



7311 Glenrio Rd. NW  
Albuquerque, NM 87121  
Phone: 505.764.5500  
Fax: 505.764.5501  
Email: admin@ladecharter.org  
www.ladecharter.org

Meeting Date: Thursday, March 27, 2025

Time: 4:00 p.m.

Location: Zoom Meeting\*

Meeting ID: 964 8349 4709

Password: lade

Link: <https://zoom.us/j/96483494709?pwd=NTJRYk5ubVBQRVYrVmIwd3JWdStWdz09>

\*Zoom link is also accessible from the homepage of our website

# GOVERNING COUNCIL MEETING MINUTES

## -SPECIAL SESSION-

### AGENDA

- I. Call to Order
- II. Roll Call
- III. Public Comment\*
- IV. Approval of Agenda  
ACTION
- V. Approval of February Minutes  
ACTION
- VI. Finance Committee/Business Manager
  - a. Financial Report
  - b. Check Register & Bank Reconciliation  
ACTION
  - c. BARS  
ACTION
  - d. NMPSIA Part Time Resolution FY25-26  
ACTION
  - e. Lease Purchase Arrangement Resolution  
ACTION
  - f. Corrective Action Plan (CAP)
- VII. Head Administrator's Report
  - a. Financial Framework
  - b. Organizational Framework
  - c. Academic Performance Framework
- VIII. Policies
  - a. Internal Controls  
ACTION
  - b. Wellness Policy  
ACTION
  - c. SPED Policies and Procedures (per NMPED)  
ACTION



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IX. Current Business

X. Board Development

XI. Consideration for Approval to Adjourn to Closed Session

Pursuant to the Open Meetings Act NMSA 1978 (§ 10-15-1 (H)(2)) for the Purpose of Discussing Limited Personnel Matters

**ACTION**

XII. Adjournment

**ACTION**

## MINUTES

I. Call to Order

Laura Braun called the meeting to order at 4:14 PM.

II. Roll Call

Council Members in Attendance (via online platform):

- Laura Braun, President
- Melissa McLaney, Treasurer
- Patti Morrison, Vice President
- Mathias Rodriguez, Board Member

Council Members Absent:

- Xian Bass, Board Member
- Richard Malcolm, Secretary

Guests:

- Adam Giron, Head Administrator
- Leighan Collins, Minutes
- Julia Martinez, Business Office
- Gowan Hays, Axiom Analytics (Business Management)
- Brooke Paas, Special Ed Coordinator
- Sam Gonzales, Guest
- Kelly Callahan, Board Consultant

III. Public Comment

None

IV. Approval of Agenda

Laura Braun motioned to approve the meeting agenda and Melissa McLaney seconded motion. Unanimous agreement to approve the agenda.

V. Approval of February Minutes

Melissa McLaney motioned to approve the minutes from February and Patti Morrison seconded. All members approved.



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## VI. Finance Committee/Business Manager

### a. Financial Report

The budget is due to APS on April 14<sup>th</sup>. See section *IX. Current Business* for details about upcoming meetings.

### b. Check Register & Bank Reconciliation

Gowan Hays reviewed the bank reconciliation and check register. There was a discrepancy on a duplicate ERB payment that needs further review. Melissa McLaney made a motion to table the approval of Feb. disbursements pending clarification, and Patti Morrison seconded. Vote tabled.

### c. BARS

- i. 001-061-2425-0009-D
- ii. 001-061-2425-0013-I
- iii. 001-061-2425-0014-I
- iv. 001-061-2425-0011-D
- v. 001-061-2425-0012-I
- vi. 001-061-2425-0019-I

Gowan Hays presented and explained each of the BARS to the council. Laura Braun made a motion to approve all BARS and Patti Morrison seconded. None opposed; all BARS approved.

### d. NMPSIA Part Time Resolution FY25-26

Laura Braun presented the NMPSIA Part Time Resolution to the board. This resolution needs to be signed and approved annually.

Laura Braun made a motion to approve the resolution, and Melissa McLaney seconded. None opposed.

### e. Lease Purchase Arrangement (LPA) Resolution

Attorney Dan Hill was not in attendance to review/discuss the LPA.

Laura motioned to table action to April meeting and Melissa McLaney seconded. All in favor; discussion and action tabled.

### f. Corrective Action Plan (CAP)

See section *VIII. Policies* for updates on the CAP.



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## VII. Head Administrator's Report

Adam Giron reviewed the monthly HA report. He provided updates on enrollment, special ed, and building report (portables, exterior doors, fencing, and lighting.)

He also reviewed important dates approaching.

See attached documents for full HA report.

### a. Financial Framework

School Lunch Program Audit complete

### b. Organizational Framework

- APS Office of Innovation conducted another in-person visit
- We have hired 9 new employees this year and we are continuing to recruit for 2 math teachers, a social studies teacher, 2 SPED teachers, and an educational assistant.

### c. Academic Performance Framework

- Comprehensive Turnaround Action Plan is progressing, and we are beginning to prepare for next year.
- Our main schoolwide instructional strategies are Content Language Objectives (CLO), Vocabulary Instruction, and Student Interaction.
- Continued work on LADE Graduate Profile
- Average attendance is currently around 73%

## VIII. Policies

### a. Internal Controls

Laura Braun stated that the internal control policies need to be fine-tuned to ensure they align with the language and practices of the Axiom business office.

Vote tabled; no action taken at this time.

### b. Wellness Policy

Laura Braun proposed that the board approve the wellness policy now, and the policy committee will work to embed the content into our student handbook in the future. Laura Braun moved to approve the Wellness Policy and Patti Morrison seconded. All members in favor.

### c. SPED Policies and Procedures

Kelly Callahan is working on updating the language in the SPED policies to apply specifically to our school and our population.



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Laura motioned to table Internal Control and SPED policies to a future meeting and Patti Morrison seconded. All in favor.

**IX. Current Business**

The finance committee will meet on *Friday, April 4<sup>th</sup> at 10:00 AM* to discuss the FY25-26 budget.

The board will hold a special meeting to review and approve the proposed budget as well as the Lease Purchase Arrangement (LPA) on *Tuesday, April 8<sup>th</sup> at 4:00 PM.*

**XIII. Board Development**

Kelly Callahan stated that the annual head administrator evaluation process will be starting soon.

**XIV. Consideration for Approval to Adjourn to Closed Session**

**Pursuant to the Open Meetings Act NMSA 1978 (§ 10-15-1 (H)(2)) for the Purpose of Discussing Limited Personnel Matters**

Laura Braun motioned to enter closed session at 5:44 PM and Melissa McLaney seconded. All in favor.

Affirmation by roll call to only discuss issues related to the personnel.

Laura Braun agreed.

Melissa McLaney agreed.

Patti Morrison agreed.

Mathias Rodriguez agreed.

**XV. Adjournment**

The board returned to open session at 6:10 PM. All members attested that the only items discussed were those documented on the agenda pertaining to personnel. Patti Morrison made a motion to adjourn with a second from Melissa McLaney. All present in favor. Meeting adjourned at 6:11 PM.

## Next Meeting

Thursday, April 17th, 2025 | 4:00 PM via Zoom

**Additional Agenda Items for Next Meeting:**

- Special meeting draft mins approval
- Bank Rec/Check Reg from Feb
- Internal controls and SPED policies
- Budget approval

Must submit backup for all BARs, except transfers of funds for SEG or direct grants

**STATE OF NEW MEXICO**  
**PUBLIC EDUCATION DEPARTMENT**  
 300 Don Gaspar Santa Fe, NM 87501-2786  
**Budget Adjustment Request**

**Doc. ID:** 001-061-2425-0009-D  
**Fund Type:** General Fund / Capital Outlay / Debt Service  
**Adjustment Type:** Decrease

**Fiscal Year:** 2024-2025

**Entity Name:** La Academia De Esperanza

**Adjustment Changes Intent/Scope of Program Yes or No?:** No

**Contact:** Katie Rarick, Business Manager

**Total Approved Budget (Flowthrough):**

**Phone:** (505) 917-4023

**Email:** katie.rarick@axiomanalytics.org

<b>FLOWTHROUGH ONLY</b>	<b>Budget Period:</b> 2024-07-01	<b>To:</b> 2025-06-30
<b>A. Approved Carryover:</b>		
<b>B. Total Current Year Allocation:</b>		
<b>D. Total Funding Available:</b>		

Revenue 11000.0000.11111 (\$24,266.19)

Fund	Function	Object	Program	Location	Job Class	Present Budget	Adj Amt Exp	Adj Budget	ADD'L FTE
11000	2600 Operation & Maintenance of Plant	54610 Rental - Land and Buildings	0000 No Program	001061 La Academia De Esperanza	0000 No Job Class	\$212,224.00	(\$24,266.19)	\$187,957.81	
Sub Total							(\$24,266.19)		
<b>Indirect Cost</b>									
<b>DOC. TOTAL</b>							(\$24,266.19)		

**Justification:**

Decrease BAR to tie to cash position

Compliance with Sections 10-15-1 and 22-8-12, NMSA, 1978 Compilation:

A. The requested budget/changes were authorized at a scheduled Board of Education or Governance Council meeting open to the public on:

B. Justification for the transfer: Explanation such as "underbudgeted", "insufficient budget", or "needed to close out Project" ARE NOT ACCEPTABLE. Attach additional sheets if necessary.

