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*

SPECIAL BOARD MEETING/ REUNIÓN ESPECIAL DE LA MESA

Friday, January 14, 2022/*viernes, 14 de enero del 2022*

5:30pm (accessible via Zoom only)/5:30pm (Solamente accesible por medio de Zoom)

This meeting will be by teleconference pursuant to Executive Orders N-25-20 and N-29-20. The Board of Directors ("Board") and employees of the Language Academy of Sacramento shall meet via the Zoom meeting platform.

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.	Fernando Aceves	Parent/*Padre* (19-22) Vice President/*Vice Presidente*		
2.	Cristian García	Parent/*Padre* (20-23) Secretary/*Secretario*		
3.	Nailah Kokayi	Parent/*Padre* (21-24)		
4.	Clark Graham	Teacher/*Maestre* (19-22)		
5.	Laura Lomelí	Staff/*Personal* (20-23)		
6.	Brenda Luna	Teacher/*Maestra* (21-24)		
7.	Julissa de González	Community Member/*Miembro Comunitario* (19-22) Treasurer/*Tesorera*		
8.	Nina Sylvains	Community Member/*Miembro Comunitario* (20-23)		
9.	Mariana Corona Sabeniano	Community Member/*Miembro Comunitario* (21-24)		
10.	Student Representative	Student Council President/*Presidente del Concilio Estudiantil*		
11.	Teejay Bersola	Director of Academic Accountability/*Directora de Responsabilidad Académica*		
12.	Judy Morales	Director of Business and Operations /*Directora de negocios y operaciones*		
13.	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. 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. School Accountability Report Card (SARC) –*Reporte de progreso de responsabilidad escolar (SARC)* – School Leadership (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:___

B. Resolution Authorizing Use of Remote Teleconferencing Provisions Pursuant to AB 361 and need for Special Board Meeting in January/ *Resolución que autoriza el uso de teleconferencias remotas de conformidad con AB 361 y necesidad de una junta especial de la mesa directive en enero* – Aceves, School Leadership (5 min.)
i. Public Comments (maximum of three (3) minutes per speaker)/*Comentarios Públicos (máximo de 3 minutos por persona)*

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

Motion:____   Second:____   Vote:___

V. FUTURE MEETINGS/*Próxima Junta*

A.) Regular Meeting: Friday, January 28, 2022 at 5:30pm – viernes, 28 de enero de 2022 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.
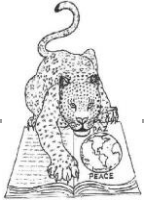
A California Public School

Agenda Item# <u>IIIA</u>

<u>**Board Meeting Date:**</u> January 14, 2022

<u>**Subject**</u>: **School Accountability Report Card (SARC)**

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

<u>**Committee**</u>: School Leadership

<u>**Summary:**</u>

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

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

- o Demographic data
- o School safety and climate for learning information
- o Academic data
- o School completion rates
- o Class sizes
- o Teacher and staff information (Per CDE available after 2/1/22)
- o Curriculum and instruction descriptions
- o Postsecondary preparation information
- o Fiscal and expenditure date

<u>**Recommendation:**</u>
It is recommended that the Board review and approve the attached SARC.

<u>**Documents Attached:**</u>
1. LAS SARC

LAS SARC				
Members	Aye	Nay	Abstain	Absent
Sylvains, Nina				
Corona Sabeniano, Mariana				
De Gonzalez, Julissa				
Kokayi, Nailah				
Aceves, Fernando				
Garcia, Cristian				
Graham, Clark				
Lomeli, Laura				
Luna, Brenda				
Totals:				

Estimated Time of Presentation: 10 min
Submitted By: School Leadership
Date: 01.11.2022

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

A California Public School

Agenda Artículo# IIIA
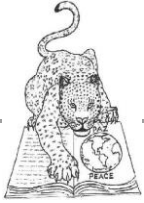
Fecha de la Reunión: 14 de enero de 2022

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

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

Comité: Liderazgo escolar

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

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

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

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

Documentos adjuntos
1. SARC

LAS SARC				
Members	Aye	Nay	Abstain	Absent
Sylvains, Nina				
Corona Sabeniano, Mariana				
De Gonzalez, Julissa				
Kokayi, Nailah				
Aceves, Fernando				
Garcia, Cristian				
Graham, Clark				
Lomeli, Laura				
Luna, Brenda				
Totals:				

Tiempo estimado para la presentación: 10 min. **Entregado por:** Liderazgo Escolar **Fecha**: 1.11.2022	**Páginas pertinentes en:** ( ) **La constitución, páginas**_____ ( ) **MOU, páginas**_____

The Language Academy of Sacramento
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	2850 49th St. Sacramento, CA , 95817-2303	**Principal:**	Eduardo deLeon, Executive Director/Superintendent
Phone:	(916) 277-7137	**Grade Span:**	K-8

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

California School Dashboard

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

About This School

Eduardo deLeon, Executive Director/Superintendent

⚲ Principal, The Language Academy of Sacramento

About Our School ───────────────────────

Contact ──────────────────────────

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

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

Contact Information (School Year 2020—2021)

District Contact Information (School Year 2020—2021)

District Name	Sacramento City Unified
Phone Number	(916) 643-9000
Superintendent	Aguilar, Jorge
Email Address	superintendent@scusd.edu
Website	www.scusd.edu

School Contact Information (School Year 2020—2021)

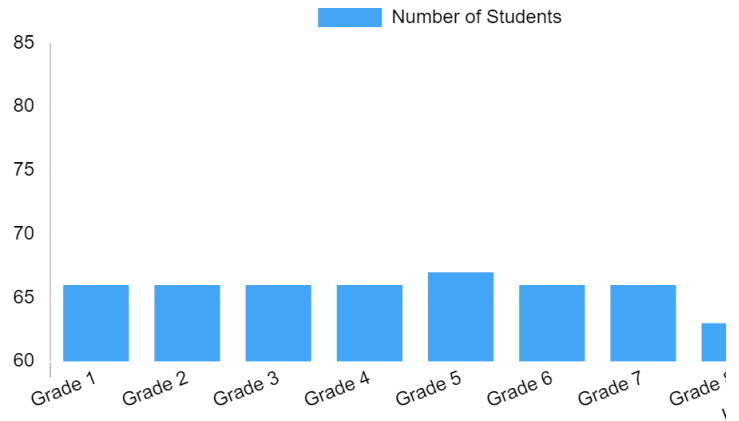|	
School Name	The Language Academy of Sacramento
Street	2850 49th St.
City, State, Zip	Sacramento, CA , 95817-2303
Phone Number	(916) 277-7137
Principal	Eduardo deLeon, Executive Director/Superintendent
Email Address	edeleon@lasac.info
Website	http://www.language-academy-sac.com
County-District-School (CDS) Code	34674390106898

