

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

Agenda/Agenda

**BOARD MEETING/ REUNIÓN DE LA MESA**  
 Friday, January 24, 2020/viernes, 24 de enero del 2020  
**5:30pm in ROOM 8/5:30pm en el SALÓN 8**

**I. PRELIMINARY/PRELIMINARIO**

**A. CALL TO ORDER/Convocatoria**

Meeting was called to order by/La junta fue convocada por \_\_\_\_\_ at \_\_\_\_:\_\_\_\_ p.m.

**B. ROLL CALL/Asistencia**

	<b>Name/Nombre</b>	<b>Role/Miembro</b>	<b>Present/ Presente</b>	<b>Absent/ Ausente</b>
1.	Kathy Petree	Parent/Madre (17-20) President/Presidente		
2.	Alonso Escareño	Parent/Padre (19-21)		
3.	Fernando Aceves	Parent/Padre (19-22)		
4.	Adriana Yañez-Gutiérrez	Staff/Personal (17-20)		
5.	Gemma Jáuregui	Teacher/Maestra (18-21) Vice President/Vice Presidente		
6.	Pedro León	Teacher/Maestro (19-22) Secretary/Secretario		
7.	Araceli Campa	Community Member/Miembro Comunitario (17-20) Treasurer/Tesorera		
8.	Nadeen Ruíz	Community Member/Miembro Comunitario (18-21)		
9.	Julissa de González	Community Member/Miembro Comunitario (19-22)		
10.	Student Representative	Student Council President/Presidente del Concilio Estudiantil		
11.	Teejay Bersola	Academic Accountability Specialist/Especialista de Responsabilidad Académica		
12.	Judy Morales	Business and Operations Officer/Oficial de negocios y operaciones		
13.	Eduardo de León	Executive Director/Director Ejecutivo		

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

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

Motion: \_\_\_\_ Second: \_\_\_\_ Vote: \_\_\_\_

**D. APPROVAL OF BOARD MEETING MINUTES/Aprobación de las Minutas de la Mesa Directiva**  
 a. November 22, 2019 minutes/minutas del mes de noviembre 22 del 2019

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

Motion: \_\_\_\_ Second: \_\_\_\_ Vote: \_\_\_\_

**E. MISSION/Misión**

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

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

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

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

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

**III. INFORMATIONAL ITEMS/ARTICULOS DE INFORMACION**

1. Parent Council/Association/Concilio y asociación de padres – Representative/representante (5 min)
2. Seal of Biliteracy/Sello Estatal de Alfabetización Bilingüe – Ruíz and de León (10 min)
3. SMAQMD Public Notice & Community Outreach/ Aviso público de SMAQMD & Alcance Comunitario – School Leadership/Liderazgo Escolar (5 min)

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

**A. Board Development: Charter School Development Center (CSDC) Conference Update; March California Charter Schools Association Conference/Actualización de Conferencia de CSDC; Conferencia de Asociación de Escuelas Charter de California en marzo** – Governing Board Members & School Leadership/Miembros de La Mesa Directiva y Liderazgo escolar (10 min.)

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

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

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

**B. Bylaws and Policy Committee: 1) Policy Updates, 2) Committee Candidate Application & Selection Process/Comité de Estatutos y Polizas: 1) Actualización de Pólizas, 2) Proceso de solicitud y selección de candidatos a comités** – Committee (15 min.)

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

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

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

**C. Annual Audit/ Auditoría anual** – EdTec/Morales (15 min.)

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

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

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

**D. Monthly Financial Update/Mid-Year Revision/Resumen financiero del mes/ Ajustes de Medio-Año** – EdTec/Morales (15 min.)

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

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

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

**E. Facilities Committee Update/Actualización del Comité de Plantel Escolar – Committee/Comité (15 min.)**

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

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

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

**F. School Facility Program (Prop 1D) Grant Audit/Reviso Fiscal de la Beca del Programa del Plantel Escolar (Prop 1) – Committee/Comité (10 min.)**

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

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

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

**G. 2020-2021 Academic Calendar/Calendario Académico 2020-2021 – School Leadership (10 min.)**

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

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

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

**H. November and December Check Registers/Registros de la cuenta bancaria de los meses de noviembre y diciembre – School Leadership/Liderazgo escolar (10 min.)**

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

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

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

**I. SARC/ Informe de Responsabilidad Escolar– School Leadership/Liderazgo Escolar (10 min.)**

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

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

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

**J. Federal Addendum Updates/ Actualizaciones del Adenda Federal– School Leadership/Liderazgo Escolar (10 min.)**

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

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

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

**K. English Learner Reclassification Policy Amendment/ Enmienda de Reclassificación de Aprendices de inglés– School Leadership/Liderazgo Escolar (10 min.)**

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

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

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

**V. INFORMATIONAL ITEMS - ARTICULOS DE INFORMACIÓN**

- A. Curriculum Design Team/Equipo de diseño curricular – Jáuregui (5 min)**

**VI. CLOSED SESSION/Sesión cerrada: Director Evaluation Goals/Metas para Evaluación del Director- Director’s Evaluation/Evaluación del director- Petree, Ruiz (15 min.)**

**VII. OPEN SESSION/Sesión abierta: Announcement of Closed Session Board Action/ Anuncio de la acción tomada durante la sesión cerrada – Petree, Ruiz (5 min.)**

**VIII. FUTURE MEETINGS/Próxima Junta**

1. Friday, February 28, 2020 Regular Board Meeting/ *viernes, 28 de febrero de 2020 Junta regular de la Mesa*

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

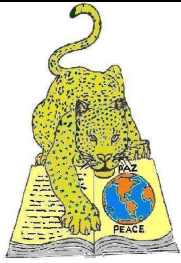
**X. ADJOURNMENT/Clausura**

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

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

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





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 2850 49th Street, Sacramento, CA 95817

**Minutes/Minutas**  
**BOARD MEETING/REUNIÓN DE LA MESA DIRECTIVA**  
 Friday, November 22, 2019/ viernes, 22 de noviembre del 2019  
 5:30 pm in ROOM 8/ 5:30PM en el salón 8

**I. PRELIMINARY/PRELIMINARIO**

<b>I.A &amp; B</b>	Meeting was called to order by Kathy Petree at 5:35 PM. Roll call was taken./ La junta fue convocada por Kathy Petree a las 5:35 PM. Se tomó lista.			
	<b>Name/ Nombre</b>	<b>Role/ Papel</b>	<b>Present/ Presente</b>	<b>Absent/ Ausente</b>
	1. Kathy Petree	Parent/Madre (17-20) President/President	X	
	2. Alonso Escareño	Parent/Madre (19-21)		X
	3. Fernando Aceves	Parent/Madre (19-22)	X	
	4. Gemma Jáuregui	Teacher/Maestra (18-21)Vice President/Vice President	X	7:30 pm
	5. Adriana Yañez-Gutiérrez	Staff/Personal (17-20)		X
	6. Pedro León	Teacher/Maestro (19-22) Secretary/Secretario	X	
	7. Aracely Campa	Community Member/Miembro Comunitario (17-21)/Treasurer/Tesorera	X	7:09 pm
	8. Nadeen Ruiz	Community Member/Miembro Comunitario (18-21)	X	
	9. Julissa de Gonzalez	Community Member/Miembro Comunitario (19-22)	X 5:40 pm	
	10. Student Representative	Student Council President/Presidente del Concilio Estudiantil		X
	11. Teejay Bersola	Academic Accountability Specialist/Especialista de Responsabilidad Académica	X	
	12. Judy Morales	Business and Operations Officer/Oficial de Negocios y Operaciones		X
	13. Eduardo de León	Executive Director/Director Ejecutivo	X	
	<b>Agenda/Agenda</b>	<b>Action/Acción</b>		
<b>I.C</b>	<b>Approval of Agenda</b> <i>Aprobación de la Agenda</i>	<p>A motion was made to approve the November 22, 2019 agenda with the following amendment: change item VB to III5.  <i>Se hizo una moción para aprobar la agenda del 22 de noviembre del 2019 con el siguiente cambio: cambiar el artículo VB a III5.</i></p> <p>1<sup>st</sup> Motion/1<sup>a</sup> Moción: Nadeen Ruiz          2<sup>nd</sup> Motion/2<sup>a</sup> Moción: Fernando Aceves          Absences/Ausencias:          Abstentions/Abstenciones: None/ninguno          The motion passed with seven votes. / <i>La moción pasó con siete votos.</i></p>		
<b>I.D</b>	<b>Approval of October Board Meeting Minutes</b> <i>Aprobación de los Minutos de la Mesa Directiva</i>	<p>A motion was made to approve the October, 2019 minutes.  <i>Se hizo una moción para aprobar las minutas de octubre del 2019.</i></p> <p>1<sup>st</sup> Motion/1<sup>a</sup> Moción: Pedro León          2<sup>nd</sup> Motion/2<sup>a</sup> Moción: Gemma Jáuregui          Absences/Ausencias: Alonso Escareño, Adriana Yañez-Gutiérrez          Abstentions/Abstenciones: Fernando Aceves, Aracely Campa, Nadeen Ruiz          The motion passed with four votes. / <i>La moción pasó con cuatro votos.</i></p>		
<b>I.E</b>	<b>Mission</b> <i>Misión</i>	The mission was read aloud. / <i>La misión fue leída en voz alta.</i>		
	<b>II. COMMUNICATIONS NORMS/NORMAS DE COMUNICACIÓN</b>			
<b>II.A.</b>	<b>Public Comments</b> <i>Comentarios Públicos</i>	None / Ninguno		

<b>III. INFORMATIONAL ITEMS/ARTÍCULOS DE INFORMACIÓN:</b>		
<b>III.1.</b>	<b>Student Council Representative</b> <i>Concilio estudiantil representante</i>	A summary of the latest student council meeting was presented. The summary included a debrief of their past events, plans for the proceeds, and the planning of a community service project. / <i>Se presentó un resumen de la reunión más reciente del concilio estudiantil. El resumen incluyó ideas sobre eventos pasados, planes para las ganancias, y planes para un proyecto de servicio comunitario.</i>
<b>III.2</b>	<b>Parent Council/Association Representative</b> <i>Representante del concilio y asociación de padres</i>	The summary presented by Mike Reyes and Claudia Ochoa included details about Day of the Dead, the Winter Festival, and other grade level updates. / <i>El resumen presentado por Mike Reyes y Claudia Ochoa incluyó detalles sobre Día de los muertos, el Festival invernal, y otras noticias de diferentes grados.</i>
<b>III.3</b>	<b>Parent Academy</b> <i>Academia de Padres</i>	Gemma Jáuregui presented a summary of Parent Academy, an 8 week parent workshop series. The sessions focused on adolescent behavior, middle school expectations, high school application/selection process and others. Guest speakers included Miguel Molina, Sandra Guzmán, and LAS's Ariana Pantoja and Evelyn Sandoval. / <i>Gemma Jáuregui presentó un resumen de Parent Academy, una serie de talleres para padres de 8 semanas. Las sesiones se centraron en el comportamiento adolescente, las expectativas de la secundaria, el proceso de solicitud / selección de la preparatoria y otros. Los oradores invitados incluyeron a Miguel Molina, Sandra Guzmán y Ariana Pantoja y Evelyn Sandoval de LAS.</i>
<b>III.4</b>	<b>Public Notice from SMAQMD</b> <i>Aviso público de SMAQMD</i>	A public notice written by the Sacramento metropolitan Air Quality Management District was sent to the LAS families. The notice describes the installation of an internal combustion engine within 1,000 feet of LAS, petitioned by the California Department of General Services. Governing Board members discussed possible ways in which school and parent input can be gathered. / <i>Se envió un aviso público escrito por la Administración de la Calidad de Aire de la Zona Metropolitana de Sacramento a las familias de LAS. El aviso describe la instalación de un motor de combustión interna a menos de 1,000 pies de LAS, solicitado por el Departamento de Servicios Generales de California. Los miembros de la Mesa Directiva discutieron las posibles formas en que se pueden reunir las opiniones de la escuela y los padres.</i>
<b>III.5</b>	<b>Finance Committee</b> <i>Comité de finanzas</i>	Aracely Campa presented a summary of the committee's latest meeting. The committee discussed possible criteria for their Parent and Community members. A summary of the mid-year budget revisions was presented as well. The Finance Committee will present final proposed budget revisions to the Governing Board in January of 2020. / <i>Aracely Campa presentó un resumen de la última reunión del comité. El comité discutió los posibles criterios para sus representantes de padres y miembros de la comunidad. También se presentó un resumen de las revisiones presupuestarias de mitad de año. El Comité de Finanzas presentará las revisiones finales de presupuesto a la Mesa Directiva en enero del 2020.</i>
<b>IV. ITEMS SCHEDULED FOR DISCUSSION AND/OR ACTION</b> <b>ARTÍCULOS PROGRAMADOS PARA DISCUSIÓN Y/O ACCIÓN</b>		
<b>IV.A</b>	<b>Academics 101– LAS Academic Program Design, CAASPP Data and Subgroups, CA Dashboard Local Indicators Submission, SCUSD Annual Progress Report (APR) Submission/</b> <i>Información básica de académica de LAS: Diseño de programa académico de LAS, Datos de CAASPP y subgrupos, Tablero de CA, Informe Anual de Progreso (APR) de SCUSD</i>	Ms. Bersola led a discussion on CA AB1505 and the effects it can have on LAS. The Governing Board members analyzed the LAS Dashboard and compared scores from fiscal year 2018 and fiscal year 2019. Governing Board members also discussed changes to the implementation of ELPAC and possible concerns. Governing Board members were asked to review the APR Submission documents to be discussed during the next meeting. / <i>La Sra. Bersola dirigió una discusión sobre CA AB1505 y los efectos que puede tener en LAS. Los miembros de la Mesa Directiva analizaron el Tablero LAS y compararon los puntajes del año fiscal 2018 y el año fiscal 2019. Los miembros de la Mesa Directiva también discutieron los cambios en la implementación de ELPAC y posibles preocupaciones. Se pidió a los miembros de la Mesa Directiva que revisaran los documentos de APR para ser discutidos durante la próxima reunión.</i>
	<b>Public Comments</b> <i>Comentarios Públicos</i>	None / <i>Ninguno</i>