ALL TRANSFER BARS MUST NET OUT TO ZERO ON THE DOC. TOTAL LINE.

<b>Approvals by Digital Signature</b>		
<u>Name</u>	<u>Role</u>	<u>Date</u>
Gowan Hays	Business Manager	2/24/2025 10:37:52 AM



Must submit backup for all BARs, except transfers of funds for SEG or direct grants

**STATE OF NEW MEXICO**  
**PUBLIC EDUCATION DEPARTMENT**  
**300 Don Gaspar Santa Fe, NM 87501-2786**  
**Budget Adjustment Request**

**Doc. ID:** 001-061-2425-0014-I  
**Fund Type:** General Fund / Capital Outlay / Debt Service

**Adjustment Type:** Increase

**Fiscal Year:** 2024-2025

**Entity Name:** La Academia De Esperanza

**Adjustment Changes Intent/Scope of Program Yes or No?:** No

**Contact:** Katie Rarick, Business Manager

**Total Approved Budget (Flowthrough):**

**Phone:** (505) 917-4023

**Email:** katie.rarick@axiomanalytics.org

<b>FLOWTHROUGH ONLY</b>	
<b>Budget Period:</b> 2024-07-01	<b>To:</b> 2025-06-30
<b>A. Approved Carryover:</b>	
<b>B. Total Current Year Allocation:</b>	
<b>D. Total Funding Available:</b>	

Revenue 23000.0000.11112 \$550.00

Fund	Function	Object	Program	Location	Job Class	Present Budget	Adj Amt Exp	Adj Budget	ADD'L FTE
23000 Non-Instructional Support	1000 Instruction	56118 General Supplies and Materials	9000 Co-Curricular and Extra-Curricular Activities	001061 La Academia De Esperanza	0000 No Job Class		\$550.00	\$550.00	
Sub Total							\$550.00		
Indirect Cost									
<b>DOC. TOTAL</b>							\$550.00		

**Justification:**

Increase BAR to tie to cash position

Compliance with Sections 10-15-1 and 22-8-12, NMSA, 1978 Compilation:

A. The requested budget/changes were authorized at a scheduled Board of Education or Governance Council meeting open to the public on:

B. Justification for the transfer: Explanation such as "underbudgeted", "insufficient budget", or "needed to close out Project" ARE NOT ACCEPTABLE. Attach additional sheets if necessary.

ALL TRANSFER BARS MUST NET OUT TO ZERO ON THE DOC. TOTAL LINE.

<b>Approvals by Digital Signature</b>		
<u>Name</u>	<u>Role</u>	<u>Date</u>
Gowan Hays	Business Manager	2/24/2025 10:50:50 AM
Adam Giron	Superintendent	2/24/2025 2:09:36 PM

Must submit backup for all BARs, except transfers of funds for SEG or direct grants

**STATE OF NEW MEXICO**  
**PUBLIC EDUCATION DEPARTMENT**  
 300 Don Gaspar Santa Fe, NM 87501-2786  
**Budget Adjustment Request**

**Doc. ID:** 001-061-2425-0011-D  
**Fund Type:** General Fund / Capital Outlay / Debt Service  
**Adjustment Type:** Decrease

**Fiscal Year:** 2024-2025

**Entity Name:** La Academia De Esperanza

**Adjustment Changes Intent/Scope of Program Yes or No?:** No

**Contact:** Katie Rarick, Business Manager

**Total Approved Budget (Flowthrough):**

**Phone:** (505) 917-4023

**Email:** katie.rarick@axiomanalytics.org

<b>FLOWTHROUGH ONLY</b>
<b>Budget Period:</b> 2024-07-01 <b>To:</b> 2025-06-30
<b>A. Approved Carryover:</b>
<b>B. Total Current Year Allocation:</b>
<b>D. Total Funding Available:</b>

Revenue 31600.0000.11112 (\$52,799.65)

Fund	Function	Object	Program	Location	Job Class	Present Budget	Adj Amt Exp	Adj Budget	ADD'L FTE
31600	4000 Capital Outlay	57200 Buildings Purchase	0000 No Program	001061 La Academia De Esperanza	0000 No Job Class	\$831,027.65	(\$52,799.65)	\$778,228.00	
Sub Total							(\$52,799.65)		
Indirect Cost									
<b>DOC. TOTAL</b>							(\$52,799.65)		

**Justification:**

Decrease BAR to tie to cash position

Compliance with Sections 10-15-1 and 22-8-12, NMSA, 1978 Compilation:

A. The requested budget/changes were authorized at a scheduled Board of Education or Governance Council meeting open to the public on:

B. Justification for the transfer: Explanation such as "underbudgeted", "insufficient budget", or "needed to close out Project" ARE NOT ACCEPTABLE. Attach additional sheets if necessary.

ALL TRANSFER BARS MUST NET OUT TO ZERO ON THE DOC. TOTAL LINE.

<b>Approvals by Digital Signature</b>		
<u>Name</u>	<u>Role</u>	<u>Date</u>
Gowan Hays	Business Manager	2/24/2025 10:47:23 AM
Adam Giron	Superintendent	2/24/2025 2:01:48 PM

Must submit backup for all BARs, except transfers of funds for SEG or direct grants

**STATE OF NEW MEXICO**  
**PUBLIC EDUCATION DEPARTMENT**  
 300 Don Gaspar Santa Fe, NM 87501-2786  
**Budget Adjustment Request**

Doc. ID: 001-061-2425-0012-1

Fund Type: Flowthrough

Adjustment Type: Increase

Fiscal Year: 2024-2025

Entity Name: La Academia De Esperanza

Adjustment Changes Intent/Scope of Program Yes or No?: No

Contact: Katie Rarick, Business Manager

Total Approved Budget (Flowthrough):

Phone: (505) 917-4023

Email: katie.rarick@axiomanalytics.org

<b>FLOWTHROUGH ONLY</b>	
Budget Period: 07/01/2024	To: 06/30/2025
A. Approved Carryover:	
B. Total Current Year Allocation:	
D. Total Funding Available:	

Revenue 31701.0000.11112 \$23,546.94

Fund	Function	Object	Program	Location	Job Class	Present Budget	Adj Amt Exp	Adj Budget	ADD'L FTE
31701 Capital Improvements SB-9 Local	4000 Capital Outlay	57200 Buildings Purchase	0000 No Program	001061 La Academia De Esperanza	0000 No Job Class	\$890,220.06	\$23,546.94	\$913,767.00	
Sub Total							\$23,546.94		
Indirect Cost									
<b>DOC. TOTAL</b>							<b>\$23,546.94</b>		

**Justification:**

Increase BAR to tie to cash position

Compliance with Sections 10-15-1 and 22-8-12, NMSA, 1978 Compilation:

A. The requested budget/changes were authorized at a scheduled Board of Education or Governance Council meeting open to the public on:

B. Justification for the transfer: Explanation such as "underbudgeted", "insufficient budget", or "needed to close out Project" ARE NOT ACCEPTABLE. Attach additional sheets if necessary.

ALL TRANSFER BARS MUST NET OUT TO ZERO ON THE DOC. TOTAL LINE.

<b>Approvals by Digital Signature</b>		
<u>Name</u>	<u>Role</u>	<u>Date</u>
Gowan Hays	Business Manager	2/24/2025 10:48:21 AM
Adam Giron	Superintendent	2/24/2025 1:57:56 PM

Must submit backup for all BARs, except transfers of funds for SEG or direct grants

**STATE OF NEW MEXICO**  
**PUBLIC EDUCATION DEPARTMENT**  
 300 Don Gaspar Santa Fe, NM 87501-2786  
**Budget Adjustment Request**

Doc. ID: 001-061-2425-0019-I

Fund Type: Flowthrough

Adjustment Type: Increase

Fiscal Year: 2024-2025

Entity Name: La Academia De Esperanza

Adjustment Changes Intent/Scope of Program Yes or No?: No

Contact: Katie Rarick, Business Manager

Total Approved Budget (Flowthrough):

Phone: (505) 917-4023

Email: katie.rarick@axiomanalytics.org

<b>FLOWTHROUGH ONLY</b>	
Budget Period: 07/01/2024	To: 06/30/2025
A. Approved Carryover:	
B. Total Current Year Allocation:	
D. Total Funding Available:	

Revenue 31703.0000.11112 \$27,229.00

Fund	Function	Object	Program	Location	Job Class	Present Budget	Adj Amt Exp	Adj Budget	ADD'L FTE
31703 SB-9 State Match Cash	4000 Capital Outlay	54315 Maintenance & Repair - Bldgs/Grnds/Equipment (SB-9)	0000 No Program	001061 La Academia De Esperanza	0000 No Job Class		\$27,229.00	\$27,229.00	
Sub Total							\$27,229.00		
Indirect Cost									
<b>DOC. TOTAL</b>							\$27,229.00		

**Justification:**

Increase BAR to tie to cash position

Compliance with Sections 10-15-1 and 22-8-12, NMSA, 1978 Compilation:

A. The requested budget/changes were authorized at a scheduled Board of Education or Governance Council meeting open to the public on:

B. Justification for the transfer: Explanation such as "underbudgeted", "insufficient budget", or "needed to close out Project" ARE NOT ACCEPTABLE. Attach additional sheets if necessary.