Last updated: 1/10/22

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School Description and Mission Statement (School Year 2020—2021)

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)

Last updated: 1/10/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 1	66
Grade 2	66
Grade 3	66
Grade 4	66
Grade 5	67
Grade 6	66
Grade 7	66
Grade 8	63
Kindergarten	84
Total Enrollment	610

Last updated: 1/10/22

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Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Student Group
Black or African American	1.80%
American Indian or Alaska Native	0.00%
Asian	0.30%
Filipino	0.20%
Hispanic or Latino	92.00%
Native Hawaiian or Pacific Islander	0.00%
White	4.40%
Two or More Races	1.10%

Student Group (Other)	Student Group
Socioeconomically Disavantaged	72.50%
English Learners	38.70%
Students with Disabilities	12.60%
Foster Youth	0.00%
Homeless	0.20%

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A. Conditions of Learning

State Priority: Basic

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

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020—2021)

Year and month in which the data were collected: November 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading/Language Arts GrK-5 McmillanMcGraw Hill Treasures, Columbia University Teacher's College Reading and Writing Projects (TCRWP) Units of Study Curriculum	Yes	0%
Mathematics	Mathematics GrK-5 Eureka Math Gr6-Gr8 College Preperatory Mathematics	Yes	0%
Science	Science Gr4-Gr5 Harcourt Brace Gr6-Gr8 Holt and Prentice Hall (Research/Pilot FY20)	Yes	0%
History-Social Science	History-Social Science Gr4-Gr5 Harcourt Brace Gr6-Gr8 McDougal Littell	Yes	0%
Foreign Language	Foreign Language Spanish Literacy: GrK-Gr6 Macmillan McGraw Hill Tesoros, TCRWP Units of Study Gr7-Gr8 McDougal Littell (Language and AP Literature), TCRWP Units of Study, ERWC	Yes	0%
Health			0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/10/22

School Facility Conditions and Planned Improvements

Due to a postponement of the facilities project in the previous year, the responses for this year will be similar in nature as from previous school year. LAS rehabilitation and new construction area are in great condition. Core building areas (classrooms A-Q, MP, kitchen, office and bathrooms are in fair to poor condition).

Site require a number of improvements beginning with, but not limited to, 1. Replacement of Mammoth rooftop air handlers. Air chillers are old and in poor condition and should be replaced. 2. Air handlers are old, weathered and in desperate need of replacement. The existing electric resistance heating is very costly to the school.3. Replacement of single ply roofing is necessary. Several areas throughout the core site have had water leaks with ceiling collapsing during peak rain months.4. Poor drainage, as a result grass and weeds grow along the roof top creating a spongy feel under roofing.5. Increase water efficiency surrounding core building, including replacement of drinking fountains in poor condition.6. Kinder play structure requires shade, ADA compliant ramp, replacement of wood fiber and hardtop. 7. Boys, Girls and in desperate need of modernization, including but not limited to leaking faucets, floor mounted stalls (non-compliant), upgrading of fixture for water and energy efficacy. 8. Adult bathrooms in desperate need of modernization, current stalls are non CBC complaint, fan in bathrooms in poor condition (no-air flow). 9. Multi-purpose room Entry ways are no CBC Compliant, water damage throughout, serving counter needs to be modernized to be accessible.

LAS seeks the monetary support of the district to rehabilitate and modernize the remining core building areas: HVAC and roof. This is of heightened importance due to COVID-19 pandemic.

Last updated: 1/10/22

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: November 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	Core building HVAC needs modernization updates.
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	Core building needs to be modernized to align with increasing technoogy use in the classroom.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Core building roofing needs to be modernized.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: November 2021

Overall Rating	Good

Last updated: 1/10/22

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B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Research indicates that the full benefits of two-way immersion instruction do not become evident until the sixth and seventh grades (Thomas & Collier, 2002; Lindholm-Leary , 2011). Since formal instruction in English literacy typically begins in the third grade, two-way students often lag behind 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. 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.

Subject	School 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
English Language Arts / Literacy (grades 3-8 and 11)	null%	null%	null%	null%	null%	null%
Mathematics (grades 3-8 and 11)	null%	null%	null%	null%	null%	null%

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/10/22

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	392	386	98.47	1.53	30.99
Male	187	185	98.93	1.07	27.57
Female	205	201	98.05	1.95	34.17
Black or African American	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	365	361	98.90	1.10	28.89
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	13	11	84.62	15.38	54.55
Two or More Races	--	--	--	--	--
Socieconomically Disadvantages	98	96	97.96	2.04	20.00
English Learners	137	136	99.27	0.73	9.63
Students with Disabilities	54	53	98.15	1.85	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 1/10/22

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	392	387	98.72	1.28	27.13
Male	187	186	99.47	0.53	27.96
Female	205	201	98.05	1.95	26.37
Black or African American	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	365	362	99.18	0.82	25.41
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	13	11	84.62	15.38	54.55
Two or More Races	--	--	--	--	--
Socieconomically Disadvantages	98	96	97.96	2.04	23.96
English Learners	137	136	99.27	0.73	10.29
Students with Disabilities	54	53	98.15	1.85	11.32
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 1/10/22

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

Subject	School 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
Science (grades 5, 8, and high school)	N/A	N/T	N/A	N/T	N/A	28.72

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018—2019 school year.

Last updated: 1/10/22

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	127	N/T	N/T	N/T	N/T
Male	57	N/T	N/T	N/T	N/T
Female	70	N/T	N/T	N/T	N/T
Black or African American	--	N/T	N/T	N/T	N/T
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	118	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	N/T	N/T	N/T	N/T
Two or More Races	--	N/T	N/T	N/T	N/T
Socieconomically Disadvantages	32	N/T	N/T	N/T	N/T
English Learners	35	N/T	N/T	N/T	N/T
Students with Disabilities	19	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 1/10/22

Career Technical Education (CTE) Programs (School Year 2020—2021)

null

Career Technical Education (CTE) Participation (School Year 2020—2021)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	--

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2020—2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2021-2022)

(Note: 2020-21 Parent Participation in a traditional sense, did not occur due to school closure and distance learning context. The narrative below states LAS's ideal and common practice since its inception with regards to 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. Upon enrollment, all parents are expected to continue to participate in the path to fulfilling the school's mission. Parents are encouraged to volunteer at least 20 hours per school year. We ask that you evaluate where your talents lie and offer your time to the school. For example, parents are always welcome to observe and volunteer in classrooms. In addition, there are many activities that parents can participate in such as: Parent Association events, the after-school enrichment program, school beautification on LAS work days, the community garden, etc.