<p><b>IV.B</b></p>	<p><b>Bylaws and Policy Committee: Complaint Handling Procedures</b> /Comité de Estatutos y Pólizas: Procedimientos de manejo de quejas,</p> <p><b>Community Representative Positions</b> /Posiciones de representantes de la comunidad,</p> <p><b>Committee Candidate Application &amp; Selection Process</b>/Proceso de solicitud y selección de candidatos a comités</p>	<p>A motion was made to approve the Complaint Handling Procedures. /<i>Se hizo una moción para aprobar los Procedimientos de manejo de quejas.</i>  1st Motion/<i>1ª Moción</i>: Julissa de González  2nd Motion/<i>2ª Moción</i>: Nadeen Ruiz  Absences/<i>Ausencias</i>: Alonso Escareño, Adriana Yañez-Gutiérrez , Aracely Campa  Abstentions/<i>Abstenciones</i>: None/<i>Ninguno</i>  Motion passed with six votes. / <i>La moción pasó con seis votos.</i></p> <p>Eduardo de León provided an update from legal counsel regarding the addition of Governing Board Members. / <i>Eduardo de León proporcionó información de parte del asesor legal sobre la incorporación de nuevos miembros a la Mesa Directiva.</i></p> <p>The Bylaws and Policy committee presented the Procedures for Appointment to a LAS committee. The committees will draft preferable traits desired in their candidates, screen the candidates and then select their candidates for recommendation. The nominations will be submitted to the Governing Board for final approval. / <i>El comité de Estatutos y Pólizas presentó los Procedimientos para el nombramiento a un comité LAS. Los comités redactarán los rasgos preferibles deseados en sus candidatos, examinarán a los candidatos y luego seleccionarán a sus candidatos para recomendación. Las nominaciones se enviarán a la Mesa Directiva para su aprobación final.</i></p> <p>A motion was made to approve the Committee Candidate Application and Selection Process with the addition of the following: the clarification that it is the responsibility of each committee to ensure the eligibility of the candidates based on the school's bylaws. / <i>Se hizo una moción para aprobar el Proceso de Solicitud y Selección de Candidatos del Comité con la adición de lo siguiente: la aclaración de que es responsabilidad de cada comité asegurar la elegibilidad de los candidatos según los estatutos de la escuela.</i>  1st Motion/<i>1ª Moción</i>: Nadeen Ruiz  2nd Motion/<i>2ª Moción</i>: Fernando Aceves  Absences/<i>Ausencias</i>: Alonso Escareño, Adriana Yañez-Gutiérrez , Gemma Jáuregui, Aracely Campa  Abstentions/<i>Abstenciones</i>: None/<i>Ninguno</i>  Motion passed with five votes. / <i>La moción pasó con cinco votos.</i></p>
	<p><b>Public Comments</b> <i>Comentarios Públicos</i></p>	<p>A question was asked regarding the amount of committees on campus that a parent could participate in. / <i>Se hizo una pregunta sobre la cantidad de comités en la escuela.</i></p>
<p><b>IV.C</b></p>	<p><b>Technology Donation Program</b>/Programa de Donación de Tecnología</p>	<p>The school leadership recommended the Governing Board approve the distribution of refurbished computers to qualified, in-need students at no cost. A short application/nomination form was created and will be shared with the teaching staff. / <i>El liderazgo escolar está buscando la aprobación de la Mesa Directiva para restaurar y distribuir computadoras utilizables a estudiantes calificados y necesitados sin costo alguno. Se creó un breve formulario de solicitud / nominación y se compartió con el personal.</i></p> <p>A motion was made to approve the distribution of refurbished equipment to students in need. / <i>Se hizo una moción para aprobar la distribución de equipo restaurado a los estudiantes que lo necesitan.</i>  1st Motion/<i>1ª Moción</i>: Nadeen Ruiz  2nd Motion/<i>2ª Moción</i>: Julissa de González  Absences/<i>Ausencias</i>: Alonso Escareño, Adriana Yañez-Gutiérrez , Gemma Jáuregui, Aracely Campa  Abstentions/<i>Abstenciones</i>: None/<i>Ninguno</i>  Motion passed with five votes. / <i>La moción pasó con cinco votos.</i></p>
	<p><b>Public Comments</b> <i>Comentarios Públicos</i></p>	<p>None / <i>Ninguno</i></p>

<b>IV.D</b>	<b>Board Development: Charter Conferences Attendance/Asistencia a Conferencias de Escuelas Chárter</b>	Several members of the Governing Board are scheduled to attend charter school focused conferences in the month of December of 2019 and March of 2020. Kathy Petree presented a list of recommended and mandatory workshops for the members going to the CSDC conference in December. / <i>Varios miembros de la Mesa Directiva están programados para asistir a conferencias centradas en escuelas charter en el mes de diciembre de 2019 y marzo de 2020. Kathy Petree presentó una lista de talleres recomendados y obligatorios para los miembros que asistirán a la conferencia de CSDC en diciembre.</i>
	<b>Public Comments</b> <i>Comentarios Públicos</i>	None / <i>Ninguno</i>
<b>IV.E</b>	<b>October Check Register/Registro de la cuenta bancaria del mes de octubre</b>	A motion was made to approve the June 2019 check register. / <i>Se hizo una moción para aprobar los registros de la cuenta bancaria del mes de junio.</i> 1st Motion/ <i>1ª Moción</i> : Kathy Petree 2nd Motion/ <i>2ª Moción</i> : Nadeen Ruíz Absences/ <i>Ausencias</i> : Alonso Escareño, Adriana Yañez-Gutiérrez , Gemma Jáuregui, Aracely Campa Abstentions/ <i>Abstenciones</i> : Pedro León Motion passed with four votes. / <i>La moción pasó con cuatro votos.</i>
	<b>Public Comments</b> <i>Comentarios Públicos</i>	None / <i>Ninguno</i>
<b>IV.F</b>	<b>Monthly Financial Update/Resumen financiero del mes</b>	A summary of the monthly financials was presented to the Board members. / <i>Se presentó un resumen de las finanzas mensuales a los miembros de la mesa directiva.</i>
	<b>Public Comments</b> <i>Comentarios Públicos</i>	None / <i>Ninguno</i>
<b>V. INFORMATIONAL ITEMS - ARTÍCULOS DE INFORMACIÓN</b>		
<b>V</b>	<b>Curriculum Design Team/Equipo de diseño curricular</b>	A brief summary of the latest CDT meeting was presented to the Board members. / <i>Se presentó un resumen de la junta más reciente del comité de CDT.</i>
<b>VI. FUTURE MEETINGS/PRÓXIMA JUNTA</b>		
1. Friday, December 13, 2019 Regular Board Meeting/ <i>viernes 13 de diciembre del 2019 Junta Regular de la Mesa</i>		
<b>V.II FUTURE AGENDA ITEMS/TEMAS PARA AGENDAS FUTURAS</b>		
1. Seal of Biliteracy/ <i>Sello de alfabetización bilingüe</i>		
<b>VIII. ADJOURNMENT/CLAUSURA</b>		
A motion was made to adjourn the board meeting. / <i>Se hizo una moción para terminar la reunión de la Mesa.</i> 1st Motion/ <i>1ª Moción</i> : Fernando Aceves 2nd Motion / <i>2ª Moción</i> : Julissa de González Absences / <i>Ausencias</i> : Alonso Escareño, Adriana Yañez-Gutiérrez , Gemma Jáuregui, Aracely Campa Abstentions / <i>Abstenciones</i> : None / <i>Ninguno</i> The motion passed with five votes. / <i>La moción pasó con cinco votos.</i>		
The board meeting was adjourned at 8:07PM. / <i>La reunión de la Mesa se terminó a las 8:07PM.</i>		



A California Public School

# Academia de Idiomas de Sacramento Language Academy of Sacramento

A Two-Way Spanish Immersion Charter School

2850 49<sup>th</sup> Street  
Sacramento, CA. 95817

Phone 916.277.7137 Fax 916.277.7141

## Agenda Item # III1

**Board Meeting Date:** January 24<sup>th</sup>, 2020

**Subject: Parent Council**

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

**Committee:** Parent Council, Parent Association, ELAC Advisory Representatives -Other Parent Items

**Parent Council:** The Parent Council met on Thursday, January 16<sup>th</sup>. The following reflects agenda items reviewed during the November meeting:

● **Box Tops:**

Michelle Peña, the Box Tops coordinator, gave an update on the new changes for Box Tops. The Box Tops program, which is a program from General Mills Company that offers money incentives for school when buying their products, is now in a transition phase. Box Tops program has started an APP to eventually discontinue the cut-out option to earn points that become money for our school.

● **Academic Update: Summative ELPAC “What’s New?”**

Summative ELPAC window starts on February 24<sup>th</sup>, with an approximate 238 students to be testes ranging from TK-8<sup>th</sup> grade. ELPAC measures how well students understand English when English is not the language they speak at home. The four areas that are evaluated are listening, speaking, reading and writing. This year the student’s voice will be recorded as part of their Speaking test. We have given our parents the opportunity to have their child opt-out of having their voice recorded and we will be sending an opt-out slip they can fill out.

● **2020-2021 School Calendar:**

The 2020-2021 School Calendar was presented to the group. Although the calendar is not finalized yet, information was given as to the possible changes in start date, holiday break and/or end of the year date in order to allow for the construction updates on our campus.

● **Finance Report:**

We currently have no finance updates.



A California Public School

**Academia de Idiomas de Sacramento**  
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- **Future Events:**

The Parent Council discussed the future scheduled events. Each event was given two lead organizers. The lead organizers will set up meeting times to plan and distribute the responsibilities for each given event.

*Family Math Night- Wednesday, February 26*

*Health and Science Fair – Wednesday, March 25*

*Día del Niño- Friday, April 24*

*Teacher Appreciation week- May 11*

**Parent Association/ELAC:** Our meeting will take place on Wednesday, February 12<sup>th</sup> at 8:45am.

- Coffee in the garden from 8:00-8:45am in Room B will be held prior to the PA meeting.



A California Public School

## Agenda Artículo # III1

**Fecha de la Reunión:** 24 de enero del 2020

**Tema:** Concilio de padres

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

**Comité:** Concilio de padres, Asociación de padres, Representantes para el Comité Asesor de Padres para Aprendices de Inglés (ELAC por sus siglas en Inglés) - Otros artículos para padres

**Concilio de padres:** El concilio de padres se reunió el jueves 16 de enero. Lo siguiente refleja los artículos que se repasaron durante la reunión de enero:

● **Box Tops:**

Michelle Peña, la coordinadora del programa de Box Tops, dio una actualización sobre los nuevos cambios de dicho programa. El programa de Box Tops, ofrecido por la compañía de General Mills ofrece dinero como incentivo para la escuela por comprar sus productos. El programa ha entrado en una nueva fase de utilizar un App que eventualmente reemplazara los recortes usados anteriormente. Los recortes acumulan puntos que luego se convierten en dinero.

● **Actualización Académica: ¿Qué hay de nuevo en el ELPAC Sumativo?**

La ventanilla para los exámenes del ELPAC comienza el 24 de febrero, con aproximadamente 238 estudiantes de grados TK-8vo que tomaran dicho examen. ELPAC es el examen que se usa para medir qué tan bien los estudiantes entienden el inglés cuando este no es el idioma que hablan en casa. Las cuatro áreas que se evalúan es el escuchar, hablar, leer y escribir. Este año la voz de los estudiantes será grabada como parte de la sección de hablar del programa. Le vamos a dar la oportunidad a los padres para a los padres para que la voz de sus estudiantes no sean grabados. Estaremos mandando una notificación a casa para que tengan esa opción.

● **Calendario Escolar 2020-2021:**

El calendario escolar proyectado para el 2020-2021 fue presentado al grupo. El calendario aun no a sido finalizado pero fue presentado con los posibles cambios en las fechas para comenzar el año, las fechas vacaciones, y la fecha del final del año escolar. El plan es tener suficiente tiempo para la construcción de mejoramiento del plantel.

● **Reporte de Finanzas:** Actualmente no tenemos actualizaciones en las finanzas.



A California Public School

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Phone 916.277.7137 Fax 916.277.7141

- **Próximos Eventos:**

El Concilio de Padres discutió los próximos eventos programados en el calendario. A cada evento se le fue dado dos coordinadores para organizar el evento. Ellos también organizaran juntas para planear y distribuir las responsabilidades a de cada dicho evento.

*Noche de Matemáticas en Familia- miércoles, febrero 26*

*Noche de Salud y Ciencias- miércoles, marzo 25*

*Día del niño- viernes, abril 24*

*Semana de agradecimiento al maestro- mayo 11*

**Asociación de padres/ELAC:** La reunión va a tomar lugar el miércoles 12 de febrero a las 8:00am.

- Café en el jardín a las 8:00-8:45am en el Salón B- Toma lugar antes de la junta de Asociación de padres.





A California Public School

Agenda Item# III2

**Board Meeting Date: January 24, 2020**

**Subject: State Seal of Biliteracy**

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

**Committee/Staff: School Leadership**

**Information:**

The State Seal of Biliteracy (SSB) program, effective since January 1, 2012, recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English (California *Education Code* sections 51460–64). The attached flyer how high school students in California obtain the SSB.

In addition to the High School Seal, awards can be provided for students along the path toward attainment. Some examples of critical points along the path within the context of LAS might include:

- As students enter kindergarten or transitional kindergarten and begin Stage 1 of biliteracy.
- As students enter 4<sup>th</sup> grade and begin Stage 2 of biliteracy
- As students enter 7<sup>th</sup> grade and begin Stage 3 of biliteracy
- As students end Stage 3
- AP Spanish Language Practice Test achievement level
- PSAT practice test achievement level
- Redesignation

School leadership, board members and members of the Curriculum Design Team will engage in further conversations with experts at the Sacramento County Office of Education and California Department of Education levels regarding the development of a pathway process at LAS.

Attachment: State Seal of Biliteracy Flyer, California Department of Education

**Estimated Time of Presentation: 10 minutes**  
**Submitted By: de León**  
**Date: 1.21.20**

**Pertinent Pages in**  
 Charter, pgs \_\_\_\_\_  Bylaws, pgs \_\_\_\_\_  
 MOU, pgs \_\_\_\_\_  Policy \_\_\_\_\_



A California Public School

Agenda Artículo# III2

**Fecha de la Reunión: 24 de enero de 2020**

**Tema: Sello Estatal de Alfabetización Bilingüe**

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

**Comité/Personal: Liderazgo escolar**

**Información:**

El programa del Sello Estatal de Alfabetización Bilingüe (SSB, por sus siglas en inglés), vigente desde el 1 de enero de 2012, reconoce a los graduados de la preparatoria que han alcanzado un alto nivel de competencia en hablar, leer y escribir uno o más idiomas además del inglés (secciones 51460 del Código de Educación de California –64). El volante adjunto sobre cómo los estudiantes de preparatoria en California obtienen el SSB.