ALL TRANSFER BARS MUST NET OUT TO ZERO ON THE DOC. TOTAL LINE.

<b>Approvals by Digital Signature</b>		
<u>Name</u>	<u>Role</u>	<u>Date</u>
Gowan Hays	Business Manager	2/24/2025 10:53:26 AM
Adam Giron	Superintendent	2/24/2025 11:55:46 AM



LADE

Feb-25

Vendor Name	Payment Date	Payment Source	Payment Method	Reporting Currency	Payment Total (Reporting)
Albuquerque Bernalillo County Water Utility A	2/5/2025	Platform	Check	USD	\$ 866.74
Amazon.com Services Inc.	2/5/2025	Platform	ACH	USD	\$ 97.61
Amazon.com Services Inc.	2/5/2025	Platform	ACH	USD	\$ 106.58
Amazon.com Services Inc.	2/5/2025	Platform	ACH	USD	\$ 402.87
Amazon.com Services Inc.	2/5/2025	Platform	ACH	USD	\$ 1,043.82
Cooperative Educational Services	2/5/2025	Platform	Check	USD	\$ 1,416.78
Curt A. Szarek	2/5/2025	Platform	ACH	USD	\$ 2,442.09
De Lage Landen Financial Services	2/5/2025	Platform	Check	USD	\$ 575.95
NMPSIA	2/5/2025	Platform	ACH	USD	\$ 28,792.77
Newsoul Church	2/5/2025	Platform	Check	USD	\$ 35,370.62
AAA Pumping Service Inc.	2/7/2025	Platform	Check	USD	\$ 179.80
CenturyLink	2/7/2025	Platform	ACH	USD	\$ 51.25
Charter School Testing	2/7/2025	Platform	Check	USD	\$ 958.83
Crystal Springs Bottled Water	2/7/2025	Platform	Check	USD	\$ 87.10
Document Solutions Inc.	2/7/2025	Platform	Check	USD	\$ 482.28
Education.com Holdings Inc	2/7/2025	Platform	ACH	USD	\$ 300.00
Harris School Solutions	2/7/2025	Platform	Check	USD	\$ 2,000.00
Julia D Martinez	2/7/2025	Platform	Check	USD	\$ 10.01
Maloy Mobile Storage Inc.	2/7/2025	Platform	Check	USD	\$ 645.75
Nursing Services LLC.	2/7/2025	Platform	Check	USD	\$ 343.85
RHC	2/7/2025	Platform	ACH	USD	\$ 5,112.54
Unite Private Networks	2/7/2025	Platform	ACH	USD	\$ 509.85
Amazon.com Services Inc.	2/14/2025	Platform	ACH	USD	\$ 746.40
Blick Art Materials/ Utrecht Art Supplies	2/14/2025	Platform	Check	USD	\$ 518.52
C & C Consultants LLC	2/14/2025	Platform	ACH	USD	\$ 3,000.00
Dual Literacy Consulting LLC	2/14/2025	Platform	ACH	USD	\$ 3,000.00
LDD Consulting Inc.	2/14/2025	Platform	Check	USD	\$ 4,580.83
Mineral Tree Inc.	2/14/2025	Platform	ACH	USD	\$ 77.97
Moss Adams LLP	2/14/2025	Platform	Check	USD	\$ 3,579.61
Shamrocks Discount Janitors Supply	2/14/2025	Platform	Check	USD	\$ 367.10
ACES- Association of Charter School Education	2/21/2025	Platform	Check	USD	\$ 13,297.33
Albuquerque Charter School League	2/21/2025	Platform	Check	USD	\$ 700.00
Axiom Analytics LLC	2/21/2025	Platform	ACH	USD	\$ 7,085.28
Document Solutions Inc.	2/21/2025	Platform	Check	USD	\$ 1,215.73
Global Storage	2/21/2025	Platform	Check	USD	\$ 260.00
New Mexico Gas Company Inc	2/21/2025	Platform	Check	USD	\$ 1,393.97
RapidFire Safety & Security	2/21/2025	Platform	Check	USD	\$ 195.12
Richard M. Romero Consulting	2/21/2025	Platform	Check	USD	\$ 3,766.88
Albuquerque Bernalillo County Water Utility A	2/26/2025	Platform	Check	USD	\$ 901.67
Amazon.com Services Inc.	2/26/2025	Platform	ACH	USD	\$ 38.33
Amazon.com Services Inc.	2/26/2025	Platform	ACH	USD	\$ 82.94
Amazon.com Services Inc.	2/26/2025	Platform	ACH	USD	\$ 109.34
Amazon.com Services Inc.	2/26/2025	Platform	ACH	USD	\$ 379.36
Amazon.com Services Inc.	2/26/2025	Platform	ACH	USD	\$ 2,476.00
De Lage Landen Financial Services	2/26/2025	Platform	Check	USD	\$ 575.95
Newsoul Church	2/26/2025	Platform	Check	USD	\$ 17,685.31
Students of History Inc.	2/26/2025	Platform	Check	USD	\$ 300.00

<b>Total</b>					<b>\$ 148,130.73</b>
<b>ACH</b>					
<b>Vendor Name</b>	<b>Payment Date</b>	<b>Payment Source</b>	<b>Payment Method</b>	<b>Reporting Currency</b>	<b>Payment Total (Reporting)</b>
01_15 11000_ERB Payment	2/11/2025	Wells Fargo	ACH	USD	\$ 18,607.07
01_15 24101_ERB Payment	2/11/2025	Wells Fargo	ACH	USD	\$ 1,641.01
01_15 24106_ERB Payment	2/11/2025	Wells Fargo	ACH	USD	\$ 484.58
01_15 26107_ERB Payment	2/11/2025	Wells Fargo	ACH	USD	\$ 1,330.76
01_15 28190_ERB Payment	2/11/2025	Wells Fargo	ACH	USD	\$ 769.92
01_31 11000_ERB Payment	2/11/2025	Wells Fargo	ACH	USD	\$ 18,977.01
01_31 24101_ERB Payment	2/11/2025	Wells Fargo	ACH	USD	\$ 1,526.82
01_31 24106_ERB Payment	2/11/2025	Wells Fargo	ACH	USD	\$ 452.61
01_31 26107_ERB Payment	2/11/2025	Wells Fargo	ACH	USD	\$ 3,125.96
01_31 28190_ERB Payment	2/11/2025	Wells Fargo	ACH	USD	\$ 769.92
ACH ORIGINATION - LA ACADEMIA DE E - FILE	2/12/2025	Wells Fargo	ACH	USD	\$ 100.18
Mosaic Fee	2/13/2025	Wells Fargo	ACH	USD	\$ 510.00
DUPLICATE PAID IN ERROR - NMERB WEB PAY	2/14/2025	Wells Fargo	ACH	USD	\$ 47,685.66
STATE OF NM DWS UI PAYMENT 2489350 LA ACADEMIA DE	2/25/2025	Wells Fargo	ACH	USD	\$ 104.34
PNM WEB_PAY FEB 25 15337549022525 LA ACADEMIA DE	2/26/2025	Wells Fargo	ACH	USD	\$ 1,893.29
01_15 11000_Voluntary Payment	2/26/2025	Wells Fargo	ACH	USD	\$ 442.43
01_15 24101_Voluntary Payment	2/26/2025	Wells Fargo	ACH	USD	\$ 74.31
01_15 24106_Voluntary Payment	2/26/2025	Wells Fargo	ACH	USD	\$ 22.88
01_15 26107_Voluntary Payment	2/26/2025	Wells Fargo	ACH	USD	\$ 91.23
01_15 28190_Voluntary Payment	2/26/2025	Wells Fargo	ACH	USD	\$ 55.89
01_31 11000_Voluntary Payment	2/26/2025	Wells Fargo	ACH	USD	\$ 474.73
01_31 24101_Voluntary Payment	2/26/2025	Wells Fargo	ACH	USD	\$ 74.31
01_31 24106_Voluntary Payment	2/26/2025	Wells Fargo	ACH	USD	\$ 19.22
01_31 26107_Voluntary Payment	2/26/2025	Wells Fargo	ACH	USD	\$ 91.23
01_31 28190_Voluntary Payment	2/26/2025	Wells Fargo	ACH	USD	\$ 55.89
12_15 11000_Voluntary Payment	2/26/2025	Wells Fargo	ACH	USD	\$ 357.05
12_15 24101_Voluntary Payment	2/26/2025	Wells Fargo	ACH	USD	\$ 74.31
12_15 24106_Voluntary Payment	2/26/2025	Wells Fargo	ACH	USD	\$ 241.63
12_31 11000_Voluntary Payment	2/26/2025	Wells Fargo	ACH	USD	\$ 355.83
12_31 24101_Voluntary Payment	2/26/2025	Wells Fargo	ACH	USD	\$ 74.31
12_31 24106_Voluntary Payment	2/26/2025	Wells Fargo	ACH	USD	\$ 241.63
12_31 26107_Voluntary Payment	2/26/2025	Wells Fargo	ACH	USD	\$ 57.36
<b>Total</b>					<b>\$ 100,783.37</b>
<b>Payroll</b>					
<b>Vendor Name</b>	<b>Payment Date</b>	<b>Payment Source</b>	<b>Payment Method</b>	<b>Reporting Currency</b>	<b>Payment Total (Reporting)</b>
02/15 Payroll	2/15/2025	Wells Fargo	ACH	USD	\$ 57,080.81
02/15 Taxes	2/15/2025	Wells Fargo	ACH	USD	\$ 16,690.03
02/28 Payroll	2/28/2025	Wells Fargo	ACH	USD	\$ 57,080.82
02/28 Taxes	2/28/2025	Wells Fargo	ACH	USD	\$ 16,690.01
<b>Total</b>					<b>\$ 147,541.67</b>
<b>Grand Total</b>					<b>\$ 396,455.77</b>