PARENT INVOLVEMENT

Parent Association

All parents are members of the Parent Association and have opportunities to participate in the decision-making process of the school. As members of the Parent Association, families plan and participate in monthly school events, learn about topics related to their children's education, and coordinate with the Parent Council. Parents actively participate in the development of the school plan and the charter. Moreover, parents contribute to the fiscal solvency of the school by promoting regular school attendance, reviewing the school budget and orchestrating fundraising opportunities. Parents receive ongoing information about Title I, standardized test scores and related information, parents' role in school governance [Ed. Code 47605(b)(5)(D)], a description and explanation of the school's curriculum, academic assessments used to measure student progress, and student benchmarks. On a monthly basis, Governing Board and Parent Council representatives attend the Parent Association meetings to ensure two-way communication and input on decisions made at LAS.

Parent Association meetings are held on a monthly basis. Each Association meeting includes reports from the Parent Council and the Student Council; a student presentation; an informational presentation about fiscal matters, governance, federal and state compliance, and/or student achievement, including topics from the English Learner Advisory Committee (ELAC); and an interactive workshop related to families' needs and interests.

Parents are active contributors to their children's education. Parents are committed to ensuring that their children are in school on a daily basis; the historical average of student attendance rate at LAS is ninety-seven percent. Nearly every LAS parent attends parent/teacher conferences. Parents volunteer at the school on a regular basis; this support can take many forms, including instructional assistance, preparation of materials, organization and coordination of monthly family events, and on-going maintenance of the LAS grounds and gardens.

In accordance with ESSA Title I, LAS provides necessary support, education, and assistance targeted toward the implementation of effective parent involvement activities. The Parent Council actively participates in the planning, organization, and execution of family activities. Examples of academic and artistic events include Family Reading Night, Spelling Bee, Science Fair, Book Fair, Art Exhibits, Harvest Festival, Student Performances, Math Conferences, and an annual spring carnival. The goal of these gatherings outside of the school day is to provide families with strategies to support their children academically. In addition, in past years, LAS has collaborated with CSUS professors and Mercy Education to offer parents English as a Second Language (ESL) classes at no cost. All of these components aim to prepare students to be college and career ready.

State Priority: Pupil Engagement

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

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2017-2018	School 2018-2019	School 2019-2020	District 2017-2018	District 2018-2019	District 2019-2020	State 2017-2018	State 2018-2019	State 2019-2020
Dropout Rate	--	--	--	8.40%	7.50%	10.10%	9.00%	8.90%	9.40%

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Indicator	School 2017-2018	School 2018-2019	School 2019-2020	District 2017-2018	District 2018-2019	District 2019-2020	State 2017-2018	State 2018-2019	State 2019-2020
Graduation Rate	--	--	--	79.80%	83.10%	81.30%	84.50%	84.20%	83.60%

State Priority: School Climate

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

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

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2019-2020	District 2018-2019	District 2019-2020	State 2018-2019	State 2019-2020
Suspensions	1.15%	0.65%	5.56%	3.70%	3.47%	2.45%
Expulsions	0.00%	0.00%	0.04%	0.01%	0.08%	0.05%

Suspensions and Expulsions for School Year 2019—2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2020–2021	District 2020–2021	State 2020–2021
Suspensions	0.16%	0.04%	0.20%
Expulsions	0.00%	0.00%	0.00%

Note: The 2019—2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019—2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019—2020 school year compared to prior years.

Last updated: 1/10/22

School Safety Plan (School Year 2021-2022)

The Language Academy of Sacramento has adopted and implemented a comprehensive set of health, safety, and risk management policies. These policies were developed in consultation with the school's insurance carriers, applicable laws and regulations, and approved by the LAS Governing Board.

IMMUNIZATIONS

All LAS staff and students enrolled shall be required to provide records documenting immunizations as is required at public schools. Health and Safety Code Sections 120325-120375, and Title 17, CA Code of Regulations Sections 6000-6075.

SCREENINGS

LAS adheres to the requirement regarding screening of pupils for vision, hearing, and scoliosis as applicable to grade levels served by the school. Ed Code 49450, et seq.

ADMINISTRATION OF MEDICATIONS

LAS adheres to the requirement regarding administration of medication in school per the California Department of Education's guidance and applicable law. Ed Code 49423.

ZERO TOLERANCE FOR USE OF DRUGS AND TOBACCO

LAS shall function as a drug, alcohol, marijuana, and tobacco free workplace.

BACKGROUND CHECK

LAS adheres to the requirement that each employee of the school submits to a criminal background check and furnishes a criminal record summary as required by Education Code Section 44237.

MANDATED REPORTING

LAS adheres to the requirement that all staff, including teachers and non-teachers, shall be mandated child abuse reporters, and will be required to complete training on "Child Abuse: Mandatory Reporting," and will follow all applicable reporting laws.

EARTHQUAKE AND NATURAL DISASTER PREPAREDNESS

LAS adheres to the requirement that staff participate in school-wide training in response to natural disasters and other emergencies, including flood, civil unrest, fires, and earthquakes.

BLOODBORNE PATHOGENS

LAS adheres to the state and federal standards that address prevention of contact with bloodborne pathogens.

STAFF TRAINING TO INCLUDE EMERGENCY AND FIRST AID RESPONSE

LAS adheres to the requirement that staff are trained in emergency response, including appropriate "first responder" training or its equivalent. SAFETY TRAINING

LAS shall comply with safety protocols such as conducting fire drills as required under Ed Code 32001 and check that the sprinkler system, fire extinguishers and fire alarms are in operable conditions. LAS shall conduct fire drills per required by law.

FACILITIES ADA COMPLIANCE AND SEISMIC SAFETY

LAS leases its facility from SCUSD and receives certification through SCUSD that school facilities have received state Fire Marshal approval and have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard. The school has facilities improvement plans to ensure that the school is accessible to all staff and students.

