to the reclassification policy going to be helpful for our EL's or is this a fed/ Sara's requirement? |
| 111 | How are we supporting our "forever red" students, students who have not met SLA, ELA & math standards for multiple years as the achievement gap continues to grow? |
| 112 | Are education budget cuts being foreseen for the 2025-2026 school year? |
| 113 | I want to know what happens when students keep getting brought up during MTSS and IPT meetings and there is nothing more to offer teachers or students. |
| 114 | Has there been any state budget impacts because of the LA fires. Will education funds be impacted? |
| 115 | Academics data |
| 116 | How many students are not reclassified in 8th grade? |
| 117 | What percentage of our funding is based on student attendance? |
| 118 | the planning of our academics |
| 119 | Are we meeting our goals? Has attendance improved? What are the next steps to prepare for renewal next year? |
| 120 | How can we have more assemblies to highlight student achievements in more variety areas. |
| 121 | Areas of improvement in academic performance and learning opportunities to improve these areas (PD). |
| 122 | How long do we have LCFF for? Will we need to continue to due LCAP and Mid LCAP each year? |
| 123 | If the the midyear review helped identify areas that need improvement. |
| 124 | How will our school be impacted as COVID funds leave. What will our school do in terms of upcoming changes in curriculum? How will we continue to support our students who are consistently not achieving grade level standards. |
| 125 | results and how it affects our school and our students. |
| 126 | How are we supporting our EO's struggling with the aquisition of Spanish and lack of desire to learn it. |
| 127 | How to support our special education students that are struggling the most with language skills. |
| 128 | -Are there any new/recent laws impacting charter schools in CA? -How did our SBAC scores this past year compare to other schools in our area (k-5/6-8) -How does the percent of our reclassified multilingual learners impact our renewal? -I have ALL the questions about finance because my knowledge in this topic is minimal |
| 129 | Quiero aprender a hablar inglés |
| 130 | At what point do teachers have a say in how the funds are spent? Do they have say? Are all teachers trained to provide ELD instruction and/or reading intervention support? Why are all parent committees/clubs ran/directed by a school staff? (ie PC, PA, Parents as Partners) Is there an ELAC member part of the finance committee? |
| 131 | I understand that our time is limited and our academic school year is coming to an end, sooner than later yet, I'd like to support in this work, I'd love to help in this process...where can we begin? |
| 132 | Que edad es requerida para ser estudiante alli? Y que otro idioma o lengua ensenan? |
| 133 | No se todavía que pregunta me gustaría hacer. |
| 134 | |
| 135 | What was the best thing that happened during DiLe? What was the biggest challenge during DiLe for families? |
| 136 | I would like to know what responses my students gave during the survey for my class! |
| 137 | I guess I want to know if my student is one of those students. |
| 138 | Why did more families not complete the survey? |
| 139 | Does LAS do GATE testing? If not, why not? |
| 140 | How will you give EO students more opportunities to practice conversational Spanish (they don't really get to practice speaking Spanish during DL)? |
| 141 | How can you encourage more Spanish speaking opportunities for students to engage in during DL |
| 142 | Will there be after school programs? Will the tutoring continue for las students? |

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| 143 | I would like to know will more support be provided to English speaking only households during these virtual lessons? During the first zoom meeting sept 8th, 2020, there was no English translation for the parents nor students. As parents, how can we assist our children without being able to follow along and understand what is being ask of the students ourselves? Although seesaw provides an English translation ( which is helpful), the live virtual lesson does not leaving both parents and students frustrated, antsy, and lost unable to follow along. As students and parents, it is quite difficult to sit still, look, and listen to lessons solely in Spanish with no guidance for that amount of time. |
| 144 | What flexibility do we have with synchronous teaching as it relates to SB 98 and our DiLe schedules across all grade levels. |
| 145 | I would like to know how socialization among students is going to look like during school hours once blended learning starts. Ex: while eating, in the playground etc. also how about having an after school program? Like the YMCA? Right now the YMCA is having a summer program with small groups (under 10) of students. Seems to be working well, & they eat lunch outdoors. If and when blended blended learning starts perhaps the YMCA can also so be available to fulfill the after school needs of families like mine. |
| 146 | How will students be graded? How many lessons/zoom meetings are teachers expected to have per week? What are my expectations as a teacher? How will teachers with children at home be supported? How will students be assessed? How will families with working parents be supported? In MS, we teach 6 different classes. Are we expected to teach all classes in DL? Will we transition into blended learning? How? |
| 147 | I'd like to know what areas to focus our efforts on during DiLe, as the instructional minutes, though more than last trimester, are not enough to cover all subjects/standards. What should we prioritize? Should it vary from student to student based on strengths/weaknesses? Maybe our PD this August can include time to discuss this with our grade level and looping cohorts... |
| 148 | When in person learning was taking place, in TK students were at school for 3 1/2 hrs. That included 15 minute recess. I think that 3 hrs of work daily for DiLe in TK is too much. In the spring parents were requesting that I send less work when I was sending 5 assignments daily on seesaw. These assignments inlcuded reading for 10 min, math, phonemic awareness, writing and phonics practice. I decreased assignments to 3 daily and no writing on Friday. Art was done on Friday in lieu of writing. I believe that if administration provided webinars or zoom meetings with parents so parents would understand what the State requirements are in terms of attendance, instructional minutes and grading, families would understand the reponsibility that each stakeholder has. Families would be more receptive to understanding why assignmnets need to be completed and participation in zoom meetings are required. When it only comes from the teacher, it may be seen as this teacher is very demanding rather than these are the school and state requiremets because they heard it from LAS administration. I feel that in the Spring families did not have much communication with Administration and it was mainly communication with teachers. Administration sent surveys, emails and robo calls but live meetings were not held. Webinars would be a good choice because if families are not able to attend and ask their questions they woukd have access to webinar later and prepare their questions. |
| 149 | I had a question about the LAS Process: Study-Think-Share (Sorry- I missed this part of the meeting as I had to check on my youngest daughter) Does this mean that the LCP will be shared with staff and we will need to make sure we understand it fully in order to share the same information to other staff members, students, and parents? Or does it refer to each of the previous 4 learning points? I just need clarification on this. I am sure you will go over it at the staff meeting on Friday, so I will pay attention to your explanation then. |
| 150 | I want to know if students can be in break-out rooms of Zoom alone, with someone who is not certificated or if it must be certificated. I want to know if LAS will come up with a document that shows what each grade level is expected to do so we can have a age appropriate plan for the parents to understand. I want to know if we are going to continue to plan the hybrid model so that we can be ready when that time comes. I want to know if we can have a distribution/collection time weekly so that we can hand out materials for work at home and collect materials already used (work, books, etc.) |
| 151 | What or how we will begin working on August 10th. Will we have the option of on campus or off campus - will we be preparing classrooms at all, only planning to begin distance learning or will we also have PD meetings? How many minutes will we be zooming in with kindergarteners (my opinion is 30 minutes max due to their attention span). Will we be expected to zoom daily with our students or can we also do small groups throughout the day? Will we be able to schedule a day for pick up materials or can they be included with the devices they will be checking out? |
| 152 | With new standards being taught are we resuming to regular grading or different categories of grading? |

# Local Control and Accountability Plan FY27

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

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

## Plan Summary FY2025-26

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

## General Information

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

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

LAS Demographics

For FY26, LAS demographic data constitutes 77% Unduplicated, 67% Low-Income, 39% English Learners and 9% qualifying for Special Education services. About 93% of the students are Latino, 1% Black/African Americans, 4% White, 2% Asian, and 1% Two or more races. Additionally, there is 1 (0.2%) Foster youth and a total of 6 (1%) Homeless students.

LAS Mission

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

LAS Academics

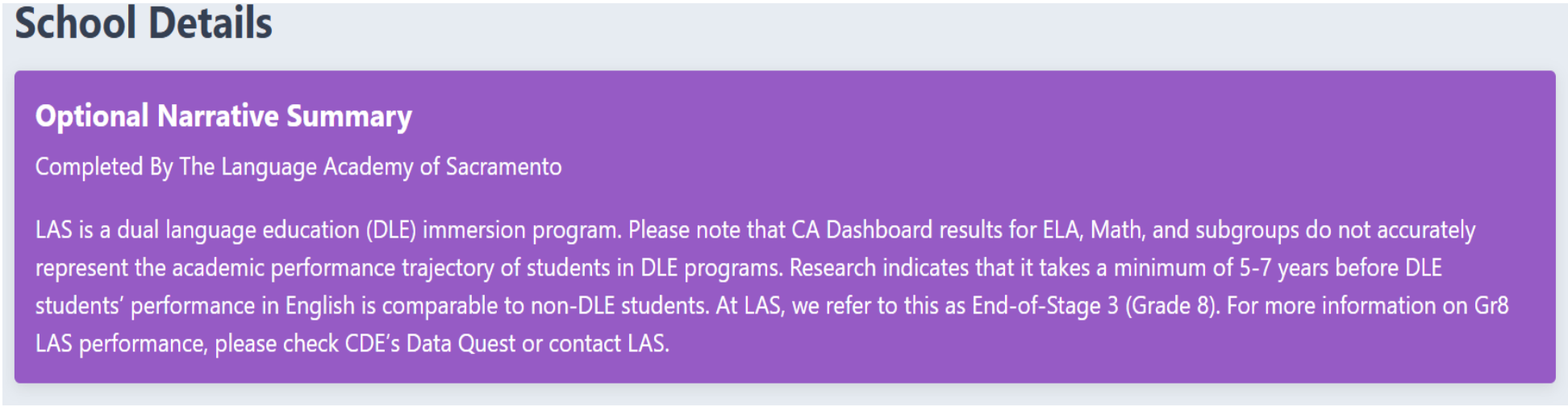
The Language Academy of Sacramento (LAS) is a TK-8 Two Way Spanish Immersion public school that offers a challenging curriculum emphasizing Academic Achievement, Bilingualism and Biliteracy, and a Collaborative home and school relationship. Key components of the LAS academic program include instruction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

DUAL IMMERSION 90/10 MODEL: PERCENTAGES OF DAILY INSTRUCTION

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

*Middle School language of instruction varies per subject

**CA Dashboard Excerpt:**




**Reflections: Annual Performance**

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

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

**External Accountability** **CA Dashboard**

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

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**<u>Part 1: California Dashboard Comparison: 2024 to 2025</u>**
**Overall Performance**

# v060326 11AM Draft

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

**English Language Arts (ELA)**

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

Subgroup performance improved across most reported groups:

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

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

**Mathematics**

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

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

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

**English Learner Progress Indicator (ELPI)**

English Learner Progress improved from Yellow to Green.