**La Academia de Esperanza**  
**February 2025 Bank Reconciliation**

Wells Fargo Balance as of 2/1/2025	Wells Fargo Balance as of 2/28/2025	Wells Fargo February 2025 Activity
<b>\$1,944,286.25</b>	<b>\$1,877,974.03</b>	<b>-\$66,312.22</b>
	Receipts	Disbursements
Per Bank	\$310,254.88	\$376,567.10
Prior Payments Outstanding		\$12,477.51
Less: Prior Payments Cleared in February		\$8,399.27
Add: February Outstanding		\$28,287.94
Outstanding Payments Total		\$32,366.18
MT Vendor Credit	\$0.00	\$0.00
Expected General Ledger	\$310,254.88	\$396,455.77
General Ledger	\$310,254.88	\$396,455.77
<b>Difference</b>	<b>\$0.00</b>	<b>\$0.00</b>

# ESP/Axiom Accounting Module

La Academia de Esperanza (001-061)

Balance Sheet 2024-2025

Period Reporting: 2024-2025, 2025-02-01 to 2025-02-28

Funds	11000	21000	21100	23000	24101	24106	24154	24190	24330	26107	26207	27109	27583	28190	31200	31600	31701	31703	Total Amount
<b>Total Current Assets</b>	-\$54,012.26	-\$2,650.46	\$1,844.51	\$0.00	-\$12,523.33	-\$6,434.30	\$0.00	-\$3,000.00	\$0.00	-\$20,921.19	\$0.00	\$0.00	\$0.00	\$9,187.97	\$0.00	\$3,192.50	\$1,591.67	-\$2,476.00	-\$86,200.89
<b>Total Current Liabilities</b>	-\$7,088.29	\$0.00	\$0.00	\$0.00	\$2,132.41	\$2,245.89	\$0.00	\$0.00	\$0.00	\$4,935.98	\$0.00	\$0.00	\$0.00	-\$1,276.32	\$0.00	\$0.00	\$0.00	\$0.00	\$949.67
<b>Retained Earnings</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Revenue</b>	\$281,547.90	\$10,646.87	\$1,844.51	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$11,431.43	\$0.00	\$3,224.75	\$1,607.76	\$0.00	\$310,303.22
<b>Expenses</b>	\$328,471.87	\$13,297.33	\$0.00	\$0.00	\$14,655.74	\$8,680.19	\$0.00	\$3,000.00	\$0.00	\$25,857.17	\$0.00	\$0.00	\$0.00	\$967.14	\$0.00	\$32.25	\$16.09	\$2,476.00	\$397,453.78
<b>Net Income</b>	-\$46,923.97	-\$2,650.46	\$1,844.51	\$0.00	-\$14,655.74	-\$8,680.19	\$0.00	-\$3,000.00	\$0.00	-\$25,857.17	\$0.00	\$0.00	\$0.00	\$10,464.29	\$0.00	\$3,192.50	\$1,591.67	-\$2,476.00	-\$87,150.56
<b>Total Equity</b>	-\$46,923.97	-\$2,650.46	\$1,844.51	\$0.00	-\$14,655.74	-\$8,680.19	\$0.00	-\$3,000.00	\$0.00	-\$25,857.17	\$0.00	\$0.00	\$0.00	\$10,464.29	\$0.00	\$3,192.50	\$1,591.67	-\$2,476.00	-\$87,150.56
<b>Total Liabilities and Equity</b>	-\$54,012.26	-\$2,650.46	\$1,844.51	\$0.00	-\$12,523.33	-\$6,434.30	\$0.00	-\$3,000.00	\$0.00	-\$20,921.19	\$0.00	\$0.00	\$0.00	\$9,187.97	\$0.00	\$3,192.50	\$1,591.67	-\$2,476.00	-\$86,200.89

# ESP/Axiom Accounting Module

La Academia de Esperanza (001-061)

Summary Report 2024-2025

Based on RfR

Period Reporting 2025-02-01 to 2025-02-28

fund	GL Account Type	GL Sum of Dr#	GL Sum of Cr#	GL Amount	RfR Budget	Budget Remaining
11000	Expenses	\$328,471.87	\$0.00	\$328,471.87	\$4,145,407.10	\$3,816,935.23
21000	Expenses	\$13,297.33	\$0.00	\$13,297.33	\$200,810.13	\$187,512.80
21100	Expenses	\$0.00	\$0.00	\$0.00	\$10,000.00	\$10,000.00
23000	Expenses	\$0.00	\$0.00	\$0.00	\$550.00	\$550.00
24101	Expenses	\$14,655.74	\$0.00	\$14,655.74	\$219,302.00	\$204,646.26
24106	Expenses	\$8,680.19	\$0.00	\$8,680.19	\$128,050.00	\$119,369.81
24153	Expenses	\$0.00	\$0.00	\$0.00	\$3,325.00	\$3,325.00
24154	Expenses	\$0.00	\$0.00	\$0.00	\$16,166.00	\$16,166.00
24190	Expenses	\$3,000.00	\$0.00	\$3,000.00	\$125,000.00	\$122,000.00
24330	Expenses	\$4,580.83	\$4,580.83	\$0.00	\$8,295.00	\$8,295.00
26107	Expenses	\$25,857.17	\$0.00	\$25,857.17	\$343,700.00	\$317,842.83
26207	Expenses	\$0.00	\$0.00	\$0.00	\$3,068.99	\$3,068.99
27107	Expenses	\$0.00	\$0.00	\$0.00	\$5,532.00	\$5,532.00
27109	Expenses	\$0.00	\$0.00	\$0.00	\$21,134.04	\$21,134.04
27502	Expenses	\$0.00	\$0.00	\$0.00	\$7,847.00	\$7,847.00
28190	Expenses	\$967.14	\$0.00	\$967.14	\$16,000.00	\$15,032.86
31400	Expenses	\$0.00	\$0.00	\$0.00	\$716,500.00	\$716,500.00
31600	Expenses	\$32.25	\$0.00	\$32.25	\$780,494.00	\$780,461.75
31701	Expenses	\$16.09	\$0.00	\$16.09	\$914,917.00	\$914,900.91
31703	Expenses	\$2,476.00	\$0.00	\$2,476.00	\$27,229.00	\$24,753.00



**PART-TIME EMPLOYEE RESOLUTION**

**2025-2026 School Year**

**To provide insurance and basic life to eligible part-time employees who are on contract that work less than 20 hours per week, but not less than 15 hours per week, and to pay the employer’s share of insurance premiums.**

WHEREAS, La Academia de Esperanza is requesting from the New Mexico Public Schools Insurance Authority (NMPSIA) that our school district/entity be permitted to authorize participation in the employee lines of benefits coverage to our part-time employees who are on contract that work less than 20 hours per week, but not less than 15 hours per week; and

WHEREAS, the Governing Council of La Academia de Esperanza understands that in order for the part-time employee to be eligible to participate, the Governing Council of La Academia de Esperanza must adopt an annual resolution requesting such, approved by the NMPSIA Board of Directors, and filed annually with the NMPSIA Board.