TUBERCULOSIS

LAS adheres to the requirement that all faculty and staff shall be tested/examined for tuberculosis prior to commencing employment. Ed. Code 49406

COVID-19 Safety Plan and Protocols: Posted on the school website https://www.lasac.info/Parents/COVID-19-Dashboard/index.html

Last updated: 1/10/22

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) School Year 2018-2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	21.00	1	3	
1	22.00		3	
2	22.00		3	
3	22.00		3	
4	22.00		3	
5	22.00		3	
6				
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) School Year 2019-2020

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	21.00	1	3	
1	22.00		3	
2	22.00		3	
3	22.00		3	
4	22.00		3	
5	22.00		3	
6				
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	21.00	1	3	
1	22.00		3	
2	22.00		3	
3	22.00		2	
4	22.00		3	
5	22.00		3	
6				
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021

Average Class Size and Class Size Distribution (Secondary) (School Year 2018-2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	27.00		8	
Math	20.00	5	3	
Science	24.00	3	5	
Social Science	24.00	3	5	

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2019-2020)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	27.00		8	
Math	27.00	5	3	
Science	24.00	3	5	
Social Science	24.00	3	5	

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	27.00		8	
Math	27.00	5	3	
Science	24.00	3	5	
Social Science	24.00	3	5	

Last updated: 1/12/22

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

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	610

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

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.80
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	2.70

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019-2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	$82119.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$8443.83	$84665.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

**Types of Services Funded (Fiscal Year 2020–2021)**

null

Last updated: 1/10/22

Teacher and Administrative Salaries (Fiscal Year Year 2019-2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46817.00	$50897.00
Mid-Range Teacher Salary	$69671.00	$78461.00
Highest Teacher Salary	$100975.00	$104322.00
Average Principal Salary (Elementary)	$120748.00	$131863.00
Average Principal Salary (Middle)	$127364.00	$137086.00
Average Principal Salary (High)	$139247.00	--
Superintendent Salary	$305000.00	$297037.00
Percent of Budget for Teacher Salaries	31.00%	32.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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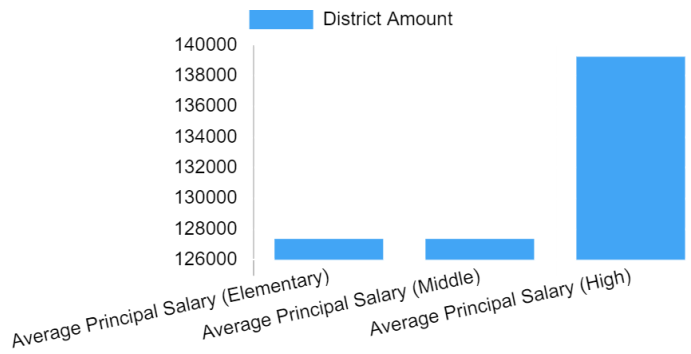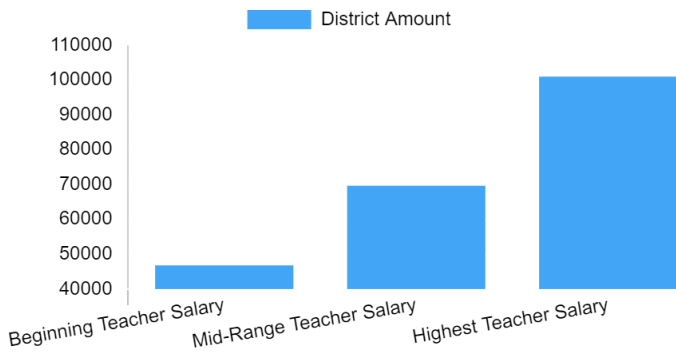
Last updated:

Advanced Placement (AP) Courses (School Year 2020—2021)

Percent of Students in AP Courses 0.00%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0.00%

Last updated: 1/10/22

* Where there are student course enrollments of at least one student.

Professional Development

Measure	2019-2020	2020–2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	20	30	28

La Academia de Idiomas de Sacramento
Informe de responsabilidad escolar 2020—2021
Reportado utilizando datos del año escolar 2020—2021
Departamento de Educación de California

Habla a:	2850 49th St. Sacramento, CA, 95817-2303	**Principal:**	Eduardo deLeon, Director Ejecutivo/Superintendente
Teléfono:	(916) 277-7137	**Rango de grado:**	K-8

Para el 1 de febrero de cada año, la ley estatal requiere que todas las escuelas de California publiquen un Informe de responsabilidad escolar (SARC). El SARC contiene información sobre la condición y el rendimiento de cada escuela pública de California. Bajo la Fórmula de Financiamiento de Control Local (LCFF, por sus siglas en inglés), todas las agencias educativas locales (LEA, por sus siglas en inglés) deben preparar un Plan de Responsabilidad y Control Local (LCAP, por sus siglas en inglés), que describe cómo pretenden cumplir las metas anuales específicas de la escuela para todos los alumnos, con actividades específicas para abordar las prioridades estatales y locales. Además, los datos informados en un LCAP deben ser consistentes con los datos informados en el SARC.

- Para obtener más información sobre los requisitos del SARC, consulte la página web del SARC del Departamento de Educación de California (CDE) en https://www.cde.ca.gov/ta/ac/sa/ .

- Para obtener más información sobre LCFF o LCAP, consulte la página web de CDE LCFF en https://www.cde.ca.gov/fg/aa/lc/ .

- Para obtener información adicional sobre la escuela, los padres/tutores y los miembros de la comunidad deben comunicarse con el director de la escuela o la oficina del distrito.

búsqueda de datos

DataQuest es una herramienta de datos en línea ubicada en la página web de CDE DataQuest en https://dq.cde.ca.gov/dataquest/ que contiene información adicional sobre esta escuela y comparaciones de la escuela con el distrito y el condado. Específicamente, DataQuest es un sistema dinámico que proporciona informes para la rendición de cuentas (p. ej., datos de exámenes, matriculación, graduados de la escuela secundaria, abandonos, matriculación en cursos, dotación de personal y datos sobre los estudiantes de inglés).