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

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

**Chronic Absenteeism**

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

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

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

**Suspension Rate**

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

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

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

**2025 Growth Indicators**

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

**ELA Growth**

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

**Mathematics Growth**

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

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

**Part 2: FY25 CA Dashboard**

Academic Performance Overview

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

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

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

**Mathematics**

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

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**Academic Engagement**

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

**Subgroup Chronic Absenteeism**

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

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

**Subgroup Suspension Rate**

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

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**Local Indicators: Standards & School Climate**

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

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**Student & Parent Feedback**

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

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**Key Takeaways**

**Strengths**

- ELA improved across all reported student groups.

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

**Areas for Continued Focus**

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

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

**Internal Accountability: MAP Growth**

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

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

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

**Key Context**

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

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

**Reading (English)**

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

**Reading Highlights**

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

**Math**

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

**Math Highlights**

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

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

**Major Takeaways**

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

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

**Reflections: Technical Assistance**

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

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

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

**Comprehensive Support and Improvement (Not applicable)**

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

***Schools Identified***

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

Not Applicable

***Support for Identified Schools***

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

Not Applicable

***Monitoring and Evaluating Effectiveness***

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

Not Applicable

**Engaging Educational Partners**

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

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

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

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

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

Insert or delete rows, as necessary.

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

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

**EDUCATION PARTNERS AND PROCESS FOR ENGAGEMENT**

**WHAT – WHEN - WHERE:**
**ITEM 1: LAS Community Survey Distribution**
April 21 – May 6, 2026
LAS
**ITEM 2: LCAP available on LAS Website for Feedback**
By June 10, 2026
Online at: www.lasac.info

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

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

Parent Council/ELAC/SSC Meetings
2025 : 09/03, 10/01, 11/05, 12/03
2026 : 01/07, 02/04, 03/04, 04/08, 05/06, 06/08, 06/25

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

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

Student Council Meetings
2025 : 10/2, 11/6. 12/11

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

SELPA Meetings
2025 : 10/21
2026 : 1/14, 2/11, 4/16

**ITEM 3: LAS Public Hearing**
Public comments are welcome at all monthly
Governing Board Meetings
Friday, June 8, 2026 and June 25, 2026 @ 5:30PM
LAS - 2850 49th Street, Sacramento, CA 95817
For more information call: 916.277.7137 or
provide feedback online via the LAS Educational Partners Survey: Know/Want to Know
https://www.surveymonkey.com/r/LCP_Surveys

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

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

Key LCAP milestones (Historical -Present):

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

| CA Dashboard Category | FY26 KNOW (Current Understanding) | FY26 WANT TO KNOW (Information/Needs) |
|---|---|---|
| **1. Academic Performance** | • Academic Achievement & Growth • English Learner & Biliteracy Support (reclassification, Seal of Biliteracy, | • Academic Achievement & Student Outcomes • English Learner & Biliteracy Supports • Curriculum & Instruction (when focused |

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

**Quick Rule of Thumb**

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

**Key Themes from LAS Stakeholder Feedback**

**FY26 KNOW**

**Charter Identity & Mission**

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

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

**Charter Renewal & Accountability**

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

**Academic Achievement & Growth**

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

**English Learner & Biliteracy Support**

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

**School Climate & Student Engagement**

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

**Curriculum, Instruction & Collaboration**

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

**Student Support Services**

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

**Family Engagement & Communication**

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

**LCAP, Data & Funding Awareness**

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

**Community Pride & Shared Responsibility**

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

**FY26 Want to Know**

**Charter School Identity & Renewal**

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

**Academic Achievement & Student Outcomes**

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

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**Curriculum & Instruction**

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

**Student Support & School Climate**

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

**English Learner & Biliteracy Supports**

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

**Family Engagement & Communication**

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

**Staff Collaboration & Professional Development**

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

**Data Transparency & Accountability**

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

**Goals and Actions**

**Goal 1: Academic Performance (AP)**

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

State Priorities addressed by this goal.

1. Basic Services (Priority 1)
- Qualified and appropriately assigned teachers
- Access to standards-aligned instructional materials
- Safe and well-maintained school facilities

2. Implementation of State Standards (Priority 2)
- Effective implementation of Common Core State Standards (CCSS)
- Support for English Language Learners (ELLs)

4. Student Achievement (Priority 4)
- Performance on state assessments (CAASPP, ELPAC)
* English Learner reclassification rates

7. Access to a Broad Course of Study (Priority 7)
- Availability of courses beyond core subjects (arts, CTE, world languages, etc.)

8. Outcomes in Broad Course of Study (Priority 8)
- Student performance in a well-rounded curriculum, including science, social studies, and the arts

An explanation of why the LEA has developed this goal.

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

**Measuring and Reporting Results**

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

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|---|---|---|---|---|---|---|
| **Goal 1**<br>**Metric 1.0**<br>AP 1.2 (ELA-External) | SBAC: **Gr8 Cohort** Percent of Students at Met/Exceeded<br>**Gr8 Cohort Trajectory**<br>**Subgroups:** By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC baseline | **Gr8 Cohort Trajectory**<br>**Subgroups:**<br>Latinx: 32% to 56%<br>EL: 4% to 14%<br>RFEP: 55% to 63%<br>LTEL: *less than 11 students<br>SPED: *less than 11 students<br>LI: 23% to 45%<br>Data Year: FY23<br>Data Source: Data Quest; Gr8 Cohort Data vs *Gr6 Baseline | **Gr8 Cohort Trajectory**<br>**Subgroups:**<br>Latinx: 25% to 60%<br>EL: 0% to 29%<br>RFEP: 25% to 70%<br>LTEL: *less than 11 students<br>SPED: *less than 11 students<br>LI: 16% to 54%<br>Data Year: FY24<br>Data Source: Data Quest; Gr8 Cohort Data vs Gr5 Baseline | **Gr8 Cohort Trajectory**<br>**Subgroups:**<br>Latinx: 25% to 49%<br>EL: 11% to 7%<br>RFEP: 42% to 68%<br>LTEL:<br>SPED:<br>LI: 18% to 50%<br>Data Year: FY25<br>Data Source: Data Quest; Gr8 Cohort Data vs Gr5 Baseline | **Target:** Upward Trajectory<br>Data Year: FY25<br>Data Source: Data Quest; Gr8 Cohort Data vs Gr5 Baseline | Met Goal |

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|---|---|---|---|---|---|---|
| **Goal 1**<br>**Metric 1.0**<br>AP 1.3 (ELA-External) | SBAC: **Gr8 Cohort** Percent of Students at Met/Exceeded<br>**Gr8 Cohort Comparative**<br>**All and Subgroups:**<br>By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be **comparable/higher than** the state, and district | **Gr8 Cohort Comparative**<br>**LAS vs**<br>**District and State:**<br>All: **56%** vs<br>46% and 39%<br><br>Subgroups:<br>Latinx: **56%** vs<br>35% and 29%<br>EL: **14%** vs<br>5% and 3%<br>RFEP: **63%** vs<br>51% and 60%<br>LTEL: *less than 11 students<br>SPED: *less than 11 students<br>LI: **45%** vs<br>35% and 29%<br>Data Year: FY23<br>Data Source: Data Quest | **Gr8 Cohort Comparative**<br>**LAS vs**<br>**District and State:**<br>All: **62%** vs<br>46% and 38%<br><br>Subgroups:<br>Latinx: **60%** vs<br>36% and 28%<br>EL: **29%** vs<br>7% and 3%<br>RFEP: **70%** vs<br>51% and 53%<br>LTEL: *less than 11 students<br>SPED: *less than 11 students<br>LI: **54%** vs<br>35% and 27%<br>Data Year: FY24<br>Data Source: Data Quest | **Gr8 Cohort Comparative**<br>**LAS vs**<br>**District and State:**<br>All: **52%** vs 48% and 38%<br><br>Subgroups:<br>Latinx: **49%** vs 38% and 32%<br>EL: **7%** vs 5% and 4%<br>RFEP: **68%** vs 53% and 56%<br>LTEL:<br>SPED: **8%** vs 13% and 12%<br>LI: **50%** vs 37% and 29%<br>Data Year: FY25<br>Data Source: Data Quest | **Target:** LAS is **comparable/higher than** the state and district<br>Data Year: FY25<br>Data Source: Data Quest | Met Goal except for SPED |