NOW, THEREFORE, BE IT RESOLVED that we, the Governing Council of La Academia de Esperanza wish to offer the school’s part-time employees as described above, the ability to participate in the NMPSIA employee benefit lines of coverage for the **2025 - 2026** school year. In addition, we do resolve to provide the employer’s share of the insurance premiums for such eligible part-time employees.

Signed this 27th day of March 2025

Laura Braun  
Laura Braun (Mar 28, 2025 08:15 MDT)

Governing Council President

Laura Braun

Governing Council Member

*Richard Malcolm*

X-Bass  
X-Bass (Mar 31, 2025 10:08 MDT)

Governing Council Member

*Xian Bass*

Melissa McLaney  
Melissa McLaney (Mar 28, 2025 08:13 MDT)

Governing Council Member

*Melissa McLaney*

Patricia Morrison  
Patricia Morrison (Mar 28, 2025 13:19 MDT)

Governing Council Member

*Patricia Morrison*

Mathias Rodriguez  
Mathias Rodriguez (Mar 31, 2025 08:52 MDT)

Governing Council Member

*Mathias Rodriguez*



**La Academia de Esperanza Charter School**  
**Wellness Policy**

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# I. Wellness Policy

## Preamble

La Academia de Esperanza (hereto referred to as the District) is committed to the optimal development of every student. The District believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during, and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism, and better performance on cognitive tasks.<sup>1,2,3,4,5,6,7</sup> Conversely, less-than-adequate consumption of specific foods including fruits, vegetables, and dairy products, is associated with lower grades among students.<sup>8,9,10</sup> In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education, and extracurricular activities – do better academically.<sup>11,12,13,14</sup>

This policy outlines the District's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in the District have access to healthy foods throughout the school day—both through reimbursable school meals and other foods available throughout the school campus—in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during, and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The District establishes and maintains an infrastructure for management, oversight, implementation, communication about, and monitoring of the policy and its established goals and objectives.

This policy applies to all students, staff, and schools in the District.

- The District will coordinate the wellness policy with other aspects of school management, including the District's School Improvement Plan, when appropriate.
- NOTE: Will also include any relevant data or statistics from state or local sources supporting the need for establishing and achieving the goals in this policy.

# School Wellness Committee

## **Committee Role and Membership**

The District will convene a representative district wellness committee (hereto referred to as the DWC or work within an existing school health committee) that meets at least two times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation, and periodic review and update of this district-level wellness policy (heretofore referred as “wellness policy”).

The DWC membership will represent all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (ex., school nutrition director); physical education teachers; health education teachers; school health professionals (ex., health education teachers, school health services staff [i.e., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [i.e., school counselors, psychologists, social workers, or psychiatrists]; school administrators (ex., superintendent, principal, vice principal), school board members; health professionals (ex., dietitians, doctors, nurses, dentists); and the general public. To the extent possible, the DWC will include representatives from each school building and reflect the diversity of the community.

- Each school within the District will establish an ongoing School Wellness Committee (SWC) that convenes to review school-level issues, in coordination with the DWC.

## **Leadership**

The Superintendent or designee(s) will convene the DWC and facilitate development of and updates to the wellness policy, and will ensure each school’s compliance with the policy.

The name(s), title(s), and contact information (email address is sufficient) of this/these individual(s) is:

Name	Title	Email address	Role
Adam Giron	Principal	agiron@ladecharter.org	Coordinator/Wellness Policy Compliance
Natali Arango	Social Worker	nataliarango@ladecharter.org	Behavioral Health
Alicia Trujillo	Teacher	atrujillo@ladecharter.org	Physical Activity
Brooke Paas	Special Ed Teacher	brookepaas@ladecharter.org	Staff Wellness
Jacquelyn Rogers	Health Assistant	jrogers@ladecharter.org	Health Care/Trained in child abuse and neglect

The District will designate a school wellness policy coordinator, who will ensure compliance with the policy. Refer to Appendix A for a list of school level wellness policy coordinators.

## **Wellness Policy Implementation, Monitoring, Accountability, and Community Engagement**

### ***Implementation Plan***

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions, and timelines specific to each school, and includes information about who will be responsible to make what change, by how much, where, and when, as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education, and other school-based activities that promote student wellness. It is recommended that the school use the [Healthy Schools Program online tools](#) to complete a school level assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation, and generate an annual progress report.

This wellness policy and the progress reports can be found at: <https://www.ladecharter.org>

### ***Recordkeeping***

The District will retain records to document compliance with the requirements of the wellness policy at the business Office and/or on [District's central computer network]. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating compliance with community involvement requirements, including (1) Efforts to actively solicit DWC membership from the required stakeholder groups; and (2) These groups' participation in the development, implementation, and periodic review and update of the wellness policy;
- Documentation of annual policy progress reports for each school under its jurisdiction; and
- Documentation of the triennial assessment\* of the policy for each school under its jurisdiction;
- Documentation demonstrating compliance with public notification requirements, including: (1) Methods by which the wellness policy, annual progress reports, and triennial assessments are made available to the public; and (2) Efforts to actively notify families about the availability of wellness policy.

### ***Annual Progress Reports***

The District will compile and publish an annual report to share basic information about the wellness policy and report on the progress of the schools within the district in meeting wellness goals. This annual report will be published around the same time each year June, and will include information from each school within the District. This report will include, but is not limited to:

- The website address for the wellness policy and/or how the public can receive/access a copy of the wellness policy;
- A description of each school's progress in meeting the wellness policy goals;
- A summary of each school's events or activities related to wellness policy implementation;
- The name, position title, and contact information of the designated District policy leader(s) identified in Section I; and
- Information on how individuals and the public can get involved with the DWC or SWC.

The annual report will be available in English and Spanish.

The District will actively notify households/families of the availability of the annual report.

The DWC, will establish and monitor goals and objectives for the District's schools, specific and appropriate for each instructional unit (elementary or secondary OR elementary, middle, and high school, as appropriate), for each of the content-specific components listed in Sections III-V of this policy.

- The District will track, analyze, and report on any correlations between improvements in health-promoting environments with education outcomes, such as absenteeism, disciplinary referrals, test scores, average grades, or health measures such as consumption of whole grains, fruits, or vegetables through the school meal programs or BMI, or psycho-social measures such as self-reported "connectedness," or other school climate measures. The District is encouraged to collaborate with local research institutions and universities.
- The District will also track and annually report other related information, such as findings from food safety inspections, aggregate participation in school meals programs, income reported from competitive food sales, fundraising revenues, and other such information, as feasible.

### ***Triennial Progress Assessments***

At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy;
- The extent to which the District's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and
- A description of the progress made in attaining the goals of the District's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is Adam Giron, Principal, 505-764-5500.

The DWC, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

The District will actively notify households/families of the availability of the triennial progress report.

### ***Revisions and Updating the Policy***

The DWC will update or modify the wellness policy based on the results of the annual progress reports and triennial assessments, and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

### ***Community Involvement, Outreach, and Communications***

The District is committed to being responsive to community input, which begins with awareness of the wellness policy. The District will actively communicate ways in which representatives of DWC and others can participate in the development, implementation, and periodic review and update of the wellness policy through a variety of means appropriate for the district. The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The District will use electronic mechanisms, such as email or displaying notices on the district's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or

sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The District will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating other important school information with parents.

The District will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The District will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

## II. Nutrition

### ***School Meals***

Our school district is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; moderate in sodium, low in saturated fat, and zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to meet the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP). All schools within the District are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The District offers reimbursable school meals that meet [USDA nutrition standards](#).)
- Promote healthy food and beverage choices using at least ten of the following [Smarter Lunchroom techniques](#):
  - Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans)
  - Sliced or cut fruit is available daily
  - Daily fruit options are displayed in a location in the line of sight and reach of students
  - All available vegetable options have been given creative or descriptive names
  - Daily vegetable options are bundled into all grab and go meals available to students
  - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal
  - White milk is placed in front of other beverages in all coolers
  - Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas
  - A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.)
  - Student surveys and taste testing opportunities are used to inform menu development, dining space decor, and promotional ideas
  - Student artwork is displayed in the service and/or dining areas
  - Daily announcements are used to promote and market menu options

- Menus will be posted on the District website or individual school websites, and will include nutrient content and ingredients.
- Menus will be created/reviewed by a Registered Dietitian or other certified nutrition professional.
- School meals are administered by a team of child nutrition professionals.
- The District child nutrition program will accommodate students with special dietary needs.
- Students will be allowed at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have received their meal and are seated (meets HSP Gold level). Students are served lunch at a reasonable and appropriate time of day.
- Lunch will follow the recess period to better support learning and healthy eating.
- Participation in Federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children's school.
- The District will implement at least four of the following five Farm to School activities (meets HSP Gold level; mark/circle the four activities the District plans to do):
  - Local and/or regional products are incorporated into the school meal program;
  - Messages about agriculture and nutrition are reinforced throughout the learning environment;
  - School hosts a school garden;
  - School hosts field trips to local farms; and
  - School utilizes promotions or special events, such as tastings, that highlight the local/regional products.