Además del Sello de la preparatoria, se pueden otorgar premios a los estudiantes en el camino hacia el logro. Algunos ejemplos de puntos críticos a lo largo del camino dentro del contexto de LAS podrían incluir:

- A medida que los estudiantes ingresan al kínder o al kínder transicional y comienzan la Etapa 1 de alfabetización bilingüe.
- A medida que los estudiantes ingresan al 4<sup>to</sup> grado y comienzan la Etapa 2 de alfabetización
- A medida que los estudiantes ingresan al 7<sup>o</sup> grado y comienzan la Etapa 3 de alfabetización
- A medida que los estudiantes terminan la Etapa 3
- Nivel de logro del examen de práctica de idioma español AP
- PSAT nivel de logro en prueba de practica
- Redesignación

El liderazgo escolar, los miembros de la Mesa y los miembros del Equipo de Diseño Curricular entablarán más conversaciones con expertos en los niveles de la Oficina de Educación del Condado de Sacramento y del Departamento de Educación de California con respecto al desarrollo de un proceso de vía en LAS.

Adjunto: Volante del Sello Estatal de Alfabetización Bilingüe, Departamento de Educación de California

**Tiempo estimado para la presentación: 10 min.**  
**Entregado por: de León**  
**Fecha: 1.21.20**

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



# THE CALIFORNIA STATE SEAL OF BILITERACY

## What is the State Seal of Biliteracy?

The State Seal of Biliteracy is a recognition by the State Superintendent of Public Instruction for graduating high school students who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. The State Seal of Biliteracy is marked by a gold seal affixed to the diploma or transcript.

## Where can I find more information about the State Seal of Biliteracy?

More information about the State Seal of Biliteracy is available on the California Department of Education State Seal of Biliteracy web page at <https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp> or scan the QR code at the bottom of this poster.



Follow us on Twitter: @MultilingualCA

# What are the requirements for earning the California State Seal of Biliteracy?

English proficiency, demonstrated by:



Second-language proficiency, demonstrated by:



and



Completing all English language arts (ELA) graduation requirements with a 2.0 grade point average (GPA) or above.

Passing the ELA California Assessment of Student Performance and Progress at the "standard met" level or above.

Assessment (choose one)

or

Coursework



Passing an Advanced Placement (AP) exam with a three or above.



and



Completing a four-year high school course of study in the language with a 3.0 GPA or above.

Demonstrating oral proficiency in the language.



Passing an International Baccalaureate (IB) exam with a four or above.



Passing an SAT II foreign language exam with a 600 or above.

Or passing a locally approved assessment that meets the rigor of an AP exam and tests all modalities of communication in the language.

If the student is currently designated as an English learner, also:



Demonstrating English proficiency on the English Language Proficiency Assessments for California (ELPAC) and meeting all other requirements.

Scan for more information:





A California Public School

Agenda Item# III3

**Board Meeting Date: January 24, 2020**

**Subject: SMAQMD Public Notice & Community Outreach**

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

**Committee/Staff: School Leadership**

**Information:**

Please see attached notice from the Sacramento Metropolitan Air Quality Management District. The board will be updated on contact the LAS community has had with SMAQMD, including efforts to ensure community outreach.

Estimated Time of Presentation: 5 minutes  
Submitted By: School Leadership  
Date: 1.21.20

Pertinent Pages in  
 Charter, pgs \_\_\_\_\_  Bylaws, pgs \_\_\_\_\_  
 MOU, pgs \_\_\_\_\_  Policy \_\_\_\_\_



A California Public School

Agenda Artículo# III3

**Fecha de la Reunión: 24 de enero de 2020**

**Tema: Aviso público de SMAQMD & Alcance Comunitario**

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

**Comité/Personal: Liderazgo escolar**

**Información:**

Favor de ver aviso adjunto de la Administración de la Calidad de Aire de la Zona Metropolitana de Sacramento. La mesa directiva recibirá un reporte sobre contacto que miembros de la comunidad de LAS han tenido con SMAQMD, incluyendo formas de crear alcances con la comunidad.

Tiempo estimado para la presentación: 5 min.  
Entregado por: School Leadership  
Fecha: 1.21.20

Páginas pertinentes en:  
( ) Constitución, páginas \_\_\_\_ ( ) Estatutos,  
páginas\_\_\_\_  
( ) MOU, páginas \_\_\_\_\_ ( ) Póliza \_\_\_\_\_

# PUBLIC NOTICE

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**Date:** October 22, 2019

**To:** (1) Parents or guardians of children attending **Language Academy of Sacramento, 2850 49<sup>th</sup> Street, Sacramento, CA 95817.**  
 (2) Addresses within a 1,000 foot radius of the proposed internal combustion (IC) engine located at **4949 Broadway, Sacramento, CA 95820**

**Subject:** Regarding the permit application from California Department of General Services (DGS), to install a standby internal combustion engine that would emit diesel particulate matter, which is designated as a toxic air contaminant by the California Air Resources Board (CARB).

**Who is the SMAQMD?** The Sacramento Metropolitan Air Quality Management District (SMAQMD) is the local government agency that regulates stationary sources of air pollution such as manufacturing facilities, industrial sites, coating operations, gasoline stations and many others. The SMAQMD evaluates the air emissions from each project prior to approving a permit. SMAQMD's purpose is to ensure that the air emissions associated with a project meet all local, state and federal requirements in order to protect public health.

**Why are you Receiving this Notice?** State law <sup>(1)</sup> requires that prior to approving an Authority to Construct permit for a facility that 1) emits toxic air contaminants and 2) is located within 1,000 feet of a K-12 school site, the SMAQMD must notify the parents or guardians of children attending all schools within a quarter-mile radius and all addresses within a 1,000-foot radius of the facility. SMAQMD must allow for a 30-day public review and comment period before taking final action on the permit application.

**Background** SMAQMD has received an application from California Department of General Services for an Authority to Construct permit for an emergency use IC engine.  
 The location has been determined to be within 1,000 feet from the outer boundary of **Language Academy of Sacramento**. CARB has identified the diesel particulates from a diesel fueled IC engine exhaust as a toxic air contaminant.

**Proposed Project** California Department of General Services proposes to install an emergency use IC engine at **4949 Broadway, Sacramento, CA**. The IC engine will provide backup power for an office building during emergency use. The emergency use IC engine will operate 1) for maintenance & testing and 2) when utility electricity fails and can no longer support the equipment electrical load. The proposed emergency use IC engine will be limited to operate 50 hours/year for maintenance and testing purposes and 200 hours/year combined for maintenance, testing and emergency use purposes. The engine will not run for maintenance during school hours.

**Project Analysis** The SMAQMD analyzed the project for compliance with applicable air quality regulations. The analysis identified the amount and types of air emissions that are expected to be emitted from the proposed project and the effect of those air emissions on public health. The SMAQMD has determined that the health risk resulting from the toxic air contaminant emissions from the proposed project are within acceptable levels and that the project is expected to comply with all other local, state and federal air quality requirements.

<sup>(1)</sup>California Health and Safety Code section 42301.6

...continued on reverse

## **PUBLIC NOTICE (continued)**

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**Public  
Comment  
Period**

Written public comments will be accepted by SMAQMD for a 30-day period ending **November 22, 2019** at the following address:

Sacramento Metropolitan Air Quality Management District  
Attn: A/C 26319 – Jeffrey Quok  
777 12th Street 3rd Floor  
Sacramento, CA 95814-1908

The district's engineering evaluation and proposed permit can be reviewed at [www.airquality.org/About-Us/News-Notices](http://www.airquality.org/About-Us/News-Notices). All comments received during this 30-day period that pertain to areas for which the SMAQMD has jurisdiction will be reviewed and considered by SMAQMD before a final decision is made on this application for an Authority to Construct permit. As required, SMAQMD will include written responses to the comments in the permit application file.

The Language Academy of Sacramento is not a sponsor, endorser or otherwise associated with the above.

# AVISO PÚBLICO

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Date:	22 de octubre de 2019
To:	(1) Padres o tutores de niños que asisten a la Escuela <b>Language Academy of Sacramento, 2850 49<sup>th</sup> Street, Sacramento, CA 95817</b> (2) Direcciones que se encuentran dentro de un radio de 1.000 pies de un motor de diesel localizado en <b>4949 Broadway, Sacramento, CA 95820</b>
Tema:	En relación con la petición de permiso por parte de California Department of General Services (DGS), para instalar y operar un motor de diésel que podera un generador electrico para emergencias. El motor diesel emite material particulado, el cual ha sido clasificado como un contaminante tóxico por el departamento de recursos de aire del Estado de California (California Air Resources Board, CARB).
<b>¿Quién es el SMAQMD?</b>	El Distrito para la Administración de la Calidad del Aire de la Zona Metropolitana de Sacramento ( <i>Sacramento Metropolitan Air Quality Management District, SMAQMD</i> ) es una agencia local que regula fuentes inmóviles de contaminación del aire tales como fábricas, plantas industriales, operaciones de pintura, estaciones de gasolina y muchas más. El SMAQMD evalúa las emisiones de cada proyecto antes de otorgar un permiso definitivo. Nuestro trabajo es garantizar que las emisiones asociadas con un proyecto reúnan todos los requisitos federales, estatales y locales para proteger la salud pública.
<b>¿Por qué está usted recibiendo este aviso?</b>	La ley estatal <sup>(1)</sup> requiere que antes de otorgar un permiso para construir una instalación que (1) emitirá contaminantes tóxicos al aire y (2) estará situada a menos de 1,000 pies de un establecimiento escolar K-12, el SMAQMD debe notificar a los padres y tutores de los niños que asisten a todas las escuelas dentro de un radio de 1/4 de milla y a todas las direcciones dentro de un radio de 1,000 pies de la instalación. El público tiene un período de 30 días para revisar y comentar sobre el proyecto que se está proponiendo antes de que el SMAQMD tome una decisión final con respecto a la petición de permiso.
<b>Antecedentes</b>	El SMAQMD ha recibido una aplicación por parte de California Department of General Services para instalar y operar, un motor de diésel que podera un generador electrico para emergencias. El motor de diesel estará localizado dentro de 1,000 pies donde se ubican la escuela Language Acedemy of Sacramento. CARB ha identificado las partículas de diesel como un contaminante tóxico.
<b>Proyecto propuesto</b>	California Department of General Services se propone instalar un motor de diésel localizado al <b>4949 Broadway, Sacramento, CA</b> . El uso del motor de emergencia operará 1 ) para el mantenimiento y la prueba del motor y 2 ) cuando la electricidad de la utilidad falla y ya no puede soportar la carga eléctrica. El uso del motor IC de emergencia propuesto se limita a operar 50 horas / año con fines de prueba y mantenimiento y 200 horas / año combinado con fines de mantenimiento , pruebas y uso de emergencia . El motor no funcionará para el mantenimiento durante el horario escolar.
<b>Análisis del proyecto</b>	El SMAQMD analizó el proyecto con respecto a conformidad con las leyes y reglas de calidad del aire. El análisis identificó la cantidad y los tipos de emisiones que se espera que sean emitidas por el proyecto propuesto y el efecto de esas emisiones en el ambiente circundante. El SMAQMD ha determinado que el aumento en riesgos de salud, como resultado de las emisiones tóxicas del proyecto propuesto está dentro de los niveles aceptables y se anticipa que el proyecto va a cumplir con el resto de los requisitos locales, estatales, y federales.

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<sup>(1)</sup>California Código de Salud y Seguridad (CH&SC), sección 42301.6



## PUBLIC NOTICE (continuo)

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**Plazo para comentarios** Se aceptarán comentarios del público por un período de 30 días que termina el XX de noviembre de 2019. Los comentarios deben enviarse por escrito a la siguiente dirección:

Sacramento Metropolitan Air Quality Management District  
Attn: A/C 26319 – Jeff Quok  
777 12th Street 3rd Floor  
Sacramento, CA 95814-1908

O por correo electrónico a: [jquok@airquality.org](mailto:jquok@airquality.org)

Todos los comentarios recibidos durante este período pertinentes a las áreas de la jurisdicción del SMAQMD serán revisados y considerados por el personal del SMAQMD antes de tomar una decisión definitiva sobre la petición de autorización para esta construcción. El SMAQMD archivaré por escrito las respuestas a los comentarios recibidos en el expediente de petición del permiso.



A California Public School

Agenda Item# IVA

**Board Meeting Date:** January 24, 2020

**Subject:** Board Development: Charter Conference Attendance

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

Several board members and members of school leadership attended the following conference and will provide information to the board:

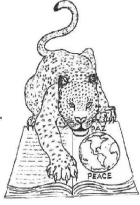
- Charter Schools Development Center (CSDC) Leadership Conference (December 2-3, 2019)
  - [Conference Schedule](#)

Registration is open for the following conference in March.

- California Charter School's Association Conference (March 16-19, 2020)
  - [Conference Schedule](#)

**Estimated Time of Presentation:** 10 min  
**Submitted By:** de León  
**Date:** 1.22.20

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



A California Public School

Agenda Articulo# IVA

**Fecha de la Reunión:** 24 de enero de 2020

**Tema:** Desarrollo de la Mesa Directiva: Asistencia en Conferencias de Escuelas Chárter

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

Varios miembros de la mesa directiva y del liderazgo escolar asistieron a la siguiente conferencia y informaran a la mesa directiva sobre sus experiencias:

- Charter Schools Development Center (CSDC) Leadership Conference (2-3 de diciembre de 2019)
  - [Conference Schedule](#)

Registración para la siguiente conferencia está abierto:

- California Charter School's Association Conference (16-19 de marzo de 2020)
  - [Conference Schedule](#)

<p><b>Estimated Time of Presentation:</b> 10 min  <b>Submitted By:</b> de León  <b>Date:</b> 1.22.20</p>
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<p><b>Pertinent Pages in</b>          ( ) Charter, pgs _____ ( ) Bylaws, pgs _____          ( ) MOU, pgs _____ ( ) Policy _____</p>
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A California Public School

Agenda Item #IVB

**Board Meeting Date:** January 24, 2020

**Subject:** Policy & Bylaws Committee: 1) Policy Updates, 2) Committee Candidate Application and Selection Process

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

**Committee:** de González, Aceves, Pérez, R., Novoa, Luna-Franco, de León (non-voting); Guest: Judy Morales

The committee met on January 9, 2020 and discussed the following items:

1. Legislative updates and implications for policy changes and/or additions, presented by Ms. Morales.
2. LAS fiscal policies, including the need to make modifications/additions, presented by Ms. Morales.
3. LAS Committee Representative Application announced, including the timeline shared with the public. The committee further discussed the need for a rubric to be used by committees during the selection process.