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|---|---|---|---|---|---|---|
| **Goal 1**<br>**Metric 2.0**<br>AP 2.1 (Math-External) | SBAC: **Gr8 Cohort** Percent of Students at Met/Exceeded<br>**Gr8 Cohort Trajectory**<br>**<u>All</u>**: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from *Gr5 SBAC baseline | **Gr8 Cohort Trajectory**<br>**<u>All:</u>**<br>All: 27% to 44%<br>Data Year: FY23<br>Data Source: Data Quest; Gr8 Cohort Data vs *Gr6 Baseline | **Gr8 Cohort Trajectory**<br>**<u>All:</u>**<br>All: 14% to 55%<br>Data Year: FY24<br>Data Source: Data Quest; Gr8 Cohort Data vs Gr5 Baseline | **Gr8 Cohort Trajectory**<br>**<u>All:</u>**<br>All: 12% to 42%<br>Data Year: FY25<br>Data Source: Data Quest; Gr8 Cohort Data vs Gr5 Baseline | **Target:** Upward Trajectory<br>Data Year: FY25<br>Data Source: Data Quest | Met Goal |
| **Goal 1**<br>**Metric 2.0**<br>AP 2.2 (Math-External) | SBAC: **Gr8 Cohort** Percent of Students at Met/Exceeded<br>**Gr8 Cohort Trajectory**<br>**<u>Subgroups:</u>** By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC baseline | **Gr8 Cohort Trajectory**<br>**<u>Subgroups:</u>**<br>Latinx: 25% to 44%<br>EL: 4% to 7%<br>RFEP: 45% to 54%<br>LTEL: *less than 11 students<br>SPED: *less than 11 students<br>LI: 16% to 32%<br>Data Year: FY23<br>Data Source: Data Quest; Gr8 Cohort Data vs *Gr6 Baseline | **Gr8 Cohort Trajectory**<br>**<u>Subgroups:</u>**<br>Latinx: 11% to 54%<br>EL: 0% to 7%<br>RFEP: 10% to 67%<br>LTEL: *less than 11 students<br>SPED: *less than 11 students<br>LI: 7% to 50%<br>Data Year: FY24<br>Data Source: Data Quest; Gr8 Cohort Data vs Gr5 Baseline | **Gr8 Cohort Trajectory**<br>**<u>Subgroups:</u>**<br>Latinx: 12% to 41%<br>EL: 0% to 0%<br>RFEP: 26% to 53%<br>LTEL: NA to less than 11 students<br>SPED: less than 11 students to 17%<br>LI: 2% to 35%<br>Data Year: FY25<br>Data Source: Data Quest; Gr8 Cohort Data vs Gr5 Baseline | **Target:** Upward Trajectory<br>Data Year: FY25<br>Data Source: Data Quest | Met Goal |

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|---|---|---|---|---|---|---|
| **Goal 1**<br>**Metric 2.0**<br>AP 2.3 (Math-External) | SBAC: **Gr8 Cohort** Percent of Students at Met/Exceeded<br>**Gr8 Cohort Comparative**<br>**<u>All and Subgroups</u>** (Percent of Students at Met/Exceeded): By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be **comparable/higher than** the state, district, and neighboring schools. | **Gr8 Cohort**<br>**<u>Comparative:</u>**<br>**<u>LAS vs</u>**<br>**<u>District and State:</u>**<br>All: **44%** vs<br>30% and 24%<br><br>Subgroups:<br>Latinx: **44%** vs<br>18% and 15%<br>EL: **7%** vs<br>3% and 4%<br>RFEP: **54%** vs<br>31% and 36%<br>LTEL: *less than 11 students<br>SPED: *less than 11 students<br>LI: **32%** vs<br>19% and 16%<br>Data Year: FY23<br>Data Source: Data Quest | **Gr8 Cohort**<br>**<u>Comparative:</u>**<br>**<u>LAS vs</u>**<br>**<u>District and State:</u>**<br>All: **55%** vs<br>32% and 24%<br><br>Subgroups:<br>Latinx: **54%** vs<br>20% and 16%<br>EL: **7%** vs<br>4% and 3%<br>RFEP: **67%** vs<br>32% and 35%<br>LTEL: *less than 11 students<br>SPED: *less than 11 students<br>LI: **50%** vs<br>21% and 15%<br>Data Year: FY24<br>Data Source: Data Quest | **Gr8 Cohort**<br>**<u>Comparative:</u>**<br>**<u>LAS vs</u>**<br>**<u>District and State:</u>**<br>All**: 38%** vs 37%<br>And 31%<br><br>Subgroups:<br>Latinx: **41%** vs 22% and 18%<br>EL: **0%** vs 5% and 3%<br>RFEP: **53%** vs 35% and 38%<br>LTEL: *less than 11 students<br>SPED: **17%** vs 8% and 8%<br>LI: **35%** vs 23% and 17%<br>Data Year: FY25<br>Data Source: Data Quest | **Target:** LAS is **comparable/higher than** the state and district<br>Data Year: FY25<br>Data Source: Data Quest | Met Goal except for EL |

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|---|---|---|---|---|---|---|
| **Goal 1**<br>**Metric 3.0**<br>AP 3.1 (ELL-External) | **Gr8 Cohort** ELL Reclassification<br>Gr8 Cohort reclassification rate is at 65% or higher by the End of Stage 3 (Gr8) | **Gr8 Cohort ELL Reclassification**<br>Rate: 59% / 44%<br>Data Year: FY23<br>Data Source: Data Quest, Infinite Campus | **Gr8 Cohort ELL Reclassification**<br>Rate**: 80% / 69%**<br>Data Year: FY24<br>Data Source: Data Quest, Infinite Campus | **Gr8 Cohort ELL Reclassification**<br>Rate: 75% / 55%<br>Data Year: FY25<br>Data Source: Data Quest, Infinite Campus | **Target:** 65% or higher<br>Data Year: FY25<br>Data Source: Data Quest, Infinite Campus | Met Goal |
| **Goal 1**<br>**Metric 4.0**<br>AP 4.1 (ELA-Internal) | MAP Growth: **Gr8 Cohort** CGI of zero or above<br>Gr8 Cohort<br>**All:** By End of Stage 3 Gr8, the Gr8 cohort will show a MAP Growth CGI equivalent of meeting one year growth (CGI: Zero or higher) | CGI: 0.35<br>Data Year: FY23<br>Data Source: MAP Growth - Sp2022 to Sp2023 | CGI: 0.15<br>Data Year: FY24<br>Data Source: MAP Growth - Sp2023 to Sp2024 | CGI: 0.60<br>Data Year: FY25<br>Data Source: MAP Growth - Sp2024 to Sp2025 | **Target:** CGI: Zero or higher<br>Data Year: FY25<br>Data Source: MAP Growth - Sp2024 to Sp2025 | Met Goal |
| | | | | FY26<br>Gr 8 CGI: 0.26<br>Sp2025 to Sp2026 | | |

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|---|---|---|---|---|---|---|
| **Goal 1**<br>**Metric 4.0**<br>AP 4.2 (ELA-Internal) | **MAP Growth: Gr8 Cohort CGI of zero or above**<br>**Gr8 Cohort Trajectory**<br>**<u>All</u>**: By End of Stage 3 Gr8, the Gr8 cohort will show a positive growth CGI equivalent of meeting one year growth (CGI: Zero or higher) and/or improvement from their Gr6 score. | **MAP Growth: Gr8 Cohort CGI of zero or above**<br>CGI: 0.93 and 0.35<br>Data Year: FY23<br>Data Source: MAP Growth - Sp2022 to Sp2023 and Sp2020-Sp2021 | **MAP Growth: Gr8 Cohort CGI of zero or above**<br>CGI: 1.92 and 0.15<br>Data Year: FY24<br>Data Source: MAP Growth - Sp2023 to Sp2024 and Sp2021 to Sp2022 | **MAP Growth: Gr8 Cohort CGI of zero or above**<br>CGI: 3.64<br>and 0.60<br>Data Year: FY25<br>Data Source: MAP Growth - Sp2024 to Sp2025 and Sp2022 to Sp2023 | **Target:** CGI: Zero or higher<br>Data Year: FY25<br>Data Source: MAP Growth - Sp2024 to Sp2025 and Sp2022 to Sp2023 2 | Met Goal |
| **Goal 1**<br>**Metric 4.0**<br>AP 4.3 (ELA-Internal) | **Gr8 Cohort Growth**<br>**<u>Subgroups:</u>**<br>By End of Stage 3 Gr8, the Gr8 cohort subgroups will show a positive growth CGI equivalent of meeting one year growth (CGI: Zero or higher) and/or improvement from their Gr6 score. | **Gr8 Cohort Growth**<br>**<u>Subgroups:</u>**<br>Latinx: 0.14<br>Not available for below:<br>EL:<br>RFEP:<br>LTEL:<br>SPED:<br>LI:<br>Data Year: FY23<br>Data Source: MAP Growth - Sp2022 to Sp2023 | **Gr8 Cohort Growth**<br>**<u>Subgroups:</u>**<br>Latinx: 0.24<br>EL: 1.21<br>RFEP: -0.31<br>LTEL: NA<br>SPED: 3.45<br>LI: 0.13<br>Data Year: FY24<br>Data Source: MAP Growth - Sp2023 to Sp2024 | **Gr8 Cohort Growth**<br>**<u>Subgroups:</u>**<br>Latinx: 0.68<br>EL: -1.07<br>RFEP: 1.80<br>LTEL: -1.07<br>SPED: -2.07<br>LI: 0.40<br>Data Year: FY25<br>Data Source: MAP Growth - Sp2024 to Sp2025 | **Target**: CGI: Zero or higher<br>**Gr8 Cohort Growth**<br>**<u>Subgroups:</u>**<br>Data Year: FY25<br>Data Source: MAP Growth - Sp2024 to Sp2025 | Met Goal (except with EL, LTEL, and SPED subgroup) |