### ***Staff Qualifications and Professional Development***

All school nutrition program directors, managers, and staff will meet or exceed hiring and annual continuing education/training requirements in the [USDA professional standards for child nutrition professionals](#). These school nutrition personnel will refer to [USDA's Professional Standards for School Nutrition Standards website](#) to search for training that meets their learning needs.

### ***Water***

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day\* and throughout every school campus\* (“school campus” and “school day” are defined in the glossary). The District will make drinking water available where school meals are served during mealtimes. In addition, students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.

### ***Competitive Foods and Beverages***

The District is committed to ensuring that all foods and beverages available to students on the school campus\* during the school day\* support healthy eating. The foods and beverages sold and served outside of the school meal programs (i.e., “competitive” foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information are available at:

<http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at [www.healthiergeneration.org/smartsnacks](http://www.healthiergeneration.org/smartsnacks).

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages

are sold, which may include, but are not limited to, a la carte options in cafeterias, vending machines, school stores, and snack or food carts.

### ***Celebrations and Rewards***

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards including through:

- Celebrations and parties. The district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas from the [Alliance for a Healthier Generation](#) and from the [USDA](#).
- Classroom snacks brought by parents. The District will provide to parents a [list of foods and beverages that meet Smart Snacks](#) nutrition standards; and
- Rewards and incentives. The District will provide teachers and other relevant school staff a [list of alternative ways to reward children](#). Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.  
*[Meets HSP Silver]*

### ***Fundraising***

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus\* during the school day\*. The District will make available to parents and teachers a list of healthy fundraising ideas [*examples from the [Alliance for a Healthier Generation](#) and the [USDA](#)*].

- The District will use only non-food fundraisers, and encourage those promoting physical activity (such as walk-a-thons, jump rope for heart, fun runs, etc.).
- Fundraising during and outside school hours will sell only non-food items or foods and beverages that meet or exceed the Smart Snacks nutrition standards. This may include but is not limited to, donation nights at restaurants, cookie dough, candy and pizza sales, market days, etc. (Meets HSP Gold)

### ***Nutrition Promotion***

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff and teachers, parents, students, and the community.

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing evidence-based healthy food promotion techniques through the school meal programs using [Smarter Lunchroom techniques](#); and
- Promoting foods and beverages that meet the USDA Smart Snacks in School nutrition standards. Additional possible promotion techniques that the District and individual schools may use are available at [www.healthiergeneration.org/smartsnacks](http://www.healthiergeneration.org/smartsnacks).

### ***Nutrition Education***

The District aims to teach, model, encourage, and support healthy eating by students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences, and elective subjects;
- Include enjoyable, developmentally-appropriate, culturally-relevant, and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits, and school gardens;
- Promote fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods;
- Emphasize caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Link with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods, and nutrition-related community services;
- Teach media literacy with an emphasis on food and beverage marketing; and
- Include nutrition education training for teachers and other staff.
- *All health education teachers will provide opportunities for students to practice or rehearse the skills taught through the health education curricula (meets HSP Silver/Gold level).]*

### **Essential Healthy Eating Topics in Health Education**

The District will include in the health education curriculum the following essential topics on healthy eating:

- The relationship between healthy eating and personal health and disease prevention
- Food guidance from [MyPlate](#)
- Reading and using USDA's food labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables, and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- The Dietary Guidelines for Americans
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers, and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

[USDA's Team Nutrition](#) provides free nutrition education and promotion materials, including standards-based nutrition education curricula and lesson plans, posters, interactive games, menu graphics, and more.

## ***Food and Beverage Marketing in Schools***

The District is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The District strives to teach students how to make informed choices about nutrition, health, and physical activity. These efforts will be weakened if students are subjected to advertising on District property that contains messages inconsistent with the health information the District is imparting through nutrition education and health promotion efforts. It is the intent of the District to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the District's wellness policy.

Any foods and beverages marketed or promoted to students on the school campus\* during the school day\* will meet or exceed the USDA Smart Snacks in School nutrition standards such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

Food advertising and marketing is defined<sup>15</sup> as an oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller, or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors.
- Corporate brand, logo, name, or trademark on school equipment, such as marquees, message boards, scoreboards, or backboards (Note: immediate replacement of these items are not required; however, districts will consider replacing or updating scoreboards or other durable equipment over time so that decisions about the replacement include compliance with the marketing policy.)
- Corporate brand, logo, name, or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans, and other food service equipment; as well as on posters, book covers, pupil assignment books, or school supplies displayed, distributed, offered, or sold by the District.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests, or coupons of a product, or free samples displaying advertising of a product.

The families of La Academia de Esperanza's students must notify the school and the health office about any child's potentially life-threatening food allergy. The family may notify the school by providing a written "emergency action plan" or "food-allergy action plan". The child's physician should also provide the school with a list of foods to be avoided and possible substitutions. The school will have an injectable epinephrine device in the health office at all times in case of emergency. School food service staff will be involved in the school's district policy development and assist in the education of all cafeteria/food service staff at the school level.

### **III. Quality Physical Activity**

Children and adolescents should participate in 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive, school-based physical activity program (CSPAP) that includes these components: physical education, recess, classroom-based physical activity, walk and bicycle to school, and out-of-school time activities and the district is committed to providing these opportunities. Schools will ensure that these varied opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection). All schools in the district will be encouraged to participate in *Let's Move! Active Schools* ([www.letsmoveschools.org](http://www.letsmoveschools.org)) in order to successfully address all CSPAP areas.

Physical activity during the school day (including but not limited to recess, physical activity breaks, or physical education) **will not be withheld** as punishment for any reason *"This does not include participation on sports teams that have specific academic requirements.* The district will provide teachers and other school staff with a [list of ideas](#) for alternative ways to discipline students.

To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs.

### **IV. Health Education Content Standards and Benchmarks**

La Academia de Esperanza shall provide a comprehensive health education curriculum that addresses the physical, mental, emotional and social dimensions of health, to provide opportunities for students to acquire health literacy and life skills.

La Academia de Esperanza shall provide a planned, sequential, health education curricular framework that is aligned to the New Mexico Health Education Content Standards with Benchmarks and Performance Standards.

La Academia de Esperanza will offer all students .5 credit of Health Education as a graduation requirement.

Parents of La Academia de Esperanza students have the ability to request that their child be exempted from the parts of the health education curriculum that addresses the sexuality performance standards.

La Academia de Esperanza provides instruction about HIV and related issues in the curriculum of the required health education content area to all students in the middle and senior high school grades. La Academia de Esperanza teachers will include health education standards, benchmarks, and performance standards in their regular curriculum. This will include HIV and related issues. These standards will be recorded in the same manner as other content area standards. La Academia de Esperanza's middle/high school teachers will meet as a goal team yearly to update the comprehensive health curriculum to be delivered in at least required courses. This will include HIV and related issues. This plan will be updated every year and presented to SHAC. Health education lessons will be taught in a manner that is culturally sensitive. Health education lessons are taught using a variety of instructional strategies (i.e. role playing, projects, media literacy, etc.). Teachers, staff and administrators are made aware of coordinated school health professional development opportunities (School Health Institute, Head to Toe, NM Association for Health, Physical Education, Recreation and Dance).

La Academia de Esperanza will include a require lifesaving skills training for hands-on (compression only) psychomotor skills cardiopulmonary resuscitation training including training to recognize the signs of a heart attack, training on the use of an automated external defibrillator, and training on how to perform the Heimlich maneuver for choking victims. This training must be included as part of the Health Education course that is required by all students to graduate.

## V. Physical Education Requirement

The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (discussed in the “*Essential Physical Activity Topics in Health Education*” subsection).

All students will be provided an equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

All District **secondary students** (middle and high school) are required to take the equivalent of one academic year of physical education.

*[NOTE: For additional rigor, optional language substitutions include: All [District] secondary students (middle and high school) are required to take more than one academic year of physical education (meets HSP Silver level). OR All [District] secondary students (middle and high school) are required to take physical education throughout all secondary school years (meets HSP Gold level).]*

The District physical education program will promote student physical fitness through individualized fitness and activity assessments (via the [Presidential Youth Fitness Program](#) or other appropriate assessment tool) and will use criterion-based reporting for each student.