Tablero de la escuela de California

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

About This School

Eduardo deLeon, Executive Director/Superintendent

 Principal, The Language Academy of Sacramento

About Our School ───────────────────────────────────

Contact ───────────────────────────────────────

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

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

Contact Information (School Year 2020—2021)

District Contact Information (School Year 2020—2021)

District Name	Sacramento City Unified
Phone Number	(916) 643-9000
Superintendent	Aguilar, Jorge
Email Address	superintendent@scusd.edu
Website	www.scusd.edu

School Contact Information (School Year 2020—2021)

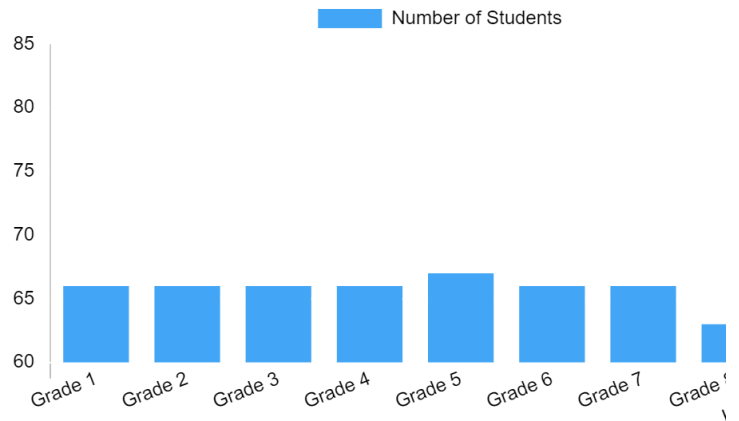|	
School Name	The Language Academy of Sacramento
Street	2850 49th St.
City, State, Zip	Sacramento, CA , 95817-2303
Phone Number	(916) 277-7137
Principal	Eduardo deLeon, Executive Director/Superintendent
Email Address	edeleon@lasac.info
Website	http://www.language-academy-sac.com
County-District-School (CDS) Code	34674390106898

Last updated: 1/10/22

School Description and Mission Statement (School Year 2020—2021)

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)

Last updated: 1/10/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 1	66
Grade 2	66
Grade 3	66
Grade 4	66
Grade 5	67
Grade 6	66
Grade 7	66
Grade 8	63
Kindergarten	84
Total Enrollment	610

Last updated: 1/10/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Student Group
Black or African American	1.80%
American Indian or Alaska Native	0.00%
Asian	0.30%
Filipino	0.20%
Hispanic or Latino	92.00%
Native Hawaiian or Pacific Islander	0.00%
White	4.40%
Two or More Races	1.10%

Student Group (Other)	Student Group
Socioeconomically Disavantaged	72.50%
English Learners	38.70%
Students with Disabilities	12.60%
Foster Youth	0.00%
Homeless	0.20%

A. Conditions of Learning

State Priority: Basic

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

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020—2021)

Year and month in which the data were collected: November 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading/Language Arts GrK-5 McmillanMcGraw Hill Treasures, Columbia University Teacher's College Reading and Writing Projects (TCRWP) Units of Study Curriculum	Yes	0%
Mathematics	Mathematics GrK-5 Eureka Math Gr6-Gr8 College Preperatory Mathematics	Yes	0%
Science	Science Gr4-Gr5 Harcourt Brace Gr6-Gr8 Holt and Prentice Hall (Research/Pilot FY20)	Yes	0%
History-Social Science	History-Social Science Gr4-Gr5 Harcourt Brace Gr6-Gr8 McDougal Littell	Yes	0%
Foreign Language	Foreign Language Spanish Literacy: GrK-Gr6 Macmillan McGraw Hill Tesoros, TCRWP Units of Study Gr7-Gr8 McDougal Littell (Language and AP Literature), TCRWP Units of Study, ERWC	Yes	0%
Health			0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/10/22

School Facility Conditions and Planned Improvements

Due to a postponement of the facilities project in the previous year, the responses for this year will be similar in nature as from previous school year. LAS rehabilitation and new construction area are in great condition. Core building areas (classrooms A-Q, MP, kitchen, office and bathrooms are in fair to poor condition).

Site require a number of improvements beginning with, but not limited to, 1. Replacement of Mammoth rooftop air handlers. Air chillers are old and in poor condition and should be replaced. 2. Air handlers are old, weathered and in desperate need of replacement. The existing electric resistance heating is very costly to the school.3. Replacement of single ply roofing is necessary. Several areas throughout the core site have had water leaks with ceiling collapsing during peak rain months.4. Poor drainage, as a result grass and weeds grow along the roof top creating a spongy feel under roofing.5. Increase water efficiency surrounding core building, including replacement of drinking fountains in poor condition.6. Kinder play structure requires shade, ADA compliant ramp, replacement of wood fiber and hardtop. 7. Boys, Girls and in desperate need of modernization, including but not limited to leaking faucets, floor mounted stalls (non-compliant), upgrading of fixture for water and energy efficacy. 8. Adult bathrooms in desperate need of modernization, current stalls are non CBC complaint, fan in bathrooms in poor condition (no-air flow). 9. Multi-purpose room Entry ways are no CBC Compliant, water damage throughout, serving counter needs to be modernized to be accessible.

LAS seeks the monetary support of the district to rehabilitate and modernize the remining core building areas: HVAC and roof. This is of heightened importance due to COVID-19 pandemic.

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: November 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	Core building HVAC needs modernization updates.
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	Core building needs to be modernized to align with increasing technoogy use in the classroom.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Core building roofing needs to be modernized.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: November 2021

Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Research indicates that the full benefits of two-way immersion instruction do not become evident until the sixth and seventh grades (Thomas & Collier, 2002; Lindholm-Leary , 2011). Since formal instruction in English literacy typically begins in the third grade, two-way students often lag behind 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. 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.

Subject	School 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
English Language Arts / Literacy (grades 3-8 and 11)	null%	null%	null%	null%	null%	null%
Mathematics (grades 3-8 and 11)	null%	null%	null%	null%	null%	null%

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/10/22

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	392	386	98.47	1.53	30.99
Male	187	185	98.93	1.07	27.57
Female	205	201	98.05	1.95	34.17
Black or African American	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	365	361	98.90	1.10	28.89
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	13	11	84.62	15.38	54.55
Two or More Races	--	--	--	--	--
Socieconomically Disadvantages	98	96	97.96	2.04	20.00
English Learners	137	136	99.27	0.73	9.63
Students with Disabilities	54	53	98.15	1.85	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 1/10/22

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	392	387	98.72	1.28	27.13
Male	187	186	99.47	0.53	27.96
Female	205	201	98.05	1.95	26.37
Black or African American	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	365	362	99.18	0.82	25.41
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	13	11	84.62	15.38	54.55
Two or More Races	--	--	--	--	--
Socieconomically Disadvantages	98	96	97.96	2.04	23.96
English Learners	137	136	99.27	0.73	10.29
Students with Disabilities	54	53	98.15	1.85	11.32
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 1/10/22

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

Subject	School 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
Science (grades 5, 8, and high school)	N/A	N/T	N/A	N/T	N/A	28.72

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018—2019 school year.