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|---|---|---|---|---|---|---|
| **Goal 1**<br>**Metric 5.0**<br>AP 5.1 (Math-Internal) | **All: Gr8 Cohort**<br>By End of Stage 3 Gr8, the Gr8 cohort will show a MAP Growth CGI equivalent of meeting one year growth (CGI: Zero or higher) | CGI: 1.01<br>Data Year: FY23<br>Data Source: MAP Growth - Sp2022 to Sp2023 | CGI: 1.77<br>Data Year: FY24<br>Data Source: MAP Growth - Sp2023 to Sp2024 | CGI: 2.73<br>Data Year: FY25<br>Data Source: MAP Growth - Sp2024 to Sp2025 | **Target**: CGI: Zero or higher<br>Data Year: FY25<br>Data Source: MAP Growth - Sp2024 to Sp2025 | Met Goal |
| | | | | FY26 CGI=0.52 | | |
| **Goal 1**<br>**Metric 5.0**<br>AP 5.2 (Math-Internal) | **All: Gr8 Cohort**<br>By End of Stage 3 Gr8, the Gr8 cohort will show a positive growth CGI equivalent of meeting one year growth (CGI: Zero or higher) and/or improvement from their Gr6 score. | CGI: 0.57 and 1.01<br>Data Year: FY23<br>Data Source: MAP Growth - Sp2022 to Sp2023 and Sp2020-Sp2021 | CGI: 4.69 and 1.77<br>Data Year: FY24<br>Data Source: MAP Growth - Sp2023 to Sp2024 and Sp2021 to Sp2022 | CGI: 2.91 and 2.73<br>Data Year: FY25<br>Data Source: MAP Growth - Sp2024 to Sp2025 and Sp2022 to Sp2023 | **Target:** CGI: Zero or higher<br>Data Year: FY25<br>Data Source: MAP Growth - Sp2024 to Sp2025 and Sp2022 to Sp2023 | Met Goal |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Goal 1**<br>**Metric 5.0**<br>AP 5.3 (Math-Internal) | **Gr8 Cohort Growth**<br>**Subgroups:**<br>By End of Stage 3 Gr8, the Gr8 cohort subgroups will show a positive growth CGI equivalent of meeting one year growth (CGI: Zero or higher) and/or improvement from their Gr6 score. | **Gr8 Cohort Growth**<br>**Subgroups:**<br>Latinx: 1.10<br>Not available for below:<br>EL:<br>RFEP:<br>LTEL:<br>SPED:<br>LI:<br>Data Year: FY23<br>Data Source: MAP Growth - Sp2022 to Sp2023 | **Gr8 Cohort Growth**<br>**Subgroups:**<br>Latinx: 1.74<br>EL: 1.14<br>RFEP: 1.56<br>LTEL: N/A<br>SPED: 0.87<br>LI: 1.67<br>Data Year: FY24<br>Data Source: MAP Growth - Sp2023 to Sp2024 | **Gr8 Cohort Growth**<br>**Subgroups:**<br>Latinx: 2.78<br>EL: 3.83<br>RFEP: 2.17<br>LTEL: 3.83<br>SPED: 3.12<br>LI: 2.69<br>Data Year: FY25<br>Data Source: MAP Growth - Sp2024 to Sp2025 | **Target:** CGI: Zero or higher<br>**Gr8 Cohort Growth**<br>**Subgroups:**<br>Data Year: FY25<br>Data Source: MAP Growth - Sp2024 to Sp2025 | Met Goal |
| **Goal 1**<br>**Metric 6.0**<br>AP 6.1 (SLA) | Version 1: MAP Growth Spanish Reading: CGI is not available from the publisher *LAS will remove this goal for FY25 LCAP*<br>Version 2: **MAP Fluency Spanish Reading; By the end of Gr5,** 90% of students will be proficient in Spanish reading fluency. | **MAP Fluency Spanish Reading; By the end of Gr5**<br>Data Year: FY23<br>Data Source: MAP Fluency Sp2023 | **MAP Fluency Spanish Reading; By the end of Gr5**<br>Data Year: FY24<br>Data Source: MAP Fluency Sp2024 | **MAP Fluency Spanish Reading; By the end of Gr5**<br>Data Year: FY25<br>Data Source: MAP Fluency Sp2025 | **Target:** By EOY Gr5, 90% of above will be proficient | Met Goal |

Insert or delete rows, as necessary.

**Goal 1: Goal Analysis for LCAP FY25-26**

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

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

In the recent years at LAS, there has been a collective effort to increase support in personnel in all aspects of teaching and learning – i.e. professional development, instructional support staff and additional tutoring as well as in curriculum and instructional materials investments. Action 17.W Teacher Leader Program, Action 18 Continued TK Implementation, including adding a second TK classroom in FY26 and Action 23.W FT Support Service are examples of LAS' effort to build local leadership capacity where "teachers research, lead and teach other teachers" in various professional learning groups: Literacy, ELD, Math, and Interventions. With staff departures in FY25, Action 20.W Increase Service PT Teacher in Special Assignment was removed and more emphasis on ensuring any new staff addressed teacher substitute need first. Actions 3 and 8: Continue Immersion Research, needs to be addressed more deeply in the upcoming year.

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

During FY25, major differences between budgeted expenditures and estimated actual expenditures are evident in Object Codes: 1000 and 2000 as the LAS Board approved an additional retroactive salary increase for certificated staff (9%) and classified staff (TBD). In FY26, LAS has established an annual additional stipend for teachers with Masters Degree.

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

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

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

A milestone realization for LAS is that our assessments need to have flexibility for remote administration in the case of school closures. Hence, LAS has expanded MAP Growth to include English and Spanish Reading in addition to Mathematics. Moreover, LAS added MAP Fluency assessment these recent years to monitor schoolwide progress towards mastery of foundational literacy. This decision also aligns with the charter school's required provision under AB1505 to have an additional verifiable, state approved data such as MAP Growth for charter renewal purposes. That said, after careful consideration and numerous dialogue with the publisher (NWEA) this year, Goal 1 Metric 6.0 (AP 6.2 SLA) MAP Growth Spanish will not be included for the FY26, since the publisher declared that due to the lack of norming size needed to create a CGI rating (growth measurement in Spanish), it does not see it being available in the future. Starting FY26, the metric for this goal will be replaced by MAP Fluency data, particular to the End of the Year Grade 5, with the goal of 90% or higher Spanish Reading Fluency for the cohort.

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

**Actions**

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

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| **Goal 1 Action 4** | | *Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments: **FY24 LAS qualified for Differentiated Assistance for SPED Academics based on FY23 SPED DFS. FY26***Added Speech Therapist FT Staff on Oct. 2025.* | LCFF (Base), Other State (In-Lieu, SPED Entitlement, Federal (SPED IDEA) | |
| **Goal 1 Action 5** | SLA | Continue administration of Spanish language assessment in reading (K-8) and in math (K-4) | See Goal 1 Action1 | N |
| **Goal 1 Action 6** | | Analyze SLA achievement data by schoolwide, grade level and subgroups | See Goal 1 Action1 | |
| **Goal 1 Action 7** | MATHEMATICS | Analyze Math achievement data by schoolwide, grade level and subgroups***LAS has disaggregated both external accountability data for Gr8 Cohort SWD SBAC results and internal accountability data Gr8 Cohort MAP Growth results, as well as started a longitudinal research on the grading patterns for the Gr8 Cohort SWD: 1) # of students with D or F in ELA and Math, and 2) # of students with a cumulative G.P.A. of 1.9 or lower.* | See Goal1 Action1 | N |
| **Goal 1 Action 8** | | Continued study on most recent bilingual immersion research and its efficacy for students, particularly the identified subgroups | See Goal 1 Action1 | |
| **Goal 1 Action 9** | | Analysis of schoolwide and subgroup data from MAP Math Benchmark** | See Goal 1 Action1 | |
| **Goal 1 Action 10** | | *Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments: **FY24 LAS qualified for Differentiated Assistance for SPED Academics based on FY23 SPED DFS* | See Goal 1 Action1 | |
| **Goal 1 Action 11.L** (1of3) | English Language Learners | ELL: Continue to monitor student progression towards biliteracy, including development of academic English proficiency of English learners using SBAC and ELPAC indicators ***FY24 Change RFEP Gr8 Cohort Goal from 70% to 65% (Average: of FY22 and FY23 RFEP data)* | LCFF (S&C: 1of3), See Goal 1, Action 1, Action 17.W | Y (EL) |

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| **Goal 1 Action 12.W** (2of5) | Schoolwide | Keep updated teacher credential status to ensure all teaching personnel are highly qualified and properly credentialed | LCFF (Base) | Y (LI, EL, FY) |
| **Goal 1 Action 13** | | All core subjects instruction is based on Common Core State Standards | | N |
| **Goal 1 Action 14.L** (2of3) | | Subgroups: Provide identified additional support for subgroups as identified by achievement data- i.e. technology assistance, other support materials | LCFF (S&C: 2of3) | Y (LI) |
| **Goal 1 Action 15.L** (3of3) | | School Leadership and the Curriculum Design Team will continue Professional Development trainings that deepen staff understanding of state standards and its efficacy in addressing the progress of English learners. | LCFF (Base, S&C: 3of3) | Y (EL) |
| **Goal 1 Action 16.W** *(2of2) LREBG* | FY26: Moved to Goal 3, Action 8 | Continue expanded learning opportunities or interventions will be available to identified subgroup needs: Before, after school, winter, or summer session | *FY26: Moved to Goal 3, Action 8* | Y (LI, EL, FY) |
| **Goal 1 Action 17.W** (2of5) | | *New amended verbiage:* Implement teacher leader program for teaching and learning opportunities and schoolwide programmatic finetuning using funding for learning recovery. *New-Continuation of ELD Task Force work, Math Leads for Math Pilot Program Support.* | Other State (EEF) | Y (LI, EL, FY) |
| **Goal 1 Action 18** | | Continue implementation of TK program and adherence to changing age enrollment mandates | LCFF (Base), Other State (UPK/TK) | N |
| **Goal 1 Action 19.W** (1of5) | | Increased services: Literacy Coach and intervention | LCFF (S&C) | Y (LI, EL, FY) |
| **Goal 1 Action 20.W** | | (Remove for FY26) Increased services: (One Year Only) Part-time teacher on special assignment | REMOVED | Y (LI, EL, FY) |