- *Students will be moderately to vigorously active for at least 50% of class time during most or all physical education class sessions (meets HSP Silver level).*
- *All physical education classes in [District] are taught by licensed teachers who are certified or endorsed to teach physical education (meets HSP Gold level).*

### **Essential Physical Activity Topics in Health Education**

The District will include in the health education curriculum the following essential topics on physical activity when health education is taught OR semesters when student is enrolled in health or physical education OR in all year(s) of school.

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise, and fitness
- Phases of an exercise session, that is, warm up, workout, and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching

- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia, and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time, and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers, and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity

### ***Physical Activity Breaks (Elementary and Secondary)***

The District recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered **periodic opportunities** to be active or to stretch throughout the day on all or most days during a typical school week. The District recommends teachers provide short (3-5 minute) physical activity breaks to students during and between classroom time. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

The District will provide resources and links to resources, tools, and technology with ideas for physical activity breaks. Resources and ideas are available through [USDA](#) and the [Alliance for a Healthier Generation](#).

### ***Active Academics***

Teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies, and others) and do their part to limit sedentary behavior during the school day.

The District will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

### ***Before and After School Activities***

The District offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. The District will encourage students to be physically active before and after school by:

- Physical Activity during lunch break
- Varsity Sports
- After School Clubs

## **Active Transport**

The District will support active transport to and from school, such as walking or biking. The District will encourage this behavior by engaging in *six or more* of the activities below; including but not limited to:

- Designation of safe or preferred routes to school
- Promotional activities such as participation in International Walk to School Week, National Walk and Bike to School Week
- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
- Instruction on walking/bicycling safety provided to students
- Promotion of safe routes program to students, staff, and parents via newsletters, websites, local newspaper
- Crossing guards are used
- Documentation of number of children walking and or biking to and from school
- Creation and distribution of maps of school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.)

## **VI. Social and Emotional Well-Being**

According to the 2003 New Mexico Youth Risk and Resiliency Survey, the youth in New Mexico experience serious problems in the areas of intentional and unintentional injuries, alcohol and other drug use, and with sexual behaviors that result in sexually transmitted diseases and unintended pregnancy.

La Academia de Esperanza recognizes the importance of addressing the psychosocial and mental health issues facing our students, and by providing access to these services we can better sustain our student's well-being that is essential to their successful school performance.

La Academia de Esperanza is committed to creating a collaborative effort between school administrators including faculty and staff, social workers, counselor, parents, and the students themselves in order to integrate mental health as part of essential student support that enable students to effectively learn. Social and Emotional well-being means services provided to maintain and/or improve student's mental, emotional, behavioral and social health.

The wellness policy shall include a plan addressing the behavioral health needs of all students in the educational process by focusing on students' social and emotional well-being. The goal of social and emotional well-being is to collaborate with students, parents, staff and community to influence student success by building awareness and promoting strategies to maintain and/or improve student mental health.

La Academia de Esperanza will create a plan addressing the behavioral health needs of all students in the educational process by focusing on students' social and emotional well-being.

La Academia de Esperanza will provide a supportive school environment that links to community resources.

La Academia will provide on-going workshops of a psycho-educational nature, which are presented on a regular basis throughout the school year as part of the in-service training for students and school personnel. Parents will be required to submit a signed Informed Consent Form allowing their student to participate in psycho-educational workshops provided to students.

La Academia de Esperanza will provide a mechanism for the school's counselor to regularly meet with the wellness committee in order to continuously improve behavioral health service delivery.

La Academia de Esperanza's licensed school employees, shall be required to complete training in the detection and reporting of child abuse and neglect detection, including sexual abuse and assault, and substance abuse. La Academia will adhere to substance abuse reporting per Section 22-5-4,4 NMSA 1978.

La Academia de Esperanza shall have a documented procedure in place for students to request assistance with any social-emotional need. In turn, all school staff shall have annual training and information on this procedure and others to support student safety and wellbeing including the following:

- Child abuse and neglect procedure,
- Health and Wellness Team referrals, and
- School-specific social and emotional resources.

## **VII. Health Services Needs**

The District will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues, and physical activity facilities.

The District will coordinate and integrate other initiatives related to physical activity, physical education, nutrition, and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development, and strong educational outcomes

The District will encourage staff and students to coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the District's curriculum experts.

All efforts related to obtaining federal, state, or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the wellness policy, including but not limited to ensuring the involvement of the DWC/SWC.

All school-sponsored events will adhere to the wellness policy. All school-sponsored wellness events will include physical activity opportunities.

La Academia de Esperanza shall provide health services that include activities addressing the health needs of students to promote student well-being, optimal development, and strong educational outcomes.

Health services shall follow best practices and enforce state requirements (such as immunization and communicable disease requirements) in partnership with students, parents, staff and community. La Academia de Esperanza's health service personnel shall follow standards of care for their specific role group as per state statutes and regulations. School personnel should reference the NM School Health Manual for comprehensive guidelines as well as all applicable La Academia de Esperanza's policy and procedural directives.

Health service programs shall meet all reporting, record-keeping and confidentiality requirements of state and federal statutes and regulations.

La Academia de Esperanza will provide instruction about HIV and related issues in the curriculum of the required health education content area to all students. Middle/high school teachers will meet as a goal team yearly to update the comprehensive health curriculum to be delivered in at least required courses. This will include HIV and related issues. This plan is updated every year and presented to SHAC.

La Academia de Esperanza teachers will include health education standards, benchmarks, and performance standards in their regular curriculum. This will include HIV and related issues. These standards will be recorded in the same manner as other content area standards. Health education lessons will be taught in a manner that is culturally sensitive.

La Academia de Esperanza will allow any student authorization to carry and self-administer health care practitioner prescribed asthma treatment medications and anaphylaxis emergency treatment medication as well as the right to self-management of disabilities in the school setting, if the following conditions are met:

(a) a health care practitioner has prescribed the medication for use by the student during school hours and instructed the student in the correct and responsible use of the medication; and

(b) the student has demonstrated the skill level necessary to use the medication and any device that is necessary to administer such medication as prescribed by the health care practitioner (or such practitioner's designee) and the school nurse or health assistant and;

(c) the school nurse (if available) with the health care practitioner formulates a written treatment plan for managing asthma or anaphylaxis episodes of the student and for medication use by the student during school hours; and

(d) the school has, in writing, informed the parent or guardian of the student that the school, including its employees and agents, is to incur no liability as a result of any injury arising from the self-administration of medication pursuant to this section; and

(e) the student's parent or guardian has completed and submitted to the school a signed statement from the parent or guardian of the student acknowledging that, notwithstanding any provision of state law to the contrary, the school (including its employees and agents) is to incur no liability as a result of any injury arising from such self-administration of medication and the parent or guardian will indemnify and hold harmless the school (including its employees and agents) against any claim arising out of such self-administration of medication.

(f) The extent of the authorization will allow the student involved to possess and use their medication:

(a) while in school;

(b) while at a school-sponsored activity;

(c) during normal before-school and after-school activities such as before-school or after school care on school-operated property; and,

(d) in transit to or from school or school-sponsored activities.

The duration of authorization:

(a) must be effective only for the school year for which it is granted; and

(b) must be renewed by the parent or guardian each subsequent school year in accordance with this section.

La Academia de Esperanza will ensure that back-up medication, if provided by a student's parent or guardian, be kept at the student's school at a location easily accessible to the student in event of an asthma or anaphylaxis emergency. La Academia de Esperanza must develop policies and procedures to address the safekeeping of back-up medication in a manner that ensures the medication is easily accessible by the student. Authorized school personnel who in good faith provide a person with backup medication as provided in this paragraph are not liable for civil damages as a result of providing the medication.

As it is unlawful for any student to enroll in school unless the student is properly immunized or in the process of being immunized and can provide satisfactory evidence of such immunization, La Academia de Esperanza will not enroll a student unless the student can present satisfactory evidence of commencement or completion of immunization in accordance with the immunization schedule and rules and regulations of the public health division. If the student is properly exempted, (please refer to New Mexico Public Administration – Health and Safety Health Services statute 6.12.2.8 for proper exemption rules) the student will be allowed to enroll.

La Academia will ensure that students who are identified as homeless are not prevented from entering school, based on the inability to produce records normally required for enrollment, as per the McKinney-Vento Homeless Assistant Act.

Students with healthcare needs that may affect their school attendance and/or performance will have Individualized Health Plans (IHP), which will be separated from Individualized Education Program (IEP) plans, but attached to the IEP of 504 plan based on the students' need. The IHP's will be stored in a locked cabinet in the health room.

## **VIII. Staff Wellness**

La Academia de Esperanza shall promote activities that help maintain and improve the health of staff, contributing to improved morale and a greater personal commitment to the goals of the school. These activities shall:

- Promote the physical, emotional and mental health of employees,
- Prevent disease and disability, and
- Provide opportunities for staff to learn and practice skills to make personal decisions about health-enhancing daily habits.