Recommendations:

- The committee recommends that the board provide input on a draft rubric and approve for use at the committee level.

<b>MOTION</b>				
Committee Candidate Selection Rubric	Aye	Nay	Abstain	Absent
Escareño, Alonso				
Petree, Kathy				
Aceves, Fernando				
Yáñez-Gutiérrez, Adriana				
Jáuregui, Gemma				
León, Pedro				
Campa, Araceli				
de González, Julissa				
Ruiz, Nadeen				
Totals:				

**Estimated Time of Presentation:** 10 min  
**Submitted By:** de León  
**Date:** 1.22.20

**Pertinent Pages in**  
 ( ) Charter, pages \_\_\_\_\_  
 ( ) MOU, pages \_\_\_\_\_



**Fecha de la Reunión:** 24 de enero de 2020

**Tema:** Comité de Estatutos y Pólizas: 1) Actualización de Pólizas, 2) Proceso de selección y aplicación para candidatos de comités

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

**Comité:** de González, Aceves, Pérez, R., Novoa, Luna-Franco, de León (no-votante); Invitada: Judy Morales

El comité se reunió el 9 de enero, 2020 y discutieron los siguientes temas:

1. Actualización legislativa e implicaciones para cambios y nuevas pólizas, presentado por Morales.
2. Pólizas fiscales de LAS, incluyendo la necesidad de agregar/modificarlas, presentada por Morales.
3. Aplicación para candidatos de comités se anunció, incluyendo la línea cronológica que se compartió con el público. El comité discutió la necesidad de elaborar una rúbrica en común que los comités pueden utilizar durante el proceso de selección candidatos para el siguiente paso.

Recomendaciones:

- El comité recomienda que la mesa directiva ayude a elaborar una rúbrica final para usar a nivel del comité.

<b>MOCION</b> Proceso de solicitud y selección de candidatos a comités	Aye	Nay	Abstain	Absent
Escareño, Alonso				
Petree, Kathy				
Aceves, Fernando				
Yáñez-Gutiérrez, Adriana				
Jáuregui, Gemma				
León, Pedro				
Campa, Araceli				
de González, Julissa				
Ruiz, Nadeen				
Totales:				

**Estimated Time of Presentation:** 10 min  
**Submitted By:** de León  
**Date:** 1.22.20

# The Language Academy of Sacramento

JANUARY 24, 2020

BRIAN HOLMES

The logo for edtec, featuring the word "edtec" in a lowercase, sans-serif font. A small green leaf icon is positioned above the letter "e".



- 1. 2018-19 Audit Report**
  - A. Audit Summary
- 2. 2019-20 Forecast Update**
  - A. September Forecast vs. December Forecast
  - B. Cash Flow
- 3. Facility Affordability Analysis**
  - A. 2020-2022 Cash Flow and Reserve
- 4. 2020-21 State Budget Update**
  - A. Governor's January Proposal



# 2018-19 Audit Report





# Audit Summary



## Audit submitted in December covering July 2018 – June 2019

### Revenue

- \$7.57M total audited revenue
- \$100k higher than Unaudited Actuals

### Expenses

- \$6.55M total audited expenses
- \$77k higher than Unaudited Actuals

### Net Income

- \$1.02M total audited net income
- \$23k higher than Unaudited Actuals

### Fund Balance

- \$9.40M or 141% of annual budget
- \$54k higher than Unaudited Actuals

### Conclusion

- One significant deficiency identified: Accruals & Prepaids

- **Accruals & Prepaids**
  - An accrual is an expense or revenue where services/funds were provided/earned in the current year, but they will be paid for next year
  - A prepaid is an expense that was covered in the current year for supplies or services in the subsequent year

- **Supplies were charged to prepaid expenses despite being paid for and received within the current fiscal year**
  - Each year, EdTec will provide a second layer of review on expenses that could qualify as prepaids in order to ensure they are being booked to the correct fiscal year
- **Certain invoices received after the fiscal year were not accounted for during the accrual process**
  - EdTec and the school will work more closely during the accrual process by organizing a meeting to review all outstanding expenses prior to submission of UAR

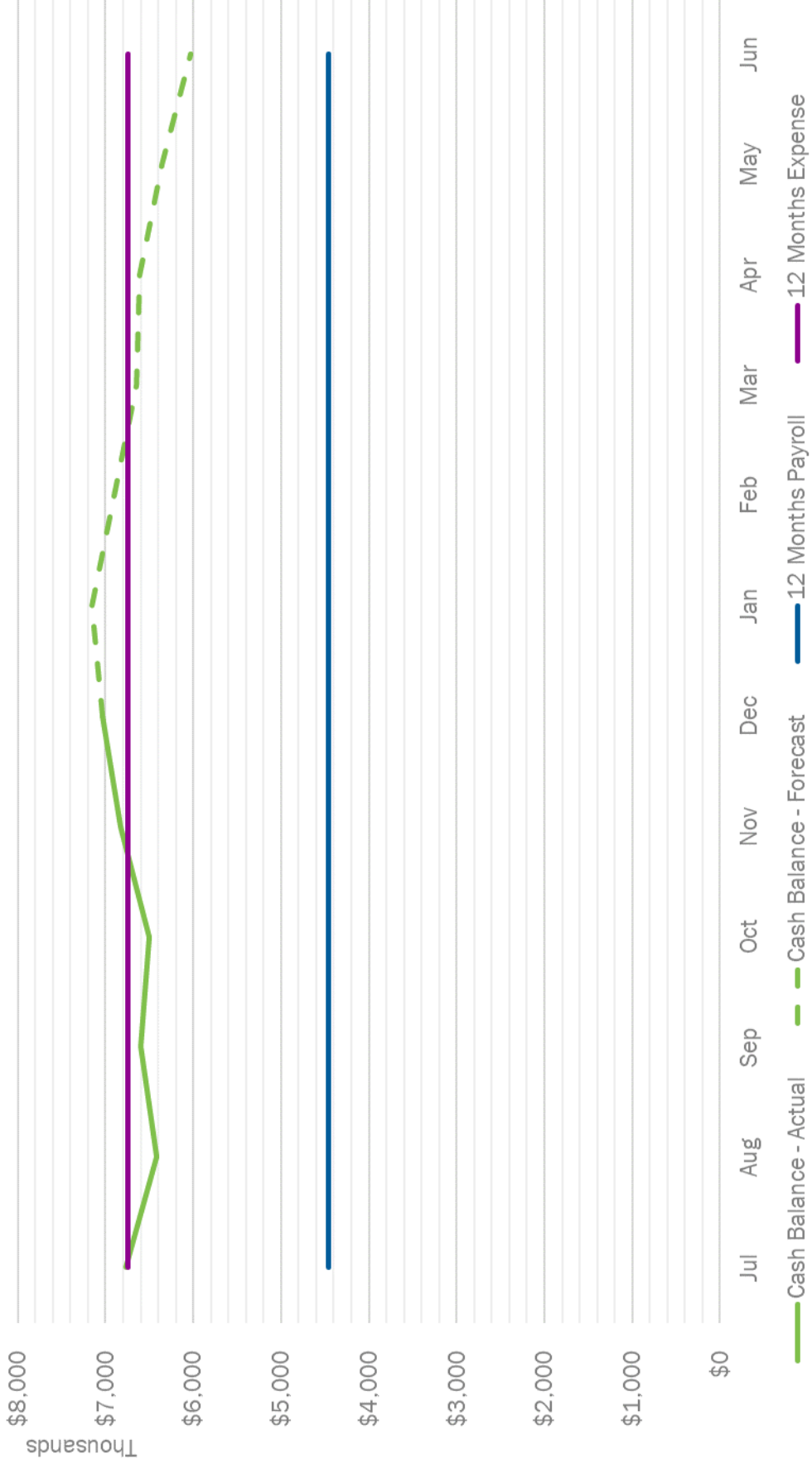
# 2019-20 Forecast Update



# September Forecast vs December Forecast

	2019-20	2019-20	Variance
	Previous Forecast	Current Forecast	
Revenue			
LCFF Entitlement	5,914,181	5,886,222	(27,959)
Federal Revenue	287,250	291,983	4,733
Other State Revenues	623,422	621,284	(2,138)
Local Revenues	48,300	48,300	-
Fundraising and Grants	57,200	57,200	-
<b>Total Revenue</b>	<b>6,930,353</b>	<b>6,904,989</b>	<b>(25,364)</b>
Expenses			
Compensation and Benefits	4,481,092	4,461,111	19,981
Books and Supplies	379,855	407,546	(27,691)
Services and Other Operating	1,345,671	1,327,356	18,315
Depreciation	555,000	555,000	-
Other Outflows	-	-	-
<b>Total Expenses</b>	<b>6,761,617</b>	<b>6,751,013</b>	<b>10,605</b>
<b>Operating Income</b>	<b>168,735</b>	<b>153,976</b>	<b>(14,759)</b>
Beginning Balance (Unaudited)	9,341,315	9,396,280	54,965
Operating Income	168,735	153,976	(14,759)
<b>Ending Fund Balance (incl. Depreciation)</b>	<b>9,510,050</b>	<b>9,550,256</b>	<b>40,206</b>
<b>Ending Fund Balance as % of Expenses</b>	<b>140.6%</b>	<b>141.5%</b>	<b>0.8%</b>

# 2019-20 Cash Flow



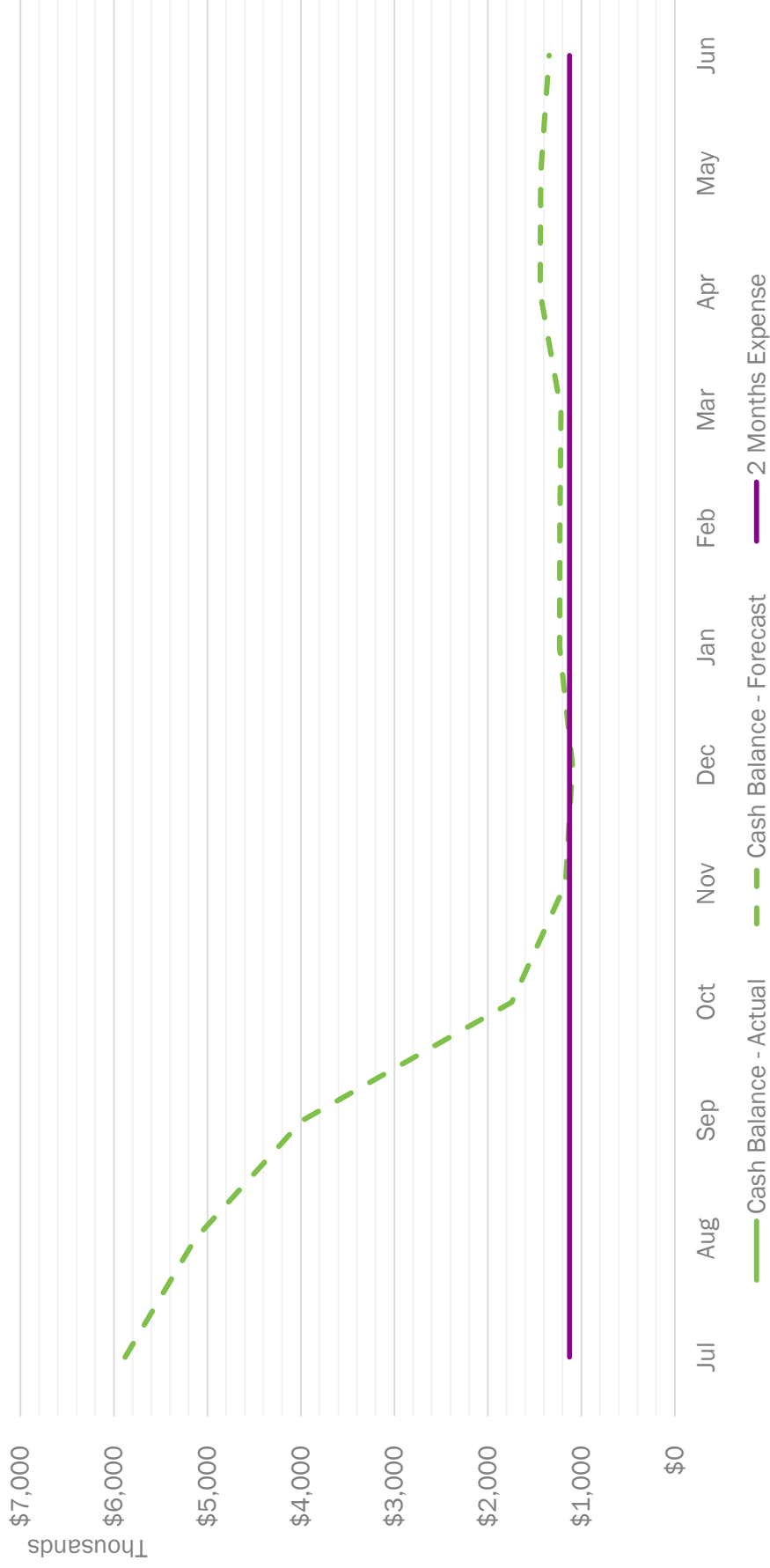
# Facility Affordability Analysis



# Facility Investment & Cash Balance



	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Phase 1	500,000	1,028,504	-	-	-	-	-	-	-	-	-	-
Phase 2	-	-	1,000,000	2,500,000	543,026	-	-	-	-	-	-	-
<b>Total Costs</b>	<b>500,000</b>	<b>1,028,504</b>	<b>1,000,000</b>	<b>2,500,000</b>	<b>2,500,000</b>	<b>543,026</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>New Ending Cash</b>	<b>5,882,018</b>	<b>5,130,091</b>	<b>3,985,361</b>	<b>1,743,210</b>	<b>1,169,330</b>	<b>1,094,560</b>	<b>1,230,784</b>	<b>1,228,982</b>	<b>1,217,453</b>	<b>1,440,452</b>	<b>1,433,389</b>	<b>1,342,422</b>
% of Ann. Rev.	83%	72%	56%	25%	16%	15%	17%	17%	17%	20%	20%	19%
Months of Expense	10.24	8.93	6.94	3.04	2.04	1.91	2.14	2.14	2.12	2.51	2.50	2.34





# 2020-21 State Budget Update



## Budget focuses on restricted one-time funding, investment in critical areas

### LCFF

- COLA projection of 2.29%, down from July FCMAT COLA of 3.00%
- No additional base or formula adjustments

### \$900 Million for Teacher Shortage & Support

- 350M: Educator Workforce Investment Grant
- 193M: Workforce Development Grant Program
- 175M: Teacher Residency Program
- 100M: CA Teacher Credential Award Program
- 64M: Classified School Employees Credentialing

### Special Education

- 645M: increase SPED base grant in addition to COLA

### Other

- 300M: Community school integrated service models
- 60M: 40% increase for higher quality meals & increased access

# Thank you!

**ADDITIONAL QUESTIONS? CONTACT US:**

Brian Holmes: [Brian.Holmes@edtec.com](mailto:Brian.Holmes@edtec.com)



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Certified Public Accountants  
and Financial Advisors

**The Language Academy of Sacramento**  
Charter School #0640  
Financial Statements  
June 30, 2019

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## INDEPENDENT AUDITOR'S REPORT

Board of Directors  
The Language Academy of Sacramento  
Sacramento, California

### Report on the Financial Statements

We have audited the accompanying financial statements of The Language Academy of Sacramento (a nonprofit organization), which comprise the statement of financial position as of June 30, 2019, and the related statements of activities, functional expenses and cash flows for the fiscal year then ended, and the related notes to the financial statements.

### Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.



## Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of The Language Academy of Sacramento as of June 30, 2019, and the changes in its net assets and its cash flows for the fiscal year then ended in accordance with accounting principles generally accepted in the United States of America.

## Other Matters

### *Supplementary Information*

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The supplementary information as listed in the table of contents is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

## Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated December 16, 2019, on our consideration of The Language Academy of Sacramento's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Language Academy of Sacramento's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering The Language Academy of Sacramento's internal control over financial reporting and compliance.

## SQUAR MILNER LLP

San Diego, California  
December 16, 2019

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**THE LANGUAGE ACADEMY OF SACRAMENTO**  
**STATEMENT OF FINANCIAL POSITION**  
**June 30, 2019**

---

**ASSETS**

Current assets:

Cash	\$ 6,090,439
Accounts receivable	1,554,407
Prepaid expenses	51,162
Total current assets	<u>7,696,008</u>

Fixed assets, net	<u>8,331,067</u>
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<b>TOTAL ASSETS</b>	<b><u>\$ 16,027,075</u></b>
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**LIABILITIES AND NET ASSETS**

Current liabilities:

Accounts payable	\$ 94,381
Accrued expenses	379,687
Deferred revenue	966,766
Current portion of loan payable	162,817
Total current liabilities	<u>1,603,651</u>

Long-term liabilities:

Loan payable, net of current portion	<u>5,058,940</u>
Total liabilities	<u>6,662,591</u>

Net assets:

Net assets without donor restrictions	
Undesignated	9,090,186
Net assets with donor restrictions	274,298
Total net assets	<u>9,364,484</u>

<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b><u>\$ 16,027,075</u></b>
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**THE LANGUAGE ACADEMY OF SACRAMENTO**  
**STATEMENT OF ACTIVITIES**  
For the Fiscal Year Ended June 30, 2019

	<b>Net Assets without donor restrictions</b>	<b>Net Assets with donor restrictions</b>	<b>Total</b>
<b>REVENUES</b>			
Revenue limit sources:			
State aid	\$ 3,587,823	\$ -	\$ 3,587,823
Education protection account	918,043	-	918,043
In-lieu of property taxes	1,201,574	-	1,201,574
Federal revenues	297,919	-	297,919
State revenues	863,531	219,084	1,082,615
Local revenues:			
Donations	25,017	-	25,017
Fundraising	65,762	-	65,762
Miscellaneous	397,039	-	397,039
Total revenues	<u>7,356,708</u>	<u>219,084</u>	<u>7,575,792</u>
<b>EXPENSES</b>			
Program services:			
Education	5,295,800	-	5,295,800
Support services:			
Management and general	<u>1,256,219</u>	<u>-</u>	<u>1,256,219</u>
Total expenses	<u>6,552,019</u>	<u>-</u>	<u>6,552,019</u>
<b>CHANGE IN NET ASSETS</b>	804,689	219,084	1,023,773
<b>NET ASSETS, BEGINNING OF YEAR</b>	<u>8,285,497</u>	<u>55,214</u>	<u>8,340,711</u>
<b>NET ASSETS, END OF YEAR</b>	<u>\$ 9,090,186</u>	<u>\$ 274,298</u>	<u>\$ 9,364,484</u>

**THE LANGUAGE ACADEMY OF SACRAMENTO**  
**STATEMENT OF FUNCTIONAL EXPENSES**  
For the Fiscal Year Ended June 30, 2019

	<u>Program Services</u>	<u>Support Services</u>	<u>Total</u>
	<u>Education</u>	<u>Management and General</u>	
Certificated salaries	\$ 2,354,064	\$ 21,925	\$ 2,375,989
Classified salaries	704,023	28,494	732,517
Employee benefits	1,017,035	15,307	1,032,342
Books and supplies	238,519	22,723	261,242
Travel and conferences	29,340	-	29,340
Dues and memberships	9,707	-	9,707
Operation and housekeeping services	94,089	172,898	266,987
Rental, leases, repairs, and non-capitalized improvements	33,588	119,356	152,944
Professional/consulting services and operating expenditures	788,073	254,402	1,042,475
Communications	27,362	6,840	34,202
Depreciation	-	556,961	556,961
Direct support/indirect cost charges	-	57,313	57,313
Total expenses	<u>\$ 5,295,800</u>	<u>\$ 1,256,219</u>	<u>\$ 6,552,019</u>

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**THE LANGUAGE ACADEMY OF SACRAMENTO**

**STATEMENT OF CASH FLOWS**

**For the Fiscal Year Ended June 30, 2019**

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**CASH FLOWS FROM OPERATING ACTIVITIES:**

Change in net assets	\$ 1,023,773
Adjustments to reconcile change in net assets to net cash provided by operating activities:	
Depreciation	556,961
(Increase) decrease in operating assets:	
Accounts receivable	(333,918)
Prepaid expenses	14,356
Increase (decrease) in operating liabilities:	
Accounts payable	(53,526)
Accrued expenses	109,778
Net cash flows provided by operating activities	<u>1,317,424</u>

**CASH FLOWS FROM INVESTING ACTIVITIES:**

Purchase of fixed assets	<u>(141,168)</u>
Net cash flows used in investing activities	<u>(141,168)</u>

**CASH FLOWS FROM FINANCING ACTIVITIES:**

Payments on loan payable	<u>(159,610)</u>
Net cash flows used in financing activities	<u>(159,610)</u>

**NET INCREASE IN CASH** 1,016,646

**CASH, BEGINNING OF YEAR** 5,073,793

**CASH, END OF YEAR** \$ 6,090,439

**SUPPLEMENTAL DISCLOSURES:**

Cash paid for interest	<u><u>\$ 106,833</u></u>
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**THE LANGUAGE ACADEMY OF SACRAMENTO**  
**NOTES TO FINANCIAL STATEMENTS**  
**June 30, 2019**

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**1. ORGANIZATION AND MISSION**

The Language Academy of Sacramento (Organization) is a non-profit public benefit corporation. The Organization was petitioned and approved through the Sacramento City Unified School District for a five-year period ending on June 30, 2024. The Organization was incorporated in the State of California on December 17, 2003.

The Organization commenced operations during the 2004-2005 fiscal year and currently serves approximately 582 students in Kindergarten through Grade 8. The Organization is a two-way Spanish immersion charter school offering educational programs which develop high academic achievement, bilingualism and bi-literacy, multi-cultural competence, social responsibility, background knowledge, experiential learning, and home and school partnership.

**2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

***Financial Statement Presentation***

In accordance with Financial Accounting Standards Board (FASB) Accounting Standards Update (ASU) 2016-14, Not for Profit Entities (Topic 958), *Presentation of Financial Statements of Not-for-Profit Entities*, which the Organization adopted as of the beginning of the fiscal year ended June 30, 2019, the Organization reports information regarding its financial position and activities according to two classes of net assets: net assets without donor restrictions and net assets with donor restrictions.

*Net assets without donor restrictions*

Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions. The Board has designated none of these net assets for operating reserves and future program development.

*Net assets with donor restrictions*

Net assets subject to donor (or certain grantor) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both. As of Jun 30, 2019, the Organization had \$274,298 in net assets with donor restrictions.

***Accounting Method – Basis of Accounting***

The financial statements were prepared in accordance with accounting principles generally accepted in the United States of America as applicable to not-for-profit organizations. Basis of accounting refers to when revenues and expenses are recognized in the accounts and reported on the financial statements. The Organization uses the accrual basis of accounting, under which revenues are recognized when they are earned and expenditures are recognized in the accounting period in which the liability is incurred.

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**THE LANGUAGE ACADEMY OF SACRAMENTO**  
**NOTES TO FINANCIAL STATEMENTS**  
**June 30, 2019**

---

**2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES** (continued)

***Use of Estimates***

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

***Income Taxes***

The Organization is exempt from income taxes under Internal Revenue Code Section 501(c)(3). It is, however, subject to income taxes from activities unrelated to its tax-exempt purpose. The Organization uses the same accounting methods for tax and financial reporting.

Generally accepted accounting principles (GAAP) provides accounting and disclosure guidance about positions taken by an entity in its tax returns that might be uncertain. Management has considered its tax positions and believes that all of the positions taken in its federal and state exempt organization tax returns are more likely than not to be sustained upon examination. The Organization's returns are subject to examination by federal and state taxing authorities, generally for three years and four years, respectively, after they are filed.

***Cash and Cash Equivalents***

Cash and cash equivalents are from time to time variously composed of cash on hand and liquid investments with original maturities of three months or less. At June 30, 2019, the Organization had no cash equivalents.

***Fixed Assets***

Fixed assets are recorded at cost and depreciated under the straight-line method over their estimated useful lives of 3 years. Repair and maintenance costs, which do not extend the useful lives of the asset, are charged to expense. The cost of assets, sold or retired, and related amounts of accumulated depreciation are eliminated from the accounts in the year of disposal, and any resulting gain or loss is included in the earnings. Management has elected to capitalize and depreciate all assets costing \$5,000 or more; all other assets are charged to expense in the year incurred.

***Revenue Sources and Recognition***

The Organization primarily receives funds from the California Department of Education (CDE). Revenue limit sources received from the CDE are determined based on the Organization's average daily attendance (ADA) of students and recognized in the period the ADA occurs.

In addition, the Organization receives federal, state and local revenues for the enhancement of various educational programs. This assistance is generally received based on applications submitted to and approved by various granting agencies.

The Organization recognizes federal revenue to the extent that eligible expenditures have been incurred.

**THE LANGUAGE ACADEMY OF SACRAMENTO**  
**NOTES TO FINANCIAL STATEMENTS**  
**June 30, 2019**

**2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES** (continued)

***Revenue Sources and Recognition*** (continued)

Revenue that is restricted is recorded as an increase in net assets without restrictions if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in net assets with donor restrictions.

***Functional Allocation of Expenses***

The costs of providing the program services have been summarized on a functional basis in the statement of activities. Accordingly, certain costs have been allocated among the program services based on employees' time incurred and management's estimates of the usage of resources.

***New Accounting Pronouncements***

In February 2016, the FASB issued Accounting Standards Update (ASU) 2016-02, *Leases* (Topic 842). Topic 842 requires a lessee to recognize a lease asset representing its right to use the underlying asset for the lease term, and a lease liability for the present value of payments to be made to lessor, on its statement of financial position for all leases greater than 12 months. In November 2019, the FASB issued ASU 2019-10, *Financial Instruments-Credit Losses, Derivatives and Hedging, and Leases*, which deferred the effective date of Topic 842 until fiscal years beginning after December 15, 2020, and interim periods within fiscal years beginning after December 31, 2021. Although the full impact of this new guidance on the Organization's financial statements has not yet been determined, the future adoption of this guidance will require the Organization to record assets and liabilities on its statement of financial position relating to facility and other leases currently being accounted for as operating leases (See Note 8).

In August 2016, The FASB issued ASU No. 2016-14, *Not-for-Profit Entities (Topic 958): Presentation of Financial Statements of Not-for-Profit Entities* (ASU 2016-14). ASU 2016-14 change presentation and disclosure requirements for not-for-profit entities to provide more relevant information about their resources (and the changes in those resources) to donors, grantors, creditors, and other users. These include qualitative and quantitative requirements in the following areas: (1) net asset classes; (2) investment return; (3) expenses; (4) liquidity and availability of resources; and (5) presentation of operating cash flows. ASU 2016-14 became effective for annual financial statements issued for fiscal years beginning after December 15, 2017, and for interim periods within fiscal years beginning after December 15, 2018. The Organization adopted ASU 2016-14 during the fiscal year ended June 30, 2019. The following shows the effects of adoption of this new standard on the Organization's presentation of net assets:

	<b>Before Adoption of ASU 2016-14</b>	<b>After Adoption of ASU 2016-14</b>
At the beginning of the fiscal year		
Unrestricted net assets	\$ 8,285,497	\$ -
Net assets without donor restrictions	-	8,285,497
Temporarily restricted net assets	55,214	-
Net assets with donor restrictions	-	55,214
	<u>\$ 8,340,711</u>	<u>\$ 8,340,711</u>

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**THE LANGUAGE ACADEMY OF SACRAMENTO**  
**NOTES TO FINANCIAL STATEMENTS**  
**June 30, 2019**

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**3. CASH**

Cash at June 30, 2019, consisted of the following:

Cash in banks	\$ 6,090,439
Total cash	<u>\$ 6,090,439</u>

Cash balances held in banks are insured up to \$250,000 by the Federal Deposit Insurance Corporation (FDIC). The Organization maintains its cash in bank deposit accounts that at times may exceed federally insured limits. The Organization has not experienced any losses in such accounts. At June 30, 2019, the Organization had \$6,124,793 in excess of FDIC insured limits.