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|---|---|---|---|---|
| **Goal 1 Action 21.W** (3of5) | | Increased services: (One Year Only) 8 PT Instructional Aides | LCFF(S&C), Other State (In-Lieu) | Y (LI, EL, FY) |
| **Goal 1 Action 22.W** *(1of2) LREBG* | | Increased services: Intervention Tutors (School year) | Other State (LREBG) | Y (LI, EL, FY) |
| **Goal 1 Action 23.W** (4of5) | | New Increased services: FT Support Services (Student assessments and intervention) | LCFF (S&C), Other State (In-Lieu) | Y (LI, EL, FY) |
| **Goal 1 Action 24.W** *(2of2) LREBG* | FY26: Moved to Goal 3, Action 9 | Increased services: Extensive Student Support Personnel (*FY24: Intervention Core Day and Intervention Summer, FY25: Intervention Core Day)* Expansive Student Support Personnel and Materials (*FY26: Intervention Core Day, Library Staff, Library Resources, Textbooks)* | *FY26: Moved to Goal 3, Action 9* | Y (LI, EL, FY) |
| **Goal 1 Action 25.W** (2of5) | | Improved services: Professional development (i.e. ELD, ERWC, Foundational Literacy, Amplify Science, ELD Amplify, Bridges Math, MAP Growth and MAP Fluency, Responsive Classrooms, SEL) | LCFF (Base), Federal (Title 1, Title 2) | Y (LI, EL, FY) |

Insert or delete rows, as necessary.

## Goal 2.0: Academic Engagement (AE)

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

**Measuring and Reporting Results**

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

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|---|---|---|---|---|---|---|
| **Goal 2 Metric 8.0**<br>AE 8.1 | Chronic Absenteeism Rate: **All** | **All:** 16%<br>Data Year: FY23<br>Data Source: Infinite Campus, Data Quest | **All:** 9.7%<br>Data Year: FY24<br>Data Source: Infinite Campus, Data Quest | **All:** 11%<br>Data Year: FY25<br>Data Source: Infinite Campus, Data Quest | **Target:** Less than 3% *or decreasing trajectory each year (New FY26)*<br>Data Year: FY23<br>Data Source: Infinite Campus, Data Quest<br>*FY26: Amend goal to reflect new charter goal for the next LCAP cycle* | Did not meet goal |
| **Goal 2 Metric 8.0**<br>AE 8.2 | Chronic Absenteeism Rate: **Subgroups** | **Subgroups:**<br>Latinx: 16.4%<br>EL: 18.5%<br>RFEP: NA<br>LTEL: NA<br>SPED: 22.9%<br>LI: 18.5%<br>Data Year: FY23<br>Data Source: Infinite Campus, Data Quest | **Subgroups:**<br>Latinx: 9.9%<br>EL: 12.4%<br>RFEP: NA<br>LTEL: 13%<br>SPED: 11.9%<br>LI: 11.5%<br>Data Year: FY24<br>Data Source: Infinite Campus, Data Quest | **Subgroups:**<br>Latinx: 11.4%<br>EL: 15.1%<br>RFEP: NA<br>LTEL: 19.1%<br>SPED: 19.5%<br>LI: 12.4%<br>Data Year: FY25<br>Data Source: Infinite Campus, Data Quest | **Target:** Within 2% margin from the school goal<br>Data Year: FY23<br>Data Source: Infinite Campus, Data Quest<br>*FY26: Amend goal to reflect new charter goal for the next LCAP cycle* | Partially met goal; did not meet goal for EL, and LTEL |

Insert or delete rows, as necessary.

**Goal 2 Goal Analysis for LCAP FY25-26**

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

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

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

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

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

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

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

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

Since FY23, LAS returned to setting attendance goals per pre-Covid-19 times – changing the historical 97% ADA goal to more realistic 95%. For FY26, LAS has added the goal of having an annual “decreasing trajectory” for school-wide chronic absenteeism as well as for its’

pertinent subgroups. LAS has consciously expanded its ASES and Enrichment programs aka Jaguar Academy, with hope that student engagement will continue to improve for the upcoming years. Aside from items mentioned above, there are no additional changes for this goal.

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

**Actions**

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

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| **Goal 2**<br>**Action 6** | | New: Implementation of art class during core-day with FT artist-in-residence teacher. | Other State (In-Lieu, Prop 28 Arts) | N |
| **Goal 2**<br>**Action 7** | | Continue review of annual student survey data for improvement areas | | N |
| **Goal 2**<br>**Action 8** | ASES Program | Continuation of ASES program | Other State (In-Lieu, ELOP, ASES) | N |
| **Goal 2**<br>**Action 9** | Enrichment Program | Continuation of Enrichment program | LCFF (Base), Other State (ELOP, Prop 28 Arts) | N |
| **Goal 2**<br>**Action 10** | SEL Support | FT Counselor | Other State (SPED Reimbursement), Federal (SPED IDEA) | N |
| **Goal 2**<br>**Action 11.W** (5of5) | SEL Support | Increase services: Additional PT Counselor | LCFF (S&C), Other State (SPED Entitlement) | Y (LI, EL, FY) |

Insert or delete rows, as necessary.

## Goal 3.0: Conditions and Climate (CC)

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

State Priorities addressed by this goal.

1. Basic Services (Priority 1)
- Qualified and appropriately assigned teachers
- Access to standards-aligned instructional materials
- Safe and well-maintained school facilities

3. Parental Involvement (Priority 3)
- Engagement of parents/guardians in decision-making
- Opportunities for parental input and participation

6. School Climate (Priority 6)
- Suspension and expulsion rates
- Surveys on student, parent, and staff perceptions of safety and connectedness

An explanation of why the LEA has developed this goal.

The combination of the schooling interruptions due to COVID-19 and the recent enrollment growth has created a need for a more structured systems of support to ensure an optimal learning environment where students feel safe, connected, and ready to learn, no matter what context

they are in: in-person, hybrid or distance learning. This goal focuses on the collaborative effort of all LAS's educational partners: students, families, and staff, to ensure students are engaged in productive and kind behaviors conducive to learning and that all-surround aspects of the community, including resources and facilities support this overall goal.

**Measuring and Reporting Results**

| **Goal 3**<br>**Metric # 9.0-14.0** | Metric | Baseline FY23 | Year 1 Outcome FY24 | Year 2 Outcome FY25 | **Annual Target** for Outcome: 3Year LCAP CYCLE<br>**Year 1: FY24**<br>Year 2: FY25<br>Year 3: FY26 | *NOTE: LAS is a charter school completing* ***LCAP targets annually***<br>Current Difference from **Baseline FY23 vs Year 2 FY25** |
|---|---|---|---|---|---|---|
| **Goal 3**<br>**Metric 9.0**<br>CC 9.1 | Low Suspension Rate: **All** | **All:** 2.2%<br>Data Year: FY23<br>Data Source: Infinite Campus, Data Quest | **All:** 0.5%<br>Data Year: FY24<br>Data Source: Infinite Campus, Data Quest | **All:** 1.1%<br>Data Year: FY25<br>Data Source: Infinite Campus, Data Quest | **Target:** Lower than 2%<br>Data Year: FY23<br>Data Source: Infinite Campus, Data Quest | Met Goal |
| **Goal 3**<br>**Metric 9.0**<br>CC 9.2 | Low Suspension Rate: **Subgroups** | **Subgroups:**<br>Latinx: 1.9%<br>EL: 1.7%<br>RFEP: NA<br>LTEL: NA<br>SPED: 5.6%<br>LI: 2.1%<br>Data Year: FY23<br>Data Source: Infinite Campus, Data Quest | **Subgroups:**<br>Latinx: 0.5%<br>EL: 0.3%<br>RFEP: NA<br>LTEL: NA<br>SPED: 1.5%<br>LI: 0.4%<br>Data Year: FY24<br>Data Source: Infinite Campus, Data Quest | **Subgroups:**<br>Latinx: 1%<br>EL: 1.2%<br>RFEP: 2.8%<br>LTEL: 1.2%<br>SPED: 1.6%<br>LI: 1.5%<br>Data Year: FY25<br>Data Source: Infinite Campus, Data Quest | **Target:** Within 2% margin from the school goal<br>Data Year: FY23<br>Data Source: Infinite Campus, Data Quest | Met Goal |

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| **Goal 3**<br>**Metric 10.0**<br>CC 10.1 | Educational Partners Participation Survey | **Participation:**<br>Families **95%**<br>Data Year: FY23<br>Data Source: Survey Monkey Results | **Participation:**<br>Families **93%**<br>Data Year: FY24<br>Data Source: Survey Monkey Results | **Participation:**<br>Families **96%**<br>Data Year: FY25<br>Data Source: Survey Monkey Results | **Target:** 90% or above participation<br>Data Year: FY23<br>Data Source: Survey Monkey Results | Met Goal |
| **Goal 3**<br>**Metric 10.0**<br>CC 10.2 | High rating/Satisfaction Data for Climate Survey Questions | **CC 3.4.A**<br>**93%** Students: *"I like my school."*<br>**CC 3.4.B**<br>**98%** Families: *"I would recommend the school to others."*<br>**CC 3.4.C**<br>**96%** Staff: *"I would recommend the school to others."*<br>Data Year: FY23<br>Data Source: Survey Monkey Results | **CC 3.4.A**<br>**92%** Students: *"I like my school."*<br>**CC 3.4.B**<br>**97%** Families: *"I would recommend the school to others."*<br>**CC 3.4.C**<br>**97%** Staff: *"I would recommend the school to others."*<br>Data Year: FY24<br>Data Source: Survey Monkey Results | **CC 3.4.A**<br>**92%** Students: *"I like my school."*<br>**CC 3.4.B**<br>**98%** Families: *"I would recommend the school to others."*<br>**CC 3.4.C**<br>**97%** Staff: *"I would recommend the school to others."*<br>Data Year: FY25<br>Data Source: Survey Monkey Results | **Target:** 90% of above<br>Data Year: FY23<br>Data Source: Survey Monkey Results | Met Goal |

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

Insert or delete rows, as necessary.