### **La Academia de Esperanza shall:**

Provide staff with information related to exercise, stress management and nutrition as well as encourage and provide opportunities for staff to participate in health promotion activities and events that focusing on exercise, stress management and nutrition.

La Academia will implement policy to ensure the right to privacy of all school employees with regard to all physical, dental, or mental health conditions. All employee health information will remain separate from the personal file, and will be kept safe and confidential.

La Academia de Esperanza will implement policy to ensure the right to privacy of all school employees infected with HIV, keeping these safe and confidential.

All La Academia de Esperanza employees are encouraged to participate on the School Health Advisory Council.

The School Health Advisory Council will create a plan to address the staff wellness needs of all school staff. The plan will insure an equitable work environment and will meet the Americans with Disabilities Act equal opportunity requirements.

### ***Community Partnerships***

The District will continue relationships with community partners (i.e. hospitals, universities/colleges, local businesses, etc.) in support of this wellness policy's implementation.

Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

### ***Community Health Promotion and Engagement***

The District will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

As described in the “Community Involvement, Outreach, and Communications” subsection, the District will use electronic mechanisms (such as email or displaying notices on the district’s website), as well as non-electronic mechanisms, (such as newsletters, presentations to parents, or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

### ***Staff Wellness and Health Promotion***

The DWC will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources, and performs other functions that support staff wellness in coordination with human resources staff. The subcommittee leader’s name is Veronica Perez.

Schools in the District will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. Examples of strategies schools will use, as well as specific actions staff members can take, include for 15 minutes during their lunch break, promote walking clubs, promote healthy food choices. The District promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

### ***Professional Learning***

When feasible, the District will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help District staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

## Glossary:

**Extended School Day** - time during before and afterschool activities that includes clubs, intramural sports, band and choir practice, drama rehearsals, etc.

**School Campus** - areas that are owned or leased by the school and used at any time for school-related activities such as the school building or on the school campus, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields, and stadiums (e.g. on scoreboards, coolers, cups, and water bottles), or parking lots.

**School Day** - midnight the night before to 30 minutes after the end of the instructional day.

**Triennial** – recurring every three years.

## Appendix A: School Level Contacts

School	Name	Title	Email Address	Role
La Academia	Adam Giorn	Principal	agiron@ladechart.org	Coordinator/Wellness Policy Compliance
La Academia	Natali Arango	Social Worker	nataliarango@ladecharter.org	Behavioral Health
La Academia	Alicia Trujillo	Teacher	atrujillo@ladecharter.org	Physical Activity
La Academia	Brooke Paas	Special Ed Teacher	brookepaas@ladecharter.org	Staff Wellness

<sup>1</sup> Bradley, B, Green, AC. Do Health and Education Agencies in the United States Share Responsibility for Academic Achievement and Health? A Review of 25 years of Evidence About the Relationship of Adolescents' Academic Achievement and Health Behaviors, *Journal of Adolescent Health*. 2013; 52(5):523-532.

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<sup>3</sup> Murphy JM. Breakfast and learning: an updated review. *Current Nutrition & Food Science*. 2007; 3:3-36.

<sup>4</sup> Murphy JM, Pagano ME, Nachmani J, Sperling P, Kane S, Kleinman RE. The relationship of school breakfast to psychosocial and academic functioning: Cross-sectional and longitudinal observations in an inner-city school sample. *Archives of Pediatrics and Adolescent Medicine*. 1998;152(9):899-907.

<sup>5</sup> Pollitt E, Mathews R. Breakfast and cognition: an integrative summary. *American Journal of Clinical Nutrition*. 1998; 67(4), 804S-813S.

<sup>6</sup> Rampersaud GC, Pereira MA, Girard BL, Adams J, Metz J. Breakfast habits, nutritional status, body weight, and academic performance in children and adolescents. *Journal of the American Dietetic Association*. 2005;105(5):743-760, quiz 761-762.

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<sup>8</sup> MacLellan D, Taylor J, Wood K. Food intake and academic performance among adolescents. *Canadian Journal of Dietetic Practice and Research*. 2008;69(3):141-144.

<sup>9</sup> Neumark-Sztainer D, Story M, Dixon LB, Resnick MD, Blum RW. Correlates of inadequate consumption of dairy products among adolescents. *Journal of Nutrition Education*. 1997;29(1):12-20.

<sup>10</sup> Neumark-Sztainer D, Story M, Resnick MD, Blum RW. Correlates of inadequate fruit and vegetable consumption among adolescents. *Preventive Medicine*. 1996;25(5):497-505.

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- <sup>12</sup> Singh A, Uijtdewilligne L, Twisk J, van Mechelen W, Chinapaw M. *Physical activity and performance at school: A systematic review of the literature including a methodological quality assessment*. Arch Pediatr Adolesc Med, 2012; 166(1):49-55.
- <sup>13</sup> Haapala E, Poikkeus A-M, Kukkonen-Harjula K, Tompuri T, Lintu N, Väistö J, Leppänen P, Laaksonen D, Lindi V, Lakka T. *Association of physical activity and sedentary behavior with academic skills – A follow-up study among primary school children*. PLoS ONE, 2014; 9(9): e107031.
- <sup>14</sup> Hillman C, Pontifex M, Castelli D, Khan N, Raine L, Scudder M, Drollette E, Moore R, Wu C-T, Kamijo K. *Effects of the FITKids randomized control trial on executive control and brain function*. Pediatrics 2014; 134(4): e1063-1071.
- <sup>15</sup> Change Lab Solutions. (2014). *District Policy Restricting the Advertising of Food and Beverages Not Permitted to be Sold on School Grounds*. Retrieved from <http://changelabsolutions.org/publications/district-policy-school-food-ads>.



## PRINCIPAL REPORT FOR SCHOOL BOARD MEETING

**TO:** La Academia De Esperanza Charter School

**FROM:** Adam Giron, La Academia De Esperanza Charter School Principal

**DATE:** March 2025

Enrollment 2024-2025 (Cap - 251) - 244 (97%) 103 (41%) new to our school.  
Special Education students - 75 (30% of population) ELL - 141 (58% of population)  
61 students have disenrolled - 80% retention rate (23/24 Retention rate 79%)  
2023/2024 Students served - 80 day was 254 - 120 day 248 average (funded on 251)  
2024/2025 Students served - 80 day was 253 - 120 day 253 average

### Monthly Building Report

**Portables** - Parts for electrical upgrade will be delivered 06/01/2025

**Exterior Doors - Aisling Company** - Found replacement doors - \$80,000.00  
waiting for last estimate so we can submit for approval

**Fencing** - estimates for fencing are coming in slowly. No new update.

**Lighting** - requesting bids for the Auditorium and the TMZ none have been submitted

### Financial Framework

- School Lunch Program Audit

### Organizational Framework

A. APS OOI In Person Visit

B. We continue to advertise and recruit for the following positions.

- 2 Math teachers
- 1 Social Studies teacher
- 1 Educational Assistant
- 2 Special Education teachers



## PRINCIPAL REPORT FOR SCHOOL BOARD MEETING

### Academic Performance Framework

1. Comprehensive Turnaround Action Plan is progressing (Transformational Team)

### Main Schoolwide Instructional Strategies

- **Content Language Objectives (CLOs):**
    - Teachers are implementing CLOs but need consistency and clarity.
    - CLOs should follow a simplified, student-friendly structure, incorporating one or two language functions per lesson.
    - **Example Structure:** "I can (language function) using (content)." Continued progress
  - **Vocabulary Instruction:**
    - Vocabulary teaching is evident in most classrooms, but further enhancement is needed. Continued progress
    - Strategies like pre-selecting vocabulary, using cognates, and engaging students through the Frayer Model are emphasized. Continued progress
  - **Student Interaction:**
    - Focus on increasing student talk and interaction to promote engagement and comprehension. Continued progress
    - Strategies include Think-Pair-Share, Round Robin, Jigsaw, and structured discussions using sentence starters. Continued progress
2. Continual work on Lade Graduate Profile
  3. Average attendance
    - a. 30 day 73%
    - b. 60 day 75%
    - c. 90 day

	<b>Semester Daily Average</b>
<b>Monday</b>	<b>75%</b>
<b>Tuesday</b>	<b>74%</b>
<b>Wednesday</b>	<b>70%</b>
<b>Thursday</b>	<b>74%</b>
<b>Friday</b>	<b>67%</b>



## **PRINCIPAL REPORT FOR SCHOOL BOARD MEETING**

### **IMPORTANT INFO/DATES APPROACHING**

1. **LADE Policy Committee mtg.**
2. **LADE Finance Committee mtg**
3. **LADE April GC Mtg. 04/17/2025**
4. **Transformational Team visit 04/28/2025**
5. **APS OOI Inperson Visit 04/16/2025 130-3pm**