**4. ACCOUNTS RECEIVABLE**

Accounts receivable at June 30, 2019, consisted of the following:

Revenue limit sources:	
State aid	\$ 258,612
In-lieu of property taxes	297,515
Federal revenues	103,445
State revenues	560,270
Local revenues:	
Miscellaneous	334,565
Total accounts receivable	<u>\$ 1,554,407</u>

**5. FIXED ASSETS, NET**

Fixed assets, net at June 30, 2019, consisted of the following:

Construction in progress	\$ 126,969
Site improvements	8,973,097
Land improvements	1,253,141
Equipment	464,162
Less: accumulated depreciation	(2,486,302)
Total fixed assets, net	<u>\$ 8,331,067</u>

During the fiscal year ended June 30, 2019, a total of \$556,961 was charged to depreciation expense.

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**THE LANGUAGE ACADEMY OF SACRAMENTO**

**NOTES TO FINANCIAL STATEMENTS**

**June 30, 2019**

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**6. ACCRUED EXPENSES**

At June 30, 2019, accrued expenses consisted of the following:

Payroll and payroll taxes	\$	218,466
District oversight		55,722
Pension expense and other		105,499
Total accrued expenses	<u>\$</u>	<u>379,687</u>

**7. LOAN PAYABLE**

***Prop 1D Loan***

In 2011, the Organization applied to the Prop 1D Bond Program through the State Allocation Board and California School Finance Authority for both rehabilitation work and new construction at its current site of operations. The application was subsequently approved and between 2012 and 2015, the Organization was apportioned and received a total of \$11,533,532 in funding. The structure of the Prop 1D Program is to provide 50% of the final approved project costs in the form of a grant and 50% in the form of a lease or long-term loan. Estimating that its final project is to be certified at \$9,600,000, the Organization recognized \$4,800,000 of the \$11,533,532 as earned revenues, \$966,766 as deferred revenues, and \$5,766,766 recognized as a long-term loan liability. Once the project is officially certified, the Organization anticipates that the deferred unearned revenues will be due immediately back to the State, along with any excess funds loaned to the school.

The long-term loan is to be repaid over 30 years at an interest rate no less than 2%. The interest rate was set using the lower of the rate paid on funds in the Pooled Money Investment Account as of the date of disbursement of the funding or at a rate equal to 50 percent of the interest rate paid by the state on the most recent sale of state general obligation bonds, and the interest rate was computed according to the true interest cost method, as stated in the California Education Code, Section 17078.57. The loan is secured by the Organization's future state apportionments. The long-term loan has an anticipated maturity date of May 2044.

Future principal payments on the loan are as follows:

<b>Year Ending</b>				
<b>June 30,</b>	<b>Principal</b>	<b>Interest</b>	<b>Total</b>	
2020	\$ 162,817	\$ 103,625	\$ 266,442	
2021	166,090	100,352	266,442	
2022	169,429	97,014	266,443	
2023	172,834	93,609	266,443	
2024	176,308	90,135	266,443	
Thereafter	4,374,279	1,044,707	5,418,986	
	<u>\$ 5,221,757</u>	<u>\$ 1,529,442</u>	<u>\$ 6,751,199</u>	



**THE LANGUAGE ACADEMY OF SACRAMENTO**  
**NOTES TO FINANCIAL STATEMENTS**  
**June 30, 2019**

**7. LOAN PAYABLE (continued)**

Changes in loan payable obligations for the fiscal year ended June 30, 2019, are as follows:

	<u>Balance</u> <u>June 30, 2018</u>	<u>Payments</u>	<u>Balance</u> <u>June 30, 2019</u>	<u>Due in</u> <u>one year</u>
Prop 1D Loan	\$ 5,381,367	\$ 159,610	\$ 5,221,757	\$ 162,817
Total	<u>\$ 5,381,367</u>	<u>\$ 159,610</u>	<u>\$ 5,221,757</u>	<u>\$ 162,817</u>

**8. OPERATING LEASES**

The Organization has two leases for copiers under operating lease agreements. Both lease agreements will expire in September 2020. The future minimum lease payment is as follows:

<u>Year Ending</u> <u>June 30,</u>	<u>Lease</u> <u>Payments</u>
2020	\$ 1,758
Total future lease payments	<u>\$ 1,758</u>

The Organization has entered a facility use agreement with Sacramento City Unified School District to utilize the Fruit Ridge Elementary School site through Resolution 2589 since June 23, 2011. The Organization receives no sublease rental revenues nor pays any contingent rentals associated with this lease. For the fiscal year ended June 30, 2019, operating lease expense was \$97,265.

**9. EMPLOYEE RETIREMENT SYSTEMS**

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Certificated employees are members of the State Teachers' Retirement System (STRS).

***Plan Description and Funding Policy***

**STRS**

*Plan Description*

The Organization contributes to STRS, a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by STRS. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available actuarial valuation report as of June 30, 2018, total plan net assets are \$211.4 billion, the total actuarial present

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**THE LANGUAGE ACADEMY OF SACRAMENTO**  
**NOTES TO FINANCIAL STATEMENTS**  
**June 30, 2019**

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**9. EMPLOYEE RETIREMENT SYSTEMS** (continued)

***Plan Description and Funding Policy*** (continued)

value of accumulated plan benefits is \$374.4 billion, contributions from all employers totaled \$4.7 billion and the plan is 64.0% funded. The Organization did not contribute more than 5% of the total contributions to the plan.

Copies of the STRS annual financial reports may be obtained from STRS, 7667 Folsom Boulevard, Oakland, CA 95826 and [www.calstrs.com](http://www.calstrs.com).

***Funding Policy***

Active plan members are required to contribute 10.20% of their salary and the Organization is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. The required employer contribution rate for fiscal year 2018-2019 was 16.28% of annual payroll. The contribution requirements of the plan members are established by state statute. The Organization's contributions to STRS for the fiscal year ending June 30, 2019, were \$371,622 and equal 100% of the required contributions for the year.

**10. JOINT POWERS AGREEMENT**

The Organization entered into a Joint Powers Agreement (JPA) known as the "California Charter Schools Association Joint Powers Authority (CCSA-JPA)," a self-insurance plan for workers' compensation, property/casualty, and school board liability insurance. The CCSA-JPA is governed by a board consisting of a representative from each member organization. The board controls the operation of the CCSA-JPA including selection of management and approval of operating budgets, independent of any influence by the member organizations beyond their representation on the board. Each member organization pays a premium commensurate with the level of coverage requested and share surpluses and deficits proportionate to their participation in the CCSA-JPA. The CCSA-JPA is a separate entity which is audited by an independent accounting firm. The Organization paid the CCSA-JPA \$49,742 in insurance premiums during the year ended June 30, 2019.

**11. LIQUIDITY AND AVAILABILITY OF FINANCIAL ASSETS**

The Organization manages its cash available to meet general expenditures following three guiding principles:

- Operating with a prudent range of financial soundness and stability,
- Maintaining adequate liquid assets, and
- Maintaining sufficient reserves to provide reasonable assurance that long term grant commitments and obligations under endowments with donor restrictions and quasi-endowments that support mission fulfillment with continue to be met, ensuring the sustainability of the Organization.

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**THE LANGUAGE ACADEMY OF SACRAMENTO**

**NOTES TO FINANCIAL STATEMENTS**

**June 30, 2019**

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**11. LIQUIDITY AND AVAILABILITY OF FINANCIAL ASSETS** (continued)

The Organization's financial assets available within one year of the Statement of Financial Position date for general expenditures are as follows:

Cash	\$ 6,090,439
Accounts receivable	<u>1,554,407</u>
Total financial assets available within one year	<u><u>\$ 7,644,846</u></u>

**12. NET ASSETS WITH DONOR RESTRICTIONS**

Net assets with donor restrictions consist of entitlements received but not expended as of June 30, 2019. At June 30, 2019, the Organization's net assets with donor restrictions consisted of:

Proposition 39 - California Clean Energy Jobs Act	<u>\$ 274,298</u>
Total net assets with donor restrictions	<u><u>\$ 274,298</u></u>

**13. COMMITMENTS AND CONTINGENCIES**

***State Allowances, Awards, and Grants***

The Organization has received state funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, management believes that any required reimbursement will not be material.

**14. SUBSEQUENT EVENTS**

The Organization's management has evaluated events or transactions that may occur for potential recognition or disclosure in the financial statements from the balance sheet date through December 16, 2019, which is the date the financial statements were available to be issued. Management has determined that there were no subsequent events or transactions that would have a material impact on the current year financial statements.

**SUPPLEMENTARY INFORMATION**

**THE LANGUAGE ACADEMY OF SACRAMENTO  
ORGANIZATION  
June 30, 2019**

The Language Academy of Sacramento [#0640] is a Kindergarten through Grade 8 Charter School and was granted its charter renewal by the Sacramento City Unified School District on March 2014, pursuant to the terms of the Charter Schools Act of 1992, as amended.

The Board of Directors for the fiscal year ended June 30, 2019, was comprised of the following members:

<b>Name</b>	<b>Office</b>	<b>Term</b>	<b>Term Expiration</b>
Erandi Zamora	President	2 years	June 30, 2019
Kathy Petree	Vice-President	3 years	June 30, 2020
Aracely Campa	Treasurer	3 years	June 30, 2020
Jennifer Bacsafrá	Secretary	3 years	June 30, 2019
Lourdes Gomez	Member	3 years	June 30, 2021
Perla Campos	Member	3 years	June 30, 2019
Adriana Gutierrez-Yañez	Member	3 years	June 30, 2020
Gemma Jauregui	Member	3 years	June 30, 2021
Nadeen Ruiz	Member	3 years	June 30, 2021

**Administration**

<b>Name</b>	<b>Position</b>
Eduardo de León	Executive Director
Judy Morales	Business and Operations Officer
Teadora-Jean Bersola	Academic Accountability Specialist

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**THE LANGUAGE ACADEMY OF SACRAMENTO**  
**SCHEDULE OF AVERAGE DAILY ATTENDANCE**  
**For the Fiscal Year Ended June 30, 2019**

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	<u>Second Period Report</u>	<u>Annual Report</u>
Transitional Kindergarten/ Kindergarten - Grade 3	272.69	272.54
Grades 4 - 6	189.52	189.55
Grades 7 - 8	119.81	119.60
Total	<u>582.02</u>	<u>581.69</u>

The Organization is 100% classroom-based and generates no ADA from a full-time independent study program.

**THE LANGUAGE ACADEMY OF SACRAMENTO**  
**SCHEDULE OF INSTRUCTIONAL TIME**  
**For the Fiscal Year Ended June 30, 2019**

<b>Grade Level</b>	<b>2018-2019 Minutes Requirements</b>	<b>2018-2019 Actual Minutes</b>	<b>Number of Days Traditional Calendar</b>	<b>Status</b>
Transitional Kindergarten	36,000	38,485	179	In compliance
Kindergarten	36,000	47,715	179	In compliance
Grade 1	50,400	55,770	179	In compliance
Grade 2	50,400	55,770	179	In compliance
Grade 3	50,400	55,770	179	In compliance
Grade 4	54,000	55,770	179	In compliance
Grade 5	54,000	55,770	179	In compliance
Grade 6	54,000	57,780	179	In compliance
Grade 7	54,000	57,780	179	In compliance
Grade 8	54,000	57,780	179	In compliance

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**THE LANGUAGE ACADEMY OF SACRAMENTO  
RECONCILIATION OF CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT - - ALTERNATIVE FORM WITH  
AUDITED FINANCIAL STATEMENTS  
For the Fiscal Year Ended June 30, 2019**

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June 30, 2019, Charter School Unaudited Actuals Financial Report -- Alternative Form, Ending Fund Balance	\$ 9,342,829
Adjustments and reclassifications:	
Increasing (decreasing) the fund balance:	
Accounts receivable understatement	84,693
Prepaid expenses understatement	447
Fixed assets overstatement	(1,961)
Accrued expenses understatement	(29,730)
Rounding adjustments	<u>2</u>
Net adjustments and reclassifications	<u>53,451</u>
June 30, 2019, audited financial statement net assets	<u><u>\$ 9,396,280</u></u>



**OTHER INDEPENDENT AUDITOR'S REPORTS**

**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER  
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS  
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN  
ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Board of Directors  
The Language Academy of Sacramento  
Sacramento, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of The Language Academy of Sacramento (a nonprofit organization), which comprise the statement of financial position as of June 30, 2019, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated December 16, 2019.

**Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered The Language Academy of Sacramento's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of The Language Academy of Sacramento's internal control. Accordingly, we do not express an opinion on the effectiveness of The Language Academy of Sacramento's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance. We consider the following deficiency in internal control to be a significant deficiency:

Lack of proper review and approval of year-end accruals exposed the Organization to significant risk of material misstatement of the financial statements. The Language Academy of Sacramento's response to the finding identified in our audit is described in the accompanying schedule of findings and questioned costs. The Language Academy of Sacramento's response was not subjected to the auditing procedures applied in the audit of the financial statements, and accordingly, we express no opinion on it.



## **Compliance and Other Matters**

As part of obtaining reasonable assurance about whether The Language Academy of Sacramento's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

## **Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

## **SQUAR MILNER LLP**

San Diego, California  
December 16, 2019

## INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

Board of Directors  
The Language Academy of Sacramento  
Sacramento, California

### Report on Compliance for Each State Program

We have audited The Language Academy of Sacramento's compliance with the types of compliance requirements described in the *2018-19 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel, that could have a direct and material effect on each of The Language Academy of Sacramento's state programs for the fiscal year ended June 30, 2019. The Language Academy of Sacramento's state programs are identified below.

### Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its state programs.

### Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of The Language Academy of Sacramento's state programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the State's Audit Guide, *2018-19 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a state program occurred. An audit includes examining, on a test basis, evidence about The Language Academy of Sacramento's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each state program. However, our audit does not provide a legal determination of The Language Academy of Sacramento's compliance. In connection with the audit referred to above, we selected transactions and records to determine the Organization's compliance with the state laws and regulations applicable to the following items:



<b>Description</b>	<b>Procedures Performed</b>
California Clean Energy Jobs Act	Yes
After/Before School Education and Safety Program	Yes
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based Attendance	Not Applicable
Mode of Instruction	Yes
Nonclassroom-Based Instruction/Independent Study for Charter Schools	Not Applicable
Determination of Funding for Nonclassroom-Based Instruction	Not Applicable
Annual Instructional Minutes - Classroom Based	Yes
Charter School Facility Grant Program	Not Applicable

The term “Not Applicable” is used above to mean either that the Organization did not offer the program during the current fiscal year, or that the program applies only to a different type of local education agency.

### **Opinion on State Programs**

In our opinion, The Language Academy of Sacramento complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its state programs for the fiscal year ended June 30, 2019.

The purpose of this report on state compliance is solely to describe the scope of our testing of state compliance and the results of that testing based on the requirements of the *2018-19 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Accordingly, this report is not suitable for any other purpose.