### Goal 3 Goal Analysis for LCAP FY25-26

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

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

Schooling interruption and distance learning due to the global pandemic have dramatically changed the definition of suspension, parent engagement, learning conditions and basic infrastructure of facilities in distance learning and hybrid settings and in FY23, return to full in-person learning without strict Covid-19 mandates. Although suspension rate continues to show an overall improvement, LAS remains vigilant in creating community interdependency and responsibility to lower the rate even more. The last few years, LAS had a limited parent volunteer opportunities but this has changed for the current year. This is particularly true as more chaperones sign up for fieldtrips (Action 4)

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

During FY25, the anticipated difference between Budgeted Expenditures and Estimated Actual Expenditures will reflect the retroactive salary increase consideration for both certificated and classified staff, including those who have a direct operational responsibility in the success of the conditions and climate of the school. In FY26, the most noteworthy differences pertinent to Goal 3 are: 1) Services and other operations (projected to be $12.8K higher- fundraising and printing costs), 2) Books and supplies (projected to be $21.6k higher), and 3) Anticipated curriculum purchase (projected $100k higher).

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

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

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

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

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

**Actions**

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

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

**Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for LCAP FY24-25**

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $1,655,090 | $146,526 |

**Required Percentage to Increase or Improve Services for the LCAP Year**

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|---|---|---|
| 25% | 0% | 0 | 25% |

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

**Required Descriptions**

***LEA-wide and Schoolwide Actions***

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

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

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

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

| | | | |
|---|---|---|---|
| Goal 2<br>AE<br>Action 4<br>Action 5<br>Action 11.W | Action: LCFF S&C<br>Part Time Counselor (1x)<br><br>Need:<br>Increase staff to support students' sense of connectedness to the school community.<br><br>Feedback Alignment: Parent Council, Parent Association, ELAC, Student Council<br><br>Scope:<br>LEA-wide | Increase capacity for wrap around health and mental health supports provided to subgroups with identified need. Although these services benefit the entire school they are principally directed to English Learners and low-income students. | LAS End of the Year:<br>Educational Partner Surveys |

| | | | |
|---|---|---|---|
| Goal 1<br>AP<br>Action 22.W | Action: This is a LREBG action (LCAP FY25, FY26 and FY27)<br>Intervention Program: Core Day<br><br>Need:<br>Increase the percent of students making progress in SLA, ELA and Math<br><br>Feedback Alignment: LAS Board, Parent Council, Parent Association, ELAC, Student Council, CDT Committee<br><br>Scope:<br>LEA-wide | To meet the unique academic needs of unduplicated pupils, LAS will implement increased targeted intervention program focusing on English Learners, low-income students, and foster youth. The program is principally directed at these students because assessment data indicates that they experience higher rates of learning loss in foundational literacy and math skills.<br><br>This action is the most effective because research supports structured small-group interventions as a best practice for accelerating learning recovery for ELs and low-income students (CDE, 2023). Effectiveness will be monitored through MAP Growth assessments and reclassification rates. | Intervention Pre/Post<br>MAP Growth<br>MAP Fluency<br>Gr8 Cohort RFEP Data |
| *FY25 Only*<br>*Goal 1*<br>*AP*<br>*Action 16.W*<br>*Action 24.W* | *Action: This is a LREBG action (LCAP FY25 Only)*<br>*Extensive Summer School Personnel*<br>*Need:*<br>*Increase the percentage of students making progress in SLA, ELA, and Math*<br><br>*Feedback Alignment: LAS Board, Parent Council, Parent Association, ELAC, Student Council, CDT Committee*<br><br>*Scope:*<br>*LEA-wide* | *To meet the unique academic needs of unduplicated pupils, LAS will implement an extensive summer school program focusing on English Learners, low-income students, and foster youth. The program is principally directed at these students because assessment data indicates that they experience higher rates of learning loss in foundational literacy and math skills.*<br>*This action is the most effective because research supports structured small-group interventions as a best practice for accelerating learning recovery for ELs and low-income students (CDE, 2023). Effectiveness will be monitored through MAP Growth assessments and reclassification rates.* | *Summer School Intervention Pre/Post*<br>*MAP Growth*<br>*MAP Fluency*<br>*Gr 8 Cohort RFEP Data* |

| | | | |
|---|---|---|---|
| FY26 & FY27 Only<br>Goal 3<br>CC<br>Action 8 | Action: This is a LREBG action (LCAP FY26 and FY27)<br>Need:<br>Increase in expenditures for purchase of core instructional materials newly adopted by the State Board Education.<br><br>Feedback Alignment: LAS Board, Parent Council, Parent Association, ELAC, Student Council, CDT Committee<br><br>Scope:<br>LEA-wide | To meet the unique academic needs of unduplicated pupils, LAS will ensure to use newly state board adopted core curricula that are aligned with the charter goal mission and fully implement these to increase achievement for all, particularly the subgroups: English Learners, low-income students, and foster youth. The program is principally directed at these students because assessment data indicates that they experience higher rates of learning loss in foundational literacy and math skills.<br>This action is the most effective because research supports that utilization of vetted, state approved curricula is a best practice for accelerating learning recovery for ELs and low-income students (CDE, 2023). Effectiveness will be monitored through MAP Growth assessments and reclassification rates. | Professional Development Calendar and Trainings for Core Instructional Materials |

| | | | |
|---|---|---|---|
| Goal 3 FY26 & FY27 Only CC Action 9 | Action: This is a LREBG action (LCAP FY26 and FY27)<br>Part Time Librarian<br>Need:<br>Full Functioning Library: Librarian and Library Materials<br><br>Feedback Alignment: LAS Board, Parent Council, Parent Association, ELAC, Student Council, CDT Committee<br><br>Scope:<br>LEA-wide | To meet the unique academic needs of unduplicated pupils, LAS will have a fully functioning library; staff and materials with intention to create an environment welcoming of subgroups: English Learners, low-income students, and foster youth. The program is principally directed at these students because assessment data indicates that they experience higher rates of learning loss in foundational literacy and math skills.<br><br>This action is the most effective because research supports rich print environments such as a library is a component of a best practice for accelerating learning recovery for ELs and low-income students (CDE, 2023). Effectiveness will be monitored through MAP Growth assessments and reclassification rates. | Intervention Pre/Post<br>MAP Growth<br>MAP Fluency<br>Gr8 Cohort RFEP Data |

Insert or delete rows, as necessary.

***Limited Actions***

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

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

Insert or delete rows, as necessary.

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

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

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

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

***Additional Concentration Grant Funding***

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

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

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

**Local Control and Accountability Plan Instructions**

Plan Summary

Engaging Educational Partners

Goals and Actions

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

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.*

**Introduction and Instructions**

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

- Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

**Plan Summary**

**Purpose**

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

**Requirements and Instructions**

***General Information***

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

***Reflections: Annual Performance***

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

***Reflections: Technical Assistance***

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

***Comprehensive Support and Improvement***

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

**Schools Identified**

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

**Support for Identified Schools**

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

### Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

### Engaging Educational Partners

#### Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

#### Requirements

**School districts and COEs:** *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

**Instructions**

***Respond to the prompts as follows:***

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

***Complete the table as follows:***

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

**Goals and Actions**

**Purpose**

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted

by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

**Requirements and Instructions**

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

***Focus Goal(s)***

| Description |
|---|

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

***Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding***

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

## Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

## State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

## An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

***Broad Goal***

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

***Maintenance of Progress Goal***

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

***Measuring and Reporting Results:***

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.

        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then. | Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then. | Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then. |

***Goal Analysis:***

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.

- This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

***Actions:***

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.

- **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

***Required Actions***

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

**Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students**

**Purpose**

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose

meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

***Statutory Requirements***

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

***LEA-wide and Schoolwide Actions***

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

***For School Districts Only***

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

**Requirements and Instructions**

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

**Required Descriptions:**

***LEA-wide and Schoolwide Actions***

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

**Identified Need(s)**

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

**How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis**

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools**: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

***Limited Actions***

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

**Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

**How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

**Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

***Additional Concentration Grant Funding***

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who

provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

**Action Tables**

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

**Total Planned Expenditures Table**

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal** #: Enter the LCAP Goal number for the action.

- **Action** #: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional

percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

**Contributing Actions Table**

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

**Annual Update Table**

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

**Contributing Actions Annual Update Table**

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

**LCFF Carryover Table**

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

**Calculations in the Action Tables**

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

***Contributing Actions Table***

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

***Contributing Actions Annual Update Table***

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

***LCFF Carryover Table***

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education

**The Language Academy of Sacramento (LAS)**

**LCAP Part 3: CA Dashboard Local Indicators Data and Summary**

Draft v052826

## OVERVIEW: Local Performance Indicator Quick Guide

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require a LEA to:

- Annually measure its progress in meeting the requirements of the specific LCFF priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

## Performance Standards

The performance standards for the local performance indicators are:

***Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)***

The LEA annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to stakeholders and the public through the Dashboard.