Last updated: 1/10/22

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	127	N/T	N/T	N/T	N/T
Male	57	N/T	N/T	N/T	N/T
Female	70	N/T	N/T	N/T	N/T
Black or African American	--	N/T	N/T	N/T	N/T
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	118	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	N/T	N/T	N/T	N/T
Two or More Races	--	N/T	N/T	N/T	N/T
Socieconomically Disadvantages	32	N/T	N/T	N/T	N/T
English Learners	35	N/T	N/T	N/T	N/T
Students with Disabilities	19	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 1/10/22

Career Technical Education (CTE) Programs (School Year 2020—2021)

null

Last updated: 1/10/22

Career Technical Education (CTE) Participation (School Year 2020—2021)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/10/22

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	--

Last updated: 1/10/22

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2020—2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 1/10/22

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2021-2022)

(Note: 2020-21 Parent Participation in a traditional sense, did not occur due to school closure and distance learning context. The narrative below states LAS's ideal and common practice since its inception with regards to 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. Upon enrollment, all parents are expected to continue to participate in the path to fulfilling the school's mission. Parents are encouraged to volunteer at least 20 hours per school year. We ask that you evaluate where your talents lie and offer your time to the school. For example, parents are always welcome to observe and volunteer in classrooms. In addition, there are many activities that parents can participate in such as: Parent Association events, the after-school enrichment program, school beautification on LAS work days, the community garden, etc.
PARENT INVOLVEMENT

Parent Association

All parents are members of the Parent Association and have opportunities to participate in the decision-making process of the school. As members of the Parent Association, families plan and participate in monthly school events, learn about topics related to their children's education, and coordinate with the Parent Council. Parents actively participate in the development of the school plan and the charter. Moreover, parents contribute to the fiscal solvency of the school by promoting regular school attendance, reviewing the school budget and orchestrating fundraising opportunities. Parents receive ongoing information about Title I, standardized test scores and related information, parents' role in school governance [Ed. Code 47605(b)(5)(D)], a description and explanation of the school's curriculum, academic assessments used to measure student progress, and student benchmarks. On a monthly basis, Governing Board and Parent Council representatives attend the Parent Association meetings to ensure two-way communication and input on decisions made at LAS.

Parent Association meetings are held on a monthly basis. Each Association meeting includes reports from the Parent Council and the Student Council; a student presentation; an informational presentation about fiscal matters, governance, federal and state compliance, and/or student achievement, including topics from the English Learner Advisory Committee (ELAC); and an interactive workshop related to families' needs and interests.

Parents are active contributors to their children's education. Parents are committed to ensuring that their children are in school on a daily basis; the historical average of student attendance rate at LAS is ninety-seven percent. Nearly every LAS parent attends parent/teacher conferences. Parents volunteer at the school on a regular basis; this support can take many forms, including instructional assistance, preparation of materials, organization and coordination of monthly family events, and on-going maintenance of the LAS grounds and gardens.

In accordance with ESSA Title I, LAS provides necessary support, education, and assistance targeted toward the implementation of effective parent involvement activities. The Parent Council actively participates in the planning, organization, and execution of family activities. Examples of academic and artistic events include Family Reading Night, Spelling Bee, Science Fair, Book Fair, Art Exhibits, Harvest Festival, Student Performances, Math Conferences, and an annual spring carnival. The goal of these gatherings outside of the school day is to provide families with strategies to support their children academically. In addition, in past years, LAS has collaborated with CSUS professors and Mercy Education to offer parents English as a Second Language (ESL) classes at no cost. All of these components aim to prepare students to be college and career ready.

State Priority: Pupil Engagement

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

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2017-2018	School 2018-2019	School 2019-2020	District 2017-2018	District 2018-2019	District 2019-2020	State 2017-2018	State 2018-2019	State 2019-2020

Dropout Rate Indicator	School 2017-2018	School 2018-2019	School 2019-2020	District 2017-2018	District 2018-2019	District 2019-2020	State 2017-2018	State 2018-2019	State 2019-2020
				8.40%	7.50%	10.10%	9.00%	8.90%	9.40%
Graduation Rate	--	--	--	79.80%	83.10%	81.30%	84.50%	84.20%	83.60%

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State Priority: School Climate

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

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

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2019-2020	District 2018-2019	District 2019-2020	State 2018-2019	State 2019-2020
Suspensions	1.15%	0.65%	5.56%	3.70%	3.47%	2.45%
Expulsions	0.00%	0.00%	0.04%	0.01%	0.08%	0.05%

Suspensions and Expulsions for School Year 2019—2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2020–2021	District 2020–2021	State 2020–2021
Suspensions	0.16%	0.04%	0.20%
Expulsions	0.00%	0.00%	0.00%

Note: The 2019—2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019—2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019—2020 school year compared to prior years.

Last updated: 1/10/22

School Safety Plan (School Year 2021-2022)

The Language Academy of Sacramento has adopted and implemented a comprehensive set of health, safety, and risk management policies. These policies were developed in consultation with the school's insurance carriers, applicable laws and regulations, and approved by the LAS Governing Board.

IMMUNIZATIONS

All LAS staff and students enrolled shall be required to provide records documenting immunizations as is required at public schools. Health and Safety Code Sections 120325-120375, and Title 17, CA Code of Regulations Sections 6000-6075.

SCREENINGS

LAS adheres to the requirement regarding screening of pupils for vision, hearing, and scoliosis as applicable to grade levels served by the school. Ed Code 49450, et seq.

ADMINISTRATION OF MEDICATIONS

LAS adheres to the requirement regarding administration of medication in school per the California Department of Education's guidance and applicable law. Ed Code 49423.

ZERO TOLERANCE FOR USE OF DRUGS AND TOBACCO

LAS shall function as a drug, alcohol, marijuana, and tobacco free workplace.

BACKGROUND CHECK

LAS adheres to the requirement that each employee of the school submits to a criminal background check and furnishes a criminal record summary as required by Education Code Section 44237.

MANDATED REPORTING

LAS adheres to the requirement that all staff, including teachers and non-teachers, shall be mandated child abuse reporters, and will be required to complete training on "Child Abuse: Mandatory Reporting," and will follow all applicable reporting laws.

EARTHQUAKE AND NATURAL DISASTER PREPAREDNESS

LAS adheres to the requirement that staff participate in school-wide training in response to natural disasters and other emergencies, including flood, civil unrest, fires, and earthquakes.

BLOODBORNE PATHOGENS

LAS adheres to the state and federal standards that address prevention of contact with bloodborne pathogens.

