

October Newsletter

LANGUAGE ACADEMY OF SACRAMENTO

US SECRETARY XAVIER BECERRA VISITS LAS+UC DAVIS COVID-19 VACCINE CLINIC

On Friday, September 30th, LAS teamed up with the UC Davis Center for Reducing Health Disparities (CRHD) to host a very successful COVID-19 Vaccine Clinic that administered first and second doses, as well as boosters to a long line of parents, students, staff and community members that showed up! This very successful clinic which counted over 100 vaccines administered, took place on the same day that US Secretary of Health and Human Services, [Xavier Becerra](#), visited to tour our school site, meet with students, staff, and board members, and see a great example of teamwork between community health organizations and one powerful school community, LAS! This visit, which allowed national and local news to see the impressive work that you all are doing at LAS, is part of a nationwide tour focused on closing health disparities. Thank you to all members of our school community for their contributions in preparation for showcasing our Jaguar community!

[Xavier Becerra visits UC Davis Health pop-up COVID vaccine clinic at elementary school](#)



No better way to kick off our new #GiraDeLaSalud than at a #COVID19 vaccination clinic at an elementary school in Sacramento serving predominantly Latino students.

A great way to celebrate #HispanicHeritageMonth and @POTUS' investment in the Latino community!



BULLYING PREVENTION MONTH

Dear LAS Families,

October is **Bullying Prevention Month** and for bullying prevention to work, everyone at school needs to be involved. Our staff has been trained on how to recognize and respond to bullying as well as how to use strategies that support a positive school and classroom climate.

To further help our school be a safe and respectful place, we are going to use the [Second Step Bullying Prevention Unit](#). In the lessons, students will learn how to:

- Recognize when bullying is happening
- Report bullying to a caring adult
- Refuse to let bullying happen to themselves or others
- Be a bystander who stands up and is part of the solution to bullying

Our students will also be learning how to distinguish between behaviors that are mean versus rude versus bullying. These are the definitions students will learn:

Rude = Inadvertently saying or doing something that hurts someone else

Rudeness might look like burping in someone's face, jumping ahead in line, or bragging about achieving the highest grade. On their own, any of these behaviors could appear as elements of bullying, but when looked at in context, incidents of rudeness are usually spontaneous, unplanned inconsideration, based on thoughtlessness, poor manners or narcissism, but not meant to actually hurt someone. These behaviors are also infrequent.

Mean = Purposefully saying or doing something to hurt someone once (or maybe twice).

The main distinction between "rude" and "mean" behavior has to do with intention; while rudeness is often unintentional, mean behavior very much aims to hurt or depreciate someone. Kids are mean to each other when they criticize clothing, appearance, intelligence, coolness or just about anything else they can find to denigrate. Very often, mean behavior in kids is motivated by angry feelings and/or the misguided goal of propping themselves up in comparison to the person they are putting down. Commonly, meanness in kids sounds an awful lot like:

- "Are you seriously wearing that sweater again? Didn't you just wear it, like, last week? Get a life."
- "I hate you!"

Make no mistake; mean behaviors can wound deeply and adults can make a huge difference in the lives of young people when they hold kids accountable for being mean. Yet, meanness is different from bullying in important ways that should be understood and differentiated when it comes to intervention.

Bullying = Persistent, unwanted aggressive behavior that is intentionally hurtful towards another person and often involves an observed or perceived power imbalance.

Further, bullying is defined as the repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture directed at an individual that:

- Emotionally or physically harms a student or damages the student's property
- Causes a student to be in reasonable fear that he or she will be harmed
- Creates a hostile environment for the student at the school
- Infringes on the rights of a student at the school
- Has the effect of substantially disrupting the orderly operation of the daily classroom instruction or school environment

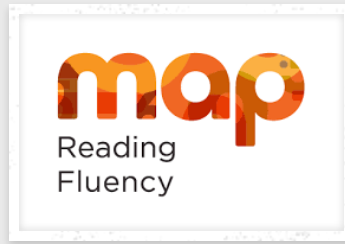
As our esteemed families we need your help, too! Get involved in making our school a safe and respectful place by letting us know if you hear about bullying at our school. Make sure your child knows to tell you or someone at school if he or she is being bullied. And give your child the clear message that it is never okay to bully others. We are asking students, staff, and families to wear orange on October 19th to show solidarity and stand up against bullying! Thank you for helping us make our school a safe, respectful place where everyone can learn.

Remember to wear ORANGE on OCTOBER 19TH!



DISABLED PERSONS PARKING

As a reminder and pursuant to California vehicle code 22507.8a, it is illegal to park a vehicle in a space designated for disabled persons unless the vehicle displays a special identification plate or distinguishing placard. Please keep this in mind, including when coming for a brief after school pick up. Violation of this code can result in a fine of up to \$445.



MAP READING FLUENCY

Exciting news! LAS is fine-tuning its instructional and assessment portfolio so we can get a better picture of how our students are progressing academically throughout the year. As you know, LAS has implemented NWEA's MAP Growth Assessments for core subjects for several years now. For this school year, we will be adding NWEA's MAP Reading Fluency Assessment for Spanish and English. NWEA's MAP Reading Fluency has an audio review feature that records students' reading. With this feature, both you and your student's teacher can listen to the recording and have a better understanding on your student's progress and how to support your student's reading progress at a team.

<https://www.nwea.org/blog/2019/map-reading-fluency-testing-4-tips-for-parents/>



LAS CLUBS

Learn more about our student clubs at LAS here:

<https://www.lasac.info/Programs/Clubs/index.html>

COMMUNITY INFORMATION

Free mammograms for uninsured women during Breast Cancer Awareness Month. [Click here](#) to learn more.

PARENT INVOLVEMENT POLICY (REPEAT)

The Parent Involvement Policy annual review is a federal compliance requirement. Please take a moment to read the policy and contact [Teejay Bersola](#), Director of Academic Accountability, should you have any feedback and/or questions.

LAS Strategic Plan: PART 4: Parent Involvement Policy

*(Based on CDE Parental Involvement Guidelines; **Bold and italics are additions based on parent feedback**)

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

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

P4.3 Make reasonable attempt to provide access to all school related activities and communication for parent with limited English proficiency or physical disabilities and migratory or homeless families.

P4.4 Provide parents 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)** facilitate the process of involving parents in the developing/revising the School Parent Involvement Plan, School-Parent Compact, and parent involvement workshops and event opportunities where they learn ways to help in the classrooms.

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

MARK YOUR CALENDAR

GOVERNING BOARD BALLOTS DUE

Governing Board Ballots for parent representative are due no later than **4pm on Friday, October 14th**.

OCTOBER 19TH - UNITY DAY

Wear orange!

OCTOBER 21ST - GOVERNING BOARD MEETING

5.30pm

Public is welcome. Zoom link can be found on the Board agenda posted on the LAS website.

NO SCHOOL

School will not be in session on **Wednesday, October 26th.**



ABOUT US

 Facebook


Mission

The LAS mission is to create a learning environment where students: Utilize bilingualism and biliteracy (Spanish and English) to achieve academic excellence and apply skills in real-world situations and diverse settings. (BILITERACY) Develop and exhibit positive self-esteem, pride, confidence, and respect for themselves and others. (CONFIDENCE AND LIFE SKILLS) 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)

Vision

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

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 lasac.info