***Implementation of State Academic Standards (LCFF Priority 2)***

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

***Parent and Family Engagement (LCFF Priority 3)***

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

***School Climate (LCFF Priority 6)***

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

***Access to a Broad Course of Study (LCFF Priority 7)***

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code* (*EC*) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

***(Not Applicable to LAS) Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)***

The county office of education (COE) annually measures its progress in coordinating instruction as required by California *EC* Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

***(Not Applicable to LAS) Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)***

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

**The Language Academy of Sacramento (LAS)**

**LCAP Part 3: CA Dashboard Local Indicators Data and Summary**

Draft v052826

## Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to stakeholders and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to stakeholders and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

### *Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)*

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

**LAS Priority 1 Data:**

| Indicator | Response |
|---|---|
| • Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions (Per SARC for FY24 Total: Misassignments) | 3.6 |
| • Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home | 0 |
| • Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies) | 0 |

Additional Comment:
To date, the access to technology for students' school wide is 1:1 ratio. All students have access to their own copies of instructional materials as well as to exemplary instruction with qualified classroom teachers. As of 2015, LAS completed a state of the art gymnasium and two story structure for middle school. In FY26, 92% of LAS teachers have two years or more classroom teaching experience and 72% have five or more years of teaching experience.

***Implementation of State Academic Standards (LCFF Priority 2)***

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the *optional* reflection tool (Option 2).

**LAS Priority 2 Data and Summary:**

***OPTION 2: Reflection Tool***

**Recently Adopted Academic Standards and/or Curriculum Frameworks**

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**
   *Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ELA – Common Core State Standards for ELA | | | | | 5 |
| ELD (Aligned to ELA Standards) | | | | | 5 |
| Mathematics – Common Core State Standards for Mathematics | | | | | 5 |
| Next Generation Science Standards | | | | | 5 |
| History-Social Science | | 2 | | | |

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**
   *Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ELA – Common Core State Standards for ELA | | | | | 5 |
| ELD (Aligned to ELA Standards) | | | | | 5 |
| Mathematics – Common Core State Standards for Mathematics | | | | | 5 |
| Next Generation Science Standards | | | | 4 | |
| History-Social Science | | 2 | | | |

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas**

**where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**
*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ELA – Common Core State Standards for ELA | | | | | 5 |
| ELD (Aligned to ELA Standards) | | | | | 5 |
| Mathematics – Common Core State Standards for Mathematics | | | | | 5 |
| Next Generation Science Standards | | | | 4 | |
| History-Social Science | | 2 | | | |

**Other Adopted Academic Standards**

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**
*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Career Technical Education | 1 | | | | |
| Health Education Content Standards | | | 3 | | |
| Physical Education Model Content Standards | | | | | 5 |
| Visual and Performing Arts | | | 3 | | |
| World Language | | | | | 5 |

**Support for Teachers and Administrators**

5. **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

| Activities | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Identifying the professional learning needs of groups of teachers or staff as a whole | | | | | 5 |
| Identifying the professional learning needs of individual teachers | | | | 4 | |
| Providing support for teachers on the standards they have not yet mastered | | | | 4 | |

***Parent and Family Engagement (LCFF Priority 3)***

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families

2. Building Partnerships for Student Outcomes

3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):

    1 – Exploration and Research Phase

    2 – Beginning Development

    3 – Initial Implementation

    4 – Full Implementation

    5 – Full Implementation and Sustainability

4. Write a brief response to the prompts following each of the three sections.

5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

**LAS Priority 3 Data and Summary:**

***Building Relationships***

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

| **Building Relationships** | **1** | **2** | **3** | **4** | **5** |
|---|---|---|---|---|---|
| 1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. | | | | | 5 |
| 2. Rate the LEA's progress in creating welcoming environments for all families in the community. | | | | 4 | |
| 3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. | | | | 4 | |
| 4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. | | | | 4 | |

**Dashboard Narrative Box (Limited to 3,000 characters)**

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

During the mandated school closures and implementation of full distance learning and to present time in-person return, LAS depended on its existing strong, well-established relationship with students and their families to keep the teaching and learning momentum.

Constant bilingual communication via: on-going surveys, REMIND /Parent Square app, LAS newsletters, daily 360 family outreach to ensure attendance, regular material distributions dates, and parent ZOOM meetings/orientation, families felt welcomed and connected during the year despite the distance learning context.

Families who needed an extra outreach received it in conjunction with the MTSS/IPT and office support and administrative staff. Lastly, LAS continues to develop its Anti-Racist professional development implementation where staff and families received on-going interactive workshop on the subject, including within the context of socio-emotional learning.

### *Building Partnerships for Student Outcomes*

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

| **Building Partnerships** | **1** | **2** | **3** | **4** | **5** |
|---|---|---|---|---|---|
| 5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. | | | | 4 | |
| 6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. | | | | 4 | |
| 7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. | | | | 4 | |
| 8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. | | | | 4 | |

**Dashboard Narrative Box (Limited to 3,000 characters)**

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

There is always room for improvement in ensuring families and students have functioning understanding of the basic metrics of student learning and effective strategies to implement in school and at home.

LAS ensured that it had a fully functioning Parent Council who reviewed the Family and Community Engagement (FACE), formerly known as Parent Involvement Policy during the year and who was fully aware of the rapid changes in teaching and learning. Moreover, LAS utilized LLMF monies in the fall FY21 and additional ARPA funds in FY22 to develop concurrent teacher and parent professional development workshops via the Parents as Partners Program on the expectations of learning priority standards via various digital platforms: ZOOM, SeeSaw, Google Classroom, etc. as well as the importance of socio-emotional learning and parenting in the midst of a pandemic. Participation of families, particularly those at risk of disengagement, were prioritized.

***Seeking Input for Decision Making***

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

| **Seeking Input** | **1** | **2** | **3** | **4** | **5** |
|---|---|---|---|---|---|
| 9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. | | | | | 5 |
| 10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. | | | | 4 | |
| 11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. | | | | 4 | |

| Seeking Input | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. | | | | | 5 |

**Dashboard Narrative Box (Limited to 3,000 characters)**

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

LAS conducts annual stakeholder surveys: staff, families, and students. This system allows for constant system of triangulated reflection on what's working and what needs to be improved, including the lines of communication and connections among all members of the LAS community. (Refer to relevant data provided)

*PARENT INVOLVEMENT AND ITS ROLE IN SUPPORTING THE FULFILLMENT OF LAS MISSION Survey Data 1 (May, 2026): 94% of families completed the annual school survey. Survey Data 2: 98% of families stated that they would recommend the school to others. PARENT VOLUNTEER HOURS (Pre-COVID closures, June, 2018): 4930.50 hrs/yr with 62% of families participating. GOVERNING BOARD ELECTIONS VOTER PARTICIPATION: FY19: 5/2019= 76%FY21: 10/2020 = *29% (Lowest Record due to COVID-19 Closure), FY22: 11/2021 = 80%,* FY23: 11/2022: 82% *(*Highest record), FY24: 10/2023=79% and FY26: 11/2025 = 72% and 1/2026 = 79%..*

***School Climate (LCFF Priority 6)***

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

2. **MEANING**: What do the disaggregated results (*if applicable*) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. **USE**: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

**LAS Priority 6 Data Summary:**

*Excerpt from LAS LCAP Annual Update (Board, May, 2026) STUDENT ENGAGEMENT AND BUILDING CONFIDENCE AND LIFE SKILLS: DATA 1 - Attendance Rate Goal 95% DATA 2 - 94% of TK-Gr8 students participated in the student survey completion DATA 3 - Q1: 96% stated, "I like my school." Q2: 98% stated in agreement that yes, "It's important for me to read and write in Spanish.Q3: 97% stated yes to the statement, "It's important for me to read and write in English." Q4: 92% stated yes to, "I feel safe at school."*

*PARENT INVOLVEMENT AND ITS ROLE IN SUPPORTING THE FULFILLMENT OF LAS MISSION Survey Data 1 (May, 2026): 94% of families completed the annual school survey. Survey Data 2: 98% of families stated that they would recommend the school to others.*

***Access to a Broad Course of Study (LCFF Priority 7)***

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of

study for all students? (response limited to 1,500 characters)

**LAS Priority 7 Summary:**

LAS uses Infinite Campus for its student information system (SIS). Through this system, all students', including those from unduplicated student groups, and individuals with exceptional needs, access to and enrollment in, a broad course of study as required per EdCode are tracked and monitored within the given school year.

LAS is a single site K-8 school which simplifies the school's ability to ensure all students are on track in having access to a broad course of study per defined by EdCode. In a given typical school year, (with some variation during the FY21 due to school closures), all LAS students receive core subjects in Language Arts, Math, Science, Social Science, Health and Physical Education. LAS is a dual language immersion program; all Gr1-8 learn a foreign language, Spanish. Moreover, middle school students have access via elective block courses in Visual Arts, Environmental Science, Ethnic Studies, Coding, Leadership, Study Skills, and Mentoring Cross-Age Tutoring (MCAT).

There are no glaring barriers preventing LAS from providing access to a broad course of study for all students. Ideally, LAS would like to offer more variety which of course, highly depends on finding qualified instructions to teach CTE middle school level courses.

N/A. LAS will continue to ensure all students are provided a quality broad course of study for all students, including continued research of cutting edge courses ideal for middle school students.

**A California Public School**

Agenda Item# IIIF

**Board Meeting Date:** June 8, 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 Board is asked to approve a resolution declaring Integra Construction Services, Inc. in default of its contract for the Core Facilities Modernization Project due to failure to complete punchlist items and required Title 24 electrical and lighting control work within the required notice period.

Following formal notice on March 2, 2026, Integra did not proceed with the required work with sufficient diligence, resulting in project delays. Immediate completion of the project is necessary to ensure safe and usable facilities and to preserve eligibility for associated funding.

Given the urgency and legal precedent allowing exemption from competitive bidding in cases of contractor default, the resolution authorizes LAS to proceed with a takeover contractor without a competitive bid process.