STAFF TRAINING TO INCLUDE EMERGENCY AND FIRST AID RESPONSE

LAS adheres to the requirement that staff are trained in emergency response, including appropriate "first responder" training or its equivalent. SAFETY TRAINING

LAS shall comply with safety protocols such as conducting fire drills as required under Ed Code 32001 and check that the sprinkler system, fire extinguishers and fire alarms are in operable conditions. LAS shall conduct fire drills per required by law.

FACILITIES ADA COMPLIANCE AND SEISMIC SAFETY

LAS leases its facility from SCUSD and receives certification through SCUSD that school facilities have received state Fire Marshal approval and have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard. The school has facilities improvement plans to ensure that the school is accessible to all staff and students.

TUBERCULOSIS

LAS adheres to the requirement that all faculty and staff shall be tested/examined for tuberculosis prior to commencing employment. Ed. Code 49406

COVID-19 Safety Plan and Protocols: Posted on the school website https://www.lasac.info/Parents/COVID-19-Dashboard/index.html

Last updated: 1/10/22

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) School Year 2018-2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	21.00	1	3	
1	22.00		3	
2	22.00		3	
3	22.00		3	
4	22.00		3	
5	22.00		3	
6				
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) School Year 2019-2020

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	21.00	1	3	
1	22.00		3	
2	22.00		3	
3	22.00		3	
4	22.00		3	
5	22.00		3	
6				
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	21.00	1	3	
1	22.00		3	
2	22.00		3	
3	22.00		2	
4	22.00		3	
5	22.00		3	
6				
Other**				

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2018-2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	27.00		8	
Math	20.00	5	3	
Science	24.00	3	5	
Social Science	24.00	3	5	

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2019-2020)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	27.00		8	
Math	27.00	5	3	
Science	24.00	3	5	
Social Science	24.00	3	5	

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	27.00		8	
Math	27.00	5	3	
Science	24.00	3	5	
Social Science	24.00	3	5	

Last updated: 1/12/22

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

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	610

Last updated: 1/1/00

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

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.80
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	2.70

Last updated: 1/1/00

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019-2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	$82119.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$8443.83	$84665.00
Percent Difference – School Site and State	N/A	N/A	--	--

Last updated: 1/10/22

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

Types of Services Funded (Fiscal Year 2020–2021)

null

Teacher and Administrative Salaries (Fiscal Year Year 2019-2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46817.00	$50897.00
Mid-Range Teacher Salary	$69671.00	$78461.00
Highest Teacher Salary	$100975.00	$104322.00
Average Principal Salary (Elementary)	$120748.00	$131863.00
Average Principal Salary (Middle)	$127364.00	$137086.00
Average Principal Salary (High)	$139247.00	--
Superintendent Salary	$305000.00	$297037.00
Percent of Budget for Teacher Salaries	31.00%	32.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

Para obtener información detallada sobre salarios, consulte la página web de CDE Certificated Salaries & Benefits en https://www.cde.ca.gov/ds/fd/cs/ .

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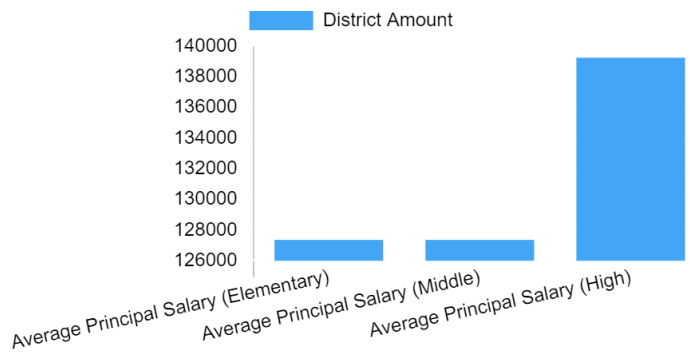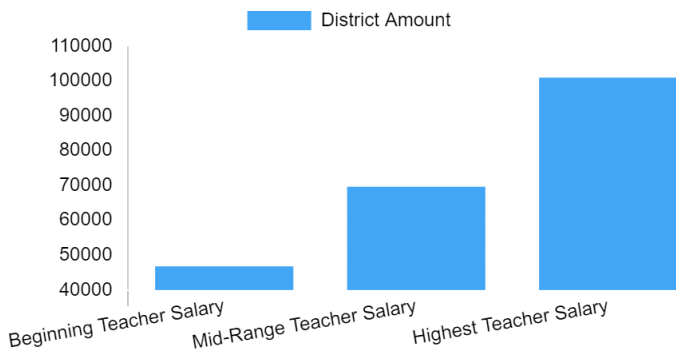
Cursos de Colocación Avanzada (AP) (año escolar 2020—2021)

Porcentaje de estudiantes en cursos AP 0.00%

Sujeto	Número de cursos AP ofrecidos*
Ciencias de la Computación	0
inglés	0
Bellas Artes y Artes Escénicas	0
Idioma extranjero	0
Matemáticas	0
Ciencias	0
Ciencias Sociales	0
Total de cursos AP ofrecidos*	0,00%

Última actualización: 10/01/22

* Donde hay matrículas de curso de estudiantes de al menos un estudiante.

Desarrollo profesional

La medida	2019-2020	2020-2021	2021-2022
Número de días escolares dedicados al desarrollo del personal y la mejora continua	20	30	28

A California Public School

Agenda Item #IIIB

Board Meeting Date: January 14, 2022

Subject: Resolution Authorizing Use of Remote Teleconferencing Provisions Pursuant to AB 361 and need for a Special Meeting in January

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

Committee: School Leadership

Resolution Authorizing Use of Remote Teleconferencing Provisions Pursuant to Assembly Bill 361

Attachments:

- Resolution Authorizing Use of Remote Teleconferencing Provisions Pursuant to Assembly Bill 361

Teleconferencing Resolution				
Members	Aye	Nay	Abstain	Absent
Sylvains, Nina				
Corona Sabeniano, Mariana				
De Gonzalez, Julissa				
Kokayi, Nailah				
Aceves, Fernando				
Garcia, Cristian				
Graham, Clark				
Lomeli, Laura				
Luna, Brenda				
Totals:				

Estimated Time of Presentation: 5 min **Submitted By:** de León **Date:** 01142022	**Pertinent Pages in** ( ) **Charter, pages**_____ ( ) **MOU, pages**_____
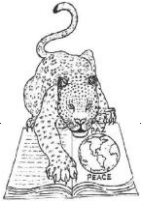
Agenda Artículo #IIIB

<u>**Fecha de la Reunión**</u>: 14 de enero de 2022

Tema: Resolución que autoriza el uso de teleconferencias remotas de conformidad con AB 361 y necesidad de una junta especial en enero

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

<u>**Comité:**</u> Liderazgo escolar

Resolución que autoriza el uso de teleconferencias remotas de conformidad con el proyecto de ley 361 de la Asamblea.