**SQUAR MILNER LLP**

San Diego, California  
December 16, 2019

## **FINDINGS AND RECOMMENDATIONS**

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**THE LANGUAGE ACADEMY OF SACRAMENTO**  
**SCHEDULE OF FINDINGS AND QUESTIONED COSTS**  
**For the Fiscal Year Ended June 30, 2019**

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**A. Summary of Auditor's Results**

1 Financial Statements

Type of auditor's report issued: Unmodified

Internal control over financial reporting:

One or more material weaknesses identified?      Yes   X   No

One or more significant deficiencies identified that  
are not considered to be material weaknesses?   X   Yes      None Reported

Noncompliance material to financial  
statements noted?      Yes   X   No

2 Federal Awards

Internal control over major programs:

One or more material weaknesses identified?      Yes   N/A   No

One or more significant deficiencies identified that  
are not considered to be material weaknesses?      Yes   N/A   None Reported

Type of auditor's report issued on compliance for  
major programs:     N/A    

Any audit findings disclosed that are required to be  
reported under section 200.516 Audit Findings  
paragraph (a) of OMB Uniform Guidance?      Yes   N/A   No

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**THE LANGUAGE ACADEMY OF SACRAMENTO**  
**SCHEDULE OF FINDINGS AND QUESTIONED COSTS**  
**For the Fiscal Year Ended June 30, 2019**

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**A. Summary of Auditor's Results** (continued)

Identification of major programs:

<u>CFDA Number(s)</u>	<u>Name of Federal Program or Cluster</u>
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*The Organization did not have over \$750,000 in Federal Expenditures.*

Dollar threshold used to distinguish between

Type A and Type B programs:           N/A          

Auditee qualified as low-risk auditee?        Yes   N/A   No

**3 State Awards**

Internal control over state programs:

One or more material weaknesses identified?        Yes   X   No

One or more significant deficiencies identified that are not considered to be material weaknesses?        Yes   X   None Reported

Type of auditor's report issued on compliance for state programs:

          Unmodified          

**B. Financial Statement Findings**

Finding 2019-001

30000 Internal Control

**(1) Criteria**

Review and approval of accruals: Accruals should be prepared and then reviewed and approved by different people.

**(2) Condition**

Invoices and services were not properly accrued at fiscal year end June 30, 2019.

**(3) Effect**

The Organization was exposed to significant risk of material misstatements of the financial statements as internal controls over accruals were not effectively implemented.



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**THE LANGUAGE ACADEMY OF SACRAMENTO  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS  
For the Fiscal Year Ended June 30, 2019**

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**B. Financial Statement Findings (continued)**

**(4) Cause**

Lack of proper review and approval over accruals.

**(5) Recommendation**

We recommend that the Organization implement controls to review monthly accruals recorded by the accounting team.

**(6) Organization's Reponse**

The Organization will consult with their back office provider on how to best ensure that all liabilities are recorded in the proper period going forward. The Organization will implement a review and approval process with different members of the internal accounting team.

**C. Federal Award Findings and Questioned Costs**

None

**D. State Award Findings and Questioned Costs**

None

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**THE LANGUAGE ACADEMY OF SACRAMENTO**  
**SUMMARY SCHEDULE OF PRIOR FINDINGS**  
**For the Fiscal Year Ended June 30, 2019**

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<u>Findings/Recommendations</u>	<u>Current Status</u>	<u>Explanation If Not Implemented</u>
None	N/A	N/A

Language Academy  
Income Statement  
As of Dec FY2020

	Actual			YTD	Budget						
	Oct	Nov	Dec	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>SUMMARY</b>											
<b>Revenue</b>											
LCFF Entitlement	337,265	745,800	337,265	2,031,243	5,914,181	5,914,181	5,886,222	(27,959)	(27,959)	3,854,979	35%
Federal Revenue	-	-	-	-	287,250	287,250	291,983	4,733	4,733	291,983	0%
Other State Revenues	27,386	43,035	152,612	291,774	607,610	623,422	621,284	(2,138)	13,674	329,510	47%
Local Revenues	2,632	3,080	19,492	40,767	48,300	48,300	48,300	-	-	7,533	84%
Fundraising and Grants	6,949	112	22,640	38,731	57,200	57,200	57,200	-	-	18,469	68%
<b>Total Revenue</b>	<b>374,231</b>	<b>792,027</b>	<b>532,010</b>	<b>2,402,516</b>	<b>6,914,541</b>	<b>6,930,353</b>	<b>6,904,989</b>	<b>(25,364)</b>	<b>(9,552)</b>	<b>4,502,473</b>	<b>35%</b>
<b>Expenses</b>											
Compensation and Benefits	397,536	436,995	43,536	1,614,476	4,481,092	4,481,092	4,461,111	19,981	19,981	2,846,635	36%
Books and Supplies	39,549	8,508	8,169	176,153	373,855	379,855	407,546	(27,691)	(33,691)	231,393	43%
Services and Other Operating Expenditures	64,745	41,633	110,957	452,016	1,365,719	1,345,671	1,327,356	18,315	38,363	875,340	34%
Depreciation	44,300	69,000	62,540	314,094	555,000	555,000	555,000	-	-	240,906	57%
Other Outflows	2,904	(92)	52,364	59,161	-	-	-	-	-	(59,161)	
<b>Total Expenses</b>	<b>549,034</b>	<b>556,045</b>	<b>277,565</b>	<b>2,615,900</b>	<b>6,775,665</b>	<b>6,761,617</b>	<b>6,751,013</b>	<b>10,605</b>	<b>24,653</b>	<b>4,135,112</b>	<b>39%</b>
<b>Operating Income</b>	<b>(174,802)</b>	<b>235,982</b>	<b>254,444</b>	<b>(213,385)</b>	<b>138,876</b>	<b>168,735</b>	<b>153,976</b>	<b>(14,759)</b>	<b>15,101</b>	<b>367,361</b>	
<b>Fund Balance</b>											
Beginning Balance (Unaudited)					9,247,014	9,341,315	9,396,280				
Operating Income					138,876	168,735	153,976				
<b>Ending Fund Balance</b>					<b>9,385,889</b>	<b>9,510,050</b>	<b>9,550,256</b>				
Fund Balance as a % of Expenses					139%	141%	141%				

Language Academy  
Income Statement  
As of Dec FY2020

	Actual			YTD	Budget							
	Oct	Nov	Dec	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent	
<b>KEY ASSUMPTIONS</b>												
<b>Enrollment Summary</b>												
K-3					282	282	282	-	-			
4-6					198	198	197	(1)	(1)			
7-8					132	132	130	(2)	(2)			
<b>Total Enrolled</b>					<b>612</b>	<b>612</b>	<b>609</b>	<b>(3)</b>	<b>(3)</b>			
<b>ADA %</b>												
K-3					95.0%	95.0%	95.0%	0.0%	0.0%			
4-6					95.0%	95.0%	95.0%	0.0%	0.0%			
7-8					95.0%	95.0%	95.0%	0.0%	0.0%			
<b>Average ADA %</b>					<b>95.0%</b>	<b>95.0%</b>	<b>95.0%</b>	<b>0.0%</b>	<b>0.0%</b>			
<b>ADA</b>												
K-3					267.90	267.90	267.90	-	-			
4-6					188.10	188.10	187.15	(0.95)	(0.95)			
7-8					125.40	125.40	123.50	(1.90)	(1.90)			
<b>Total ADA</b>					<b>581.40</b>	<b>581.40</b>	<b>578.55</b>	<b>(2.85)</b>	<b>(2.85)</b>			

**Language Academy**  
**Income Statement**  
**As of Dec FY2020**

		Actual			YTD	Budget						
		Oct	Nov	Dec	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>REVENUE</b>												
<b>LCFF Entitlement</b>												
8011	Charter Schools General Purpose Entitlement - State Aid	337,265	337,265	337,265	1,386,535	3,911,341	3,796,821	3,779,241	(17,580)	(132,100)	2,392,706	37%
8012	Education Protection Account Entitlement	-	-	-	236,134	858,517	917,066	912,570	(4,495)	54,053	676,436	26%
8096	Charter Schools in Lieu of Property Taxes	-	408,535	-	408,574	1,144,323	1,200,294	1,194,411	(5,884)	50,088	785,837	34%
<b>SUBTOTAL - LCFF Entitlement</b>		<b>337,265</b>	<b>745,800</b>	<b>337,265</b>	<b>2,031,243</b>	<b>5,914,181</b>	<b>5,914,181</b>	<b>5,886,222</b>	<b>(27,959)</b>	<b>(27,959)</b>	<b>3,854,979</b>	<b>35%</b>
<b>Federal Revenue</b>												
8181	Special Education - Entitlement	-	-	-	-	76,125	76,125	76,125	-	-	76,125	0%
8291	Title I	-	-	-	-	177,789	177,789	178,262	473	473	178,262	0%
8292	Title II	-	-	-	-	23,336	23,336	24,397	1,061	1,061	24,397	0%
8294	Title IV	-	-	-	-	10,000	10,000	13,199	3,199	3,199	13,199	0%
<b>SUBTOTAL - Federal Revenue</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>287,250</b>	<b>287,250</b>	<b>291,983</b>	<b>4,733</b>	<b>4,733</b>	<b>291,983</b>	<b>0%</b>
<b>Other State Revenue</b>												
8319	Other State Apportionments - Prior Years	-	-	-	10,325	-	-	-	-	-	(10,325)	
8381	Special Education - Entitlement (State)	27,386	43,035	27,386	155,623	315,700	315,700	314,153	(1,548)	(1,548)	158,530	50%
8550	Mandated Cost Reimbursements	-	-	9,813	9,813	9,504	9,813	9,813	-	308	(0)	100%
8560	State Lottery Revenue	-	-	-	-	118,606	120,350	119,760	(590)	1,154	119,760	0%
8596	Other State Revenue 6	-	-	115,413	116,013	163,800	177,559	177,559	-	13,759	61,546	65%
<b>SUBTOTAL - Other State Revenue</b>		<b>27,386</b>	<b>43,035</b>	<b>152,612</b>	<b>291,774</b>	<b>607,610</b>	<b>623,422</b>	<b>621,284</b>	<b>(2,137)</b>	<b>13,674</b>	<b>329,510</b>	<b>47%</b>
<b>Local Revenue</b>												
8636	Uniforms	-	-	1,062	6,611	12,000	12,000	12,000	-	-	5,389	55%
8638	Merchandise Sales	-	-	-	-	1,300	1,300	1,300	-	-	1,300	0%
8660	Interest	1,480	632	1,563	6,059	9,000	9,000	9,000	-	-	2,941	67%
8670	Fees and Contracts	250	250	-	2,000	6,000	6,000	6,000	-	-	4,000	33%
8693	Field Trips	-	-	44	44	15,000	15,000	15,000	-	-	14,956	0%
8699	All Other Local Revenue	329	950	-	2,018	5,000	5,000	5,000	-	-	2,982	40%
8999	Uncategorized Revenue	573	1,248	16,823	24,034	-	-	-	-	-	(24,034)	
<b>SUBTOTAL - Local Revenue</b>		<b>2,632</b>	<b>3,080</b>	<b>19,492</b>	<b>40,767</b>	<b>48,300</b>	<b>48,300</b>	<b>48,300</b>	<b>-</b>	<b>-</b>	<b>7,533</b>	<b>84%</b>
<b>Fundraising and Grants</b>												
8801	Donations - Parents	2,899	50	4,466	15,832	17,200	17,200	17,200	-	-	1,368	92%
8802	Donations - Private	750	-	280	1,030	15,000	15,000	15,000	-	-	13,970	7%
8803	Fundraising	3,300	61	17,894	21,869	25,000	25,000	25,000	-	-	3,131	87%
<b>SUBTOTAL - Fundraising and Grants</b>		<b>6,949</b>	<b>112</b>	<b>22,640</b>	<b>38,731</b>	<b>57,200</b>	<b>57,200</b>	<b>57,200</b>	<b>-</b>	<b>-</b>	<b>18,469</b>	<b>68%</b>
<b>TOTAL REVENUE</b>		<b>374,231</b>	<b>792,027</b>	<b>532,010</b>	<b>2,402,516</b>	<b>6,914,541</b>	<b>6,930,353</b>	<b>6,904,989</b>	<b>(25,364)</b>	<b>(9,552)</b>	<b>4,502,473</b>	<b>35%</b>