Core Building Modernization update:

- Fire alarm completion and testing: 9/26/2025 (with any pending items (Item #6) corrected by 10/04/2025). COMPLETED
- Installation of door hardware and cores: 9/27/2025 and 10/03–05/2025 PENDING
- 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 PENIDNG
- Submittals for all missing items (e.g., drinking fountains, doors/frames, plaster patch, finish/electrical items): 10/02/2025 PENDING
- PCOs for outstanding items (lighting credit, fire alarm backup): 10/02/2025 PENDING
- Updated as-built drawings reviewed with inspector: 10/01/2025 COMPLETED
- Punch list items for all punch lists, updated and signed by inspector, submitted to RGA and LAS: 10/02/2025 PENDING

**Recommendation:**

School Leadership asks the Board to delegate authority to the Executive Director and Director of Business and Operations to negotiate and execute necessary contracts and agreements (not to exceed $350,000 without Board Approval) to complete the remaining work, with final approval to be provided by the Board

.

**Fiscal Impact:** School Leadership will obtain bid and inform committee at the June 25, 2026 Board Meeting.

**Estimated Time of Presentation:** 20 min.
**Submitted By:** School Leadership
**Date:** 06.04.2026

**Pertinent Pages in**
**( ) Charter, _____**
**( ) MOU, pages**



**A California Public School**

Agenda Artículo# IIIF

**Fecha de la Reunión**: 8 de junio del 2026

**Tema: Actualización de la modernización del edificio principal**

☐ Artículo de información
☐ Aprobación en la Agenda de Consentimiento/
☐ Conferencia (solo para discutir)
☐ Conferencia/Primera lectura (Acción Anticipado:_____)
☒ Conferencia/Acción
☐ Acción

**Comité/Personal:** Liderazgo Escolar

Se solicita a la Junta que apruebe una resolución en la que se declare a Integra Construction Services, Inc. en incumplimiento de su contrato para el Proyecto de Modernización de las Instalaciones Principales, debido a que no ha completado los elementos de la lista de tareas pendientes ni los trabajos de control eléctrico y de iluminación exigidos por el Título 24 dentro del plazo de preaviso establecido.

Tras la notificación formal del 2 de marzo de 2026, Integra no procedió a realizar los trabajos requeridos con la diligencia suficiente, lo que provocó retrasos en el proyecto. Es necesario completar el proyecto de forma inmediata para garantizar que las instalaciones sean seguras y utilizables, así como para preservar la elegibilidad para la financiación asociada.

Dada la urgencia y el precedente legal que permite la exención de la licitación pública en casos de incumplimiento por parte del contratista, la resolución autoriza a LAS a proceder con la contratación de un nuevo contratista sin un proceso de licitación pública.

Actualización sobre la modernización del edificio principal:

- Finalización y pruebas del sistema de alarma contra incendios: 26/09/2025 (con cualquier elemento pendiente (punto n.º 6) corregido antes del 04/10/2025). COMPLETADO
- Instalación de herrajes de puertas y núcleos: 27/09/2025 y del 03 al 05/10/2025 PENDIENTE
- Finalización de la instalación de la iluminación —incluida la inspección y verificación, con la documentación correspondiente—, tal y como se solicitó anteriormente para demostrar el cumplimiento de la normativa y la conformidad con la documentación del proyecto: 30/09/2025 PENDIENTE
- Presentación de toda la documentación relativa a los elementos que faltan (por ejemplo, fuentes de agua potable, puertas/marcos, reparaciones de yeso, elementos de acabado/eléctricos): 02/10/2025 PENDIENTE
- Certificados de cumplimiento (PCO) para los elementos pendientes (crédito de iluminación, sistema de respaldo de la alarma contra incendios): 02/10/2025 PENDIENTE
- Revisión de los planos de obra actualizados con el inspector
- Revisión de los planos de obra actualizados con el inspector: 01/10/2025 COMPLETADO
- Elementos de la lista de tareas pendientes de todas las listas, actualizados y firmados por el inspector, presentados a RGA y LAS: 02/10/2025 PENDIENTE

**Recomendación:** El Liderazgo Escolar solicitar a la Mesa Directiva que delegue la autoridad en el Director Ejecutivo y a la Director de Negocios y Operaciones para negociar y formalizar los contratos y acuerdos necesarios (sin superar los $350,000 dólares sin la aprobación de la Mesa Directiva) para completar los trabajos restantes, quedando la aprobación final en manos de la Mesa Directiva

**Impacto fiscal:** La dirección del centro recabará ofertas e informará al comité en la reunión de la Junta del 25 de junio de 2026.

**BEFORE THE GOVERNING BOARD OF THE LANGUAGE ACADEMY OF SACRAMENTO**

**RESOLUTION FOR COMPLETION OF CONSTRUCTION WORK FOR CORE FACILITIES MODERNIZATION ORIGINALLY AWARDED TO INTEGRA CONSTRUCTION SERVICES, INC.**

**RESOLUTION NO. _____**

**WHEREAS**, the Language Academy of Sacramento ("LAS") originally awarded a contract for Job No. 19-1408, Core Facilities Modernization ("Project") to Integra Construction Services, Inc. ("Integra");

**WHEREAS**, on March 2, 2026, LAS provided notice to Integra as required by section 2.4 of the General Conditions of the Project contract between LAS and Integra ("General Conditions"), that LAS will take over the punchlist work for the Project if Integra failed to commence and continue the punchlist work with diligence and promptness within the ten (10) days of receipt of notice;

**WHEREAS**, Integra failed to commence and continue the punchlist work with diligence and promptness within the ten (10) days of receipt of notice;

**WHEREAS**, on March 2, 2026, LAS provided notice to Integra must meet all Title 24 requirements for electrical as required in the Electrical drawings including all Lighting Control requirements set forth under drawing E4.1-1 and the associated specifications;

**WHEREAS**, Integra failed to commence and continue work to meet all Title 24 requirements for electrical as required in the Electrical drawings including all Lighting Control requirements set forth under drawing E4.1-1 and the associated specifications with diligence and promptness within the ten (10) days of receipt of notice;

**WHEREAS**, due to Integra being in default of its contract with LAS, the remaining work needs to be performed and completed as soon as possible so LAS can use the facilities, provide essential public services, and maintain eligibility for certain funding available to LAS for the Project;

**WHEREAS**, LAS will need to enter into a contract with the takeover contractor to complete Integra's work as soon as possible and may do pursuant to section 2.4 of the General Conditions;

**WHEREAS**, Shore v. Central Contra Costa Sanitary District (1962) 208 Cal. App. 2d 465 and Garvey School District v. Paul (1920) 50 Cal. App. 75 hold that a contract for takeover work may be exempted from competitive bidding upon default of the contractor;

**WHEREAS**, competitively bidding completion of Integra's work on the Project would cause unnecessary delay;

**WHEREAS**, it would work an incongruity and not produce any advantage to LAS to competitively bid the completion work due to the immediate need of providing safe and adequate facilities;

**WHEREAS**, Meakin v. Steveland (1977) 68 Cal.App.3d 490 and Los Angeles Dredging v. Long Beach (1930) 210 Cal. 348 hold that statutes requiring competitive bidding do not apply when competitive bidding would work an incongruity or not produce any advantage;

**WHEREAS**, due to the need to complete the Project as soon as possible, LAS desires by a majority of the vote of the Governing Board and pursuant to Education Code section 17604 and similar statutes, to delegate authority to LAS's Executive Director and Director of Business and Operations to execute, deliver or otherwise negotiate contracts, requisitions, or purchase orders to complete Integra's work, or to otherwise carry out the intent of this Resolution, all subject to ratification of the Governing Board.

**NOW, THEREFORE, BE IT RESOLVED** that the Governing Board makes the following findings regarding the emergency which exists:

**Section 1**. That the above recitals are true and correct.

**Section 2**. That Integra's failure to commence and continue the punchlist work with diligence and promptness within the ten (10) days of receipt of notice renders Integra in default of its contract with LAS.

**Section 3**. That Integra's failed to commence and continue work to meet all Title 24 requirements for electrical as required in the Electrical drawings including all Lighting Control requirements set forth under drawing E4.1-1 and the associated specifications with diligence and promptness within the ten (10) days of receipt of notice renders Integra in default of its contract with LAS.

**Section 4**. That immediate completion of the Project is necessary to provide safe and adequate facilities and maintain eligibility for certain funding available to LAS for the Project.

**Section 5**. That it would work an incongruity and not produce any advantage to LAS to competitively bid Integra's completion work on the Project.

**Section 6**. That the Governing Board delegates to LAS's Director of Business and Operations to execute, deliver or otherwise negotiate contracts, requisitions, or purchase orders to complete Integra's work, or to otherwise carry out the intent of this Resolution, all subject to ratification of the Governing Board.

**Section 7**. That this Resolution shall be effective as of the date of its adoption.

**APPROVED, PASSED AND ADOPTED** by the Governing Board of the Language Academy of Sacramento this 8th day of June 2026, by the following vote:

AYES: _____

NOES: _____

ABSENT: _____

ABSTAINED: _____

I, Elena Garduño-Medina, President of the Governing Board of the Language Academy of Sacramento, do hereby certify that the foregoing is a full, true, and correct copy of the Resolution passed and adopted by said Board at a special meeting held on said date, which Resolution is on file in the office of said Governing Board.

_____
President of the Governing Board
Language Academy of Sacramento

I, Alex Dickson, Secretary of the Governing Board of the Language Academy of Sacramento, do hereby certify that the foregoing Resolution was introduced and adopted by the Governing Board of the Language Academy of Sacramento at a regular meeting thereof held on this 8th day of June 2026, by the above-described vote of the Governing Board.

**IN WITNESS WHEREOF**, I have hereunto set my hand and affixed the official seal of the Governing Board of the Language Academy of Sacramento this 8th day of June 2026.

_____
Secretary of the Governing Board
Language Academy of Sacramento