Documentos adjunto:

- Resolución que autoriza el uso de teleconferencias remotas de conformidad con el proyecto de ley 361 de la Asamblea

Estimated Time of Presentation: 5 min
Submitted By: de León
Date: 01142021

Pertinent Pages in
( ) Charter, pages_____
( ) MOU, pages_____

The Language Academy of Sacramento
Resolution Regarding Teleconferenced Board Meetings

WHEREAS, The Language Academy of Sacramento (LAS) Governing Board held teleconferenced board meetings from March 2020 through September 2021 in compliance with the Governor's Executive Order N-29-20 which relaxed certain legal requirements for board meetings during the COVID-19 pandemic. These legal requirements for public meetings are found in California Government Code sections 54950, *et seq.* and called the "Brown Act."

WHEREAS, Executive Order N-29-20 was recently rescinded, but Assembly Bill 361 was signed into law and it amended elements of the Brown Act effective October 1, 2021.

WHEREAS, the Brown Act as amended by AB 361 permits the LAS Governing Board to continue holding board meetings under abbreviated teleconference procedures in three circumstances:

1. When the meeting is held during a proclaimed state of emergency, and state or local officials have imposed or recommended measures to promote social distancing;
2. When the meeting is held during a proclaimed state of emergency and the meeting is held for the purpose of determining, by majority vote, whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees; OR
3. When the meeting is held during a proclaimed state of emergency and the board has determined, by majority vote, that, as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees.

(Gov't. Code sec. 54953(e)(1).)

WHEREAS, the LAS Governing Board may continue holding board meetings under AB 361's abbreviated teleconference procedures if it adopts certain findings by majority vote of the Board and readopts findings every thirty days thereafter. Those findings are:

1. The board has reconsidered the circumstances of the state of emergency, AND
2. The state of emergency continues to directly impact the ability of members to meet safely in person, OR
3. State or local officials continue to impose or recommend measures to promote social distancing.

NOW, THEREFORE, BE IT RESOLVED, that the LAS Governing Board adopts the following findings:

- The LAS Governing Board has determined that as a result of the proclaimed state of emergency, meeting in person would present imminent risks to the health or safety of attendees.
- The state of emergency continues to directly impact the ability of board members and other meeting attendees to meet safely in person.

- State and local public health officials continue to recommend measures to promote social distancing.
- That the actions taken by the LAS Governing Board through this Resolution may be applied to all board committees governed by the Brown Act unless otherwise desired by the committee.

PASSED AND ADOPTED by the LAS Governing Board on this 14th day of January 2022, by the following vote:

```
AYES          _____
NOES          _____
ABSENT        _____
ABSTAIN       _____
```

Academia de Idiomas de Sacramento
Resolución sobre las juntas de la Mesa Directiva por teleconferencia

CONSIDERANDO que, la Mesa Directiva de la Academia de Idiomas de Sacramento (LAS) tuvo juntas de la Mesa por teleconferencia desde marzo de 2020 hasta septiembre de 2021 en cumplimiento de la Orden Ejecutiva N-29-20 del Gobernador, que relajó ciertos requisitos legales para las juntas de la Mesa durante la pandemia de COVID-19. Estos requisitos legales para las reuniones públicas se encuentran en las secciones 54950 y siguientes del Código de Gobierno de California y se denominan "Ley Brown".

CONSIDERANDO que la Orden Ejecutiva N-29-20 fue recientemente rescindida, pero el Proyecto de Ley de la Asamblea 361 fue convertido en ley y modificó elementos de la Ley Brown a partir del 1 de octubre de 2021.

CONSIDERANDO que, la Ley Brown, modificada por el Proyecto de Ley de la Asamblea 361, permite a la Mesa Directiva de LAS a seguir teniendo juntas de la Mesa mediante procedimientos de teleconferencia abreviados en tres circunstancias:

1. Cuando la junta se tiene durante un estado de emergencia proclamado, y los funcionarios estatales o locales hayan impuesto o recomendado medidas para promover el distanciamiento social;
2. Cuando la junta se tiene durante un estado de emergencia proclamado y la junta se tenga con el fin de determinar, por mayoría, si como resultado de la emergencia, la junta en persona presentaría riesgos inminentes para la salud o la seguridad de los asistentes; O
3. Cuando la junta se tenga durante un estado de emergencia proclamado y la mesa haya determinado, por mayoría de votos, que, como resultado de la emergencia, la junta en persona presentaría riesgos inminentes para la salud o la seguridad de los asistentes.

(Sección del código de gobierno 54953(e)(1).)

CONSIDERANDO que, la Mesa Directiva de LAS puede seguir teniendo juntas de la Mesa con arreglo a los procedimientos de teleconferencia abreviados del Proyecto de Ley de la Asamblea 361 si adopta ciertas conclusiones por mayoría de votos de la Mesa y vuelve adoptar las conclusiones cada treinta días a partir de entonces. Dichas conclusiones son:

1. <u>La mesa directiva ha reconsiderado las circunstancias del estado de emergencia, Y</u>
2. El estado de emergencia sigue afectando directamente a la capacidad de los miembros para reunirse en persona de forma segura, O
3. Los funcionarios estatales o locales siguen imponiendo o recomendando medidas para promover el distanciamiento social.

POR TANTO, SE RESUELVE que, la Mesa Directiva de LAS adopte las siguientes conclusiones:

- La Mesa Directiva de LAS ha determinado que, como resultado del estado de emergencia proclamado, reunirse en persona presentaría riesgos inminentes para la salud o la seguridad de los asistentes.
- El estado de emergencia sigue afectando directamente a la capacidad de los miembros de la Mesa y de otras plataformas de reuniones para reunirse en persona de forma segura.
- Los funcionarios de salud pública estatales y locales siguen recomendando medidas para promover el distanciamiento social.
- Que las medidas adoptadas por la Mesa Directiva de LAS mediante esta Resolución pueden aplicarse a todos los comités de la Mesa regidos por la Ley Brown, a menos que el comité desee lo contrario.

PASADO Y APROBADO por la Mesa Directiva de LAS en este día 14 de enero de 2022, por la siguiente votación:

SÍ _____

NO _____

AUSENTE _____

ABSTENCIÓN _____