**Language Academy**  
**Income Statement**  
**As of Dec FY2020**

		Actual			YTD	Budget						
		Oct	Nov	Dec	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>EXPENSES</b>												
<b>Compensation &amp; Benefits</b>												
<b>Certificated Salaries</b>												
1100	Teachers Salaries	183,076	180,748	-	546,900	1,865,033	1,865,033	1,865,033	-	-	1,318,133	29%
1101	Teacher - Stipends	4,205	7,832	-	20,855	38,633	38,633	38,633	-	-	17,778	54%
1103	Teacher - Substitute Pay	1,429	2,196	-	5,676	72,000	72,000	47,000	25,000	25,000	41,324	12%
1300	Certificated Supervisor & Administrator Salaries	9,405	9,405	-	46,861	110,905	110,905	110,905	-	-	64,044	42%
1311	Cert Admin - Custom 1	34,228	34,228	-	121,961	353,840	353,840	353,840	-	-	231,878	34%
1920	Other Cert - Summer	-	-	-	1,745	17,220	17,220	17,220	-	-	15,475	10%
1940	Academic Accountability & Intervention	-	21,033	-	31,549	156,582	156,582	156,582	-	-	125,033	20%
<b>SUBTOTAL - Certificated Salaries</b>		<b>232,343</b>	<b>255,441</b>	<b>-</b>	<b>775,547</b>	<b>2,614,212</b>	<b>2,614,212</b>	<b>2,589,212</b>	<b>25,000</b>	<b>25,000</b>	<b>1,813,666</b>	<b>30%</b>
<b>Classified Salaries</b>												
2100	Classified Instructional Aide Salaries	3,585	4,598	-	12,998	31,585	31,585	31,585	-	-	18,586	41%
2103	SPED Classified	10,301	12,560	-	39,453	107,798	107,798	107,798	-	-	68,345	37%
2200	Classified Support Salaries	5,058	7,709	-	20,875	74,371	74,371	74,371	-	-	53,497	28%
2300	Classified Supervisor & Administrator Salaries	13,360	13,093	-	64,501	140,443	140,443	140,443	-	-	75,942	46%
2400	Classified Clerical & Office Salaries	8,882	10,666	-	46,567	109,584	109,584	109,584	-	-	63,016	42%
2900	Classified Other Salaries	2,730	1,693	-	16,489	-	-	-	-	-	(16,489)	
2905	Other Classified - After School	17,581	22,274	-	71,825	174,140	174,140	174,140	-	-	102,315	41%
2925	Other Classified - Childcare	-	52	-	52	2,080	2,080	2,080	-	-	2,028	3%
2930	Other Classified - Maintenance/grounds	10,089	12,395	-	46,174	104,513	104,513	104,513	-	-	58,338	44%
<b>SUBTOTAL - Classified Salaries</b>		<b>71,586</b>	<b>85,040</b>	<b>-</b>	<b>318,935</b>	<b>744,513</b>	<b>744,513</b>	<b>744,513</b>	<b>-</b>	<b>-</b>	<b>425,579</b>	<b>43%</b>
<b>Employee Benefits</b>												
3100	STRS	40,324	40,676	-	131,219	424,311	424,311	430,199	(5,888)	(5,888)	298,980	31%
3300	OASDI-Medicare-Alternative	8,889	10,212	-	35,191	98,026	98,026	97,663	363	363	62,472	36%
3400	Health & Welfare Benefits	46,415	43,449	43,536	329,364	527,310	527,310	527,310	-	-	197,946	62%
3500	Unemployment Insurance	151	164	-	538	17,886	17,886	17,680	206	206	17,142	3%
3600	Workers Comp Insurance	(4,255)	-	-	14,940	40,305	40,305	40,005	300	300	25,065	37%
3700	Retiree Benefits	-	2,014	-	2,014	-	-	-	-	-	(2,014)	
3900	Other Employee Benefits	2,081	-	-	6,728	14,528	14,528	14,528	-	-	7,800	46%
<b>SUBTOTAL - Employee Benefits</b>		<b>93,606</b>	<b>96,514</b>	<b>43,536</b>	<b>519,995</b>	<b>1,122,366</b>	<b>1,122,366</b>	<b>1,127,385</b>	<b>(5,019)</b>	<b>(5,019)</b>	<b>607,391</b>	<b>46%</b>
<b>Books &amp; Supplies</b>												
4100	Approved Textbooks & Core Curricula Materials	4,503	-	-	24,572	112,500	112,500	111,949	551	551	87,377	22%
4101	SPED Textbooks	-	-	-	-	7,344	7,344	7,308	36	36	7,308	0%
4200	Books & Other Reference Materials	20,867	2,153	1,721	48,032	79,160	79,160	108,402	(29,242)	(29,242)	60,370	44%
4201	Library Resources	2,918	537	1,343	8,594	12,485	12,485	12,424	61	61	3,830	69%
4315	Custodial Supplies	1,410	964	1,450	7,746	18,360	18,360	18,360	-	-	10,614	42%
4325	Instructional Materials & Supplies	2,072	210	1,124	14,052	29,040	29,040	28,898	142	142	14,845	49%
4330	Office Supplies	3,286	2,390	1,240	15,192	18,360	18,360	23,400	(5,040)	(5,040)	8,208	65%
4335	PE Supplies	1,192	12	103	2,694	6,090	6,090	6,090	-	-	3,396	44%
4340	Professional Development Supplies	56	20	27	252	4,794	4,794	4,794	-	-	4,542	5%
4352	Garden	-	-	-	-	2,000	2,000	2,000	-	-	2,000	0%
4354	ASES Materials	633	143	602	7,421	2,000	8,000	8,400	(400)	(6,400)	979	88%
4355	Summer Preschool	20	-	-	163	1,200	1,200	200	1,000	1,000	37	82%
4356	SPED Consumables	1,632	1,774	418	6,326	9,782	9,782	9,782	-	-	3,456	65%
4410	Classroom Furniture, Equipment & Supplies	747	-	141	4,777	10,200	10,200	5,000	5,200	5,200	223	96%
4420	Computers (individual items less than \$5k)	-	-	-	31,210	33,000	33,000	33,000	-	-	1,790	95%
4423	Classroom Noncapitalized items 1	174	304	-	1,025	5,100	5,100	5,100	-	-	4,075	20%
4430	Non Classroom Related Furniture, Equipment & Supplies	38	-	-	4,096	22,440	22,440	22,440	-	-	18,344	18%

**Language Academy**  
**Income Statement**  
**As of Dec FY2020**

	Actual			YTD	Budget						
	Oct	Nov	Dec	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>SUBTOTAL - Books and Supplies</b>	<b>39,549</b>	<b>8,508</b>	<b>8,169</b>	<b>176,153</b>	<b>373,855</b>	<b>379,855</b>	<b>407,546</b>	<b>(27,691)</b>	<b>(33,691)</b>	<b>231,393</b>	<b>43%</b>
<b>Services &amp; Other Operating Expenses</b>											
5210 Conference Fees	250	224	-	2,354	20,000	20,000	20,000	-	-	17,646	12%
5215 Travel - Mileage, Parking, Tolls	8	791	633	2,377	9,588	9,588	9,588	-	-	7,211	25%
5220 Travel and Lodging	132	1,523	181	2,033	28,970	28,970	28,970	-	-	26,937	7%
5305 Dues & Membership - Professional	129	-	5,650	7,938	10,200	10,200	10,200	-	-	2,262	78%
5450 Insurance - Other	10,046	-	-	35,159	51,000	51,000	51,000	-	-	15,841	69%
5515 Janitorial, Gardening Services & Supplies	8,503	-	-	22,292	165,084	165,084	165,084	-	-	142,792	14%
5535 Utilities - All Utilities	-	-	-	26,970	97,920	97,920	97,920	-	-	70,950	28%
5605 Equipment Leases	2,624	-	2,624	14,065	34,639	34,639	34,639	-	-	20,575	41%
5610 Rent	(21,538)	-	29,026	29,026	99,210	99,210	99,210	-	-	70,184	29%
5615 Repairs and Maintenance - Building	200	-	200	925	10,200	10,200	10,200	-	-	9,275	9%
5616 Repairs and Maintenance - Computers	-	-	-	-	2,550	2,550	2,550	-	-	2,550	0%
5617 Repairs and Maintenance - Other Equipment	-	-	-	-	2,550	2,550	2,550	-	-	2,550	0%
5803 Accounting Fees	7,664	3,831	-	11,495	11,220	11,220	11,220	-	-	(275)	102%
5804 Parent Trainings	-	-	-	-	1,000	1,000	1,000	-	-	1,000	0%
5805 Administrative Fees	-	770	4,950	15,615	19,132	19,132	19,132	-	-	3,517	82%
5806 Assemblies	-	-	-	-	3,774	3,774	3,774	-	-	3,774	0%
5809 Banking Fees	21	16	25	103	428	428	428	-	-	325	24%
5810 Service 4	-	-	-	8	-	-	-	-	-	(8)	
5812 Business Services	12,833	6,417	6,417	38,500	95,000	77,000	77,000	-	18,000	38,500	50%
5813 Board Development	-	-	2,125	2,125	4,000	4,000	4,000	-	-	1,875	53%
5818 SPED Legal Fees	-	-	-	-	1,000	1,000	1,000	-	-	1,000	0%
5824 District Oversight Fees	-	-	19,937	19,937	59,142	59,142	58,862	280	280	38,925	34%
5830 Field Trips Expenses	6,244	6,087	4,304	20,570	56,304	56,304	56,028	276	276	35,458	37%
5833 Fines and Penalties	-	-	-	226	563	563	563	-	-	337	40%
5836 Fingerprinting	128	96	128	576	816	816	816	-	-	240	71%
5839 Fundraising Expenses	4,164	3,228	3,779	15,749	36,700	36,700	36,700	-	-	20,951	43%
5843 Interest - Loans Less than 1 Year	-	-	-	-	110,370	110,370	110,370	-	-	110,370	0%
5845 Legal Fees	209	231	1,600	2,667	10,200	10,200	10,200	-	-	7,533	26%
5851 Marketing and Student Recruiting	-	-	-	-	1,224	1,224	1,224	-	-	1,224	0%
5857 Payroll Fees	1,158	1,413	700	6,644	15,300	15,300	15,300	-	-	8,656	43%
5860 Printing and Reproduction	3,200	5,747	1,552	16,721	28,000	28,000	28,000	-	-	11,279	60%
5861 Prior Yr Exp (not accrued)	4,924	-	-	4,924	-	-	4,924	(4,924)	(4,924)	(0)	100%
5863 Professional Development	-	-	440	13,922	34,500	34,500	34,500	-	-	20,578	40%
5869 Special Education Contract Instructors	13,873	4,114	20,671	67,921	165,240	165,240	165,240	-	-	97,319	41%
5874 Sports	-	1,208	41	1,249	15,530	15,530	15,530	-	-	14,281	8%
5875 Staff Recruiting	-	-	-	-	1,020	1,020	1,020	-	-	1,020	0%
5878 Student Assessment	-	-	-	8,387	12,852	12,852	12,789	63	63	4,402	66%
5880 Student Health Services	-	-	-	-	3,121	3,121	3,106	15	15	3,106	0%
5881 Student Information System	-	-	-	12,661	16,524	16,524	16,443	81	81	3,782	77%
5884 Substitutes	3,010	1,970	2,860	11,949	25,000	25,000	50,000	(25,000)	(25,000)	38,051	24%
5887 Technology Services	4,110	-	-	15,055	20,000	20,000	20,000	-	-	4,945	75%
5893 Transportation - Student	-	-	-	-	51,000	51,000	-	51,000	51,000	-	
5910 Communications - Internet / Website Fees	117	3,788	1,951	10,321	4,896	19,000	19,200	(200)	(14,304)	8,879	54%
5915 Postage and Delivery	431	180	12	1,428	1,800	1,800	2,796	(996)	(996)	1,368	51%
5920 Communications - Telephone & Fax	2,305	-	1,152	10,124	28,152	12,000	14,280	(2,280)	13,872	4,156	71%
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>64,745</b>	<b>41,633</b>	<b>110,957</b>	<b>452,016</b>	<b>1,365,719</b>	<b>1,345,671</b>	<b>1,327,356</b>	<b>18,315</b>	<b>38,363</b>	<b>875,340</b>	<b>34%</b>
<b>Capital Outlay &amp; Depreciation</b>											
6100 Sites & Improvement of Sites	-	24,700	18,240	42,940	-	-	-	-	-	(42,940)	
6900 Depreciation	44,300	44,300	44,300	271,154	555,000	555,000	555,000	-	-	283,846	49%
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>	<b>44,300</b>	<b>69,000</b>	<b>62,540</b>	<b>314,094</b>	<b>555,000</b>	<b>555,000</b>	<b>555,000</b>	<b>-</b>	<b>-</b>	<b>240,906</b>	<b>57%</b>

**Language Academy**  
**Income Statement**  
**As of Dec FY2020**

	Actual			YTD	Budget						
	Oct	Nov	Dec	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>Other Outflows</b>											
7438 Long term debt - Interest	-	-	52,218	52,218	-	-	-	-	-	(52,218)	
7999 Uncategorized Expense	2,812	-	147	6,943	-	-	-	-	-	(6,943)	
<b>SUBTOTAL - Other Outflows</b>	<b>2,904</b>	<b>(92)</b>	<b>52,364</b>	<b>59,161</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(59,161)</b>	
<b>TOTAL EXPENSES</b>	<b>549,034</b>	<b>556,045</b>	<b>277,565</b>	<b>2,615,900</b>	<b>6,775,665</b>	<b>6,761,617</b>	<b>6,751,013</b>	<b>10,605</b>	<b>24,653</b>	<b>4,135,112</b>	<b>39%</b>



**Language Academy**  
**Monthly Cash Forecast**  
**As of Dec FY2020**

	2020-21											
	Actuals & Forecast											
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast
<b>Beginning Cash</b>	<b>6,059,090</b>	<b>6,382,018</b>	<b>6,658,595</b>	<b>6,513,865</b>	<b>6,771,714</b>	<b>6,740,860</b>	<b>6,666,090</b>	<b>6,802,314</b>	<b>6,800,512</b>	<b>6,788,983</b>	<b>7,011,982</b>	<b>7,004,919</b>
<b>REVENUE</b>												
LCCF Entitlement	-	269,406	341,070	679,630	451,487	451,487	679,630	451,487	529,009	675,934	444,420	444,420
Federal Revenue	-	-	-	-	53,965	-	-	53,965	-	38,063	53,965	-
Other State Revenue	-	15,708	15,708	143,687	28,274	38,323	28,274	58,214	28,583	72,973	58,523	28,583
Other Local Revenue	-	-	4,830	4,830	4,830	4,830	4,830	4,830	4,830	4,830	4,830	4,830
Fundraising & Grants	-	-	5,720	5,720	5,720	5,720	5,720	5,720	5,720	5,720	5,720	5,720
<b>TOTAL REVENUE</b>	<b>-</b>	<b>285,113</b>	<b>367,328</b>	<b>833,867</b>	<b>544,275</b>	<b>500,360</b>	<b>718,453</b>	<b>574,215</b>	<b>568,143</b>	<b>797,520</b>	<b>567,458</b>	<b>483,553</b>
<b>EXPENSES</b>												
Certificated Salaries	71,697	71,697	251,055	251,055	251,055	251,055	251,055	251,055	251,055	251,055	251,055	251,055
Classified Salaries	63,904	63,904	63,904	63,904	63,904	63,904	63,904	63,904	63,904	63,904	63,904	63,904
Employee Benefits	70,435	70,435	110,733	105,408	104,521	104,521	111,621	105,408	105,408	104,521	104,521	104,521
Books & Supplies	28,013	28,013	28,013	28,013	28,013	28,013	28,013	28,013	28,013	28,013	28,013	28,013
Services & Other Operating Expenses	18,883	22,538	130,074	127,637	127,637	127,637	127,637	127,637	131,292	127,028	127,028	127,028
Capital Outlay & Depreciation	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>	<b>299,181</b>	<b>302,836</b>	<b>630,029</b>	<b>622,267</b>	<b>621,380</b>	<b>621,380</b>	<b>628,480</b>	<b>622,267</b>	<b>625,922</b>	<b>620,770</b>	<b>620,770</b>	<b>620,770</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>(299,181)</b>	<b>(17,723)</b>	<b>(262,701)</b>	<b>211,600</b>	<b>(77,104)</b>	<b>(121,019)</b>	<b>89,974</b>	<b>(48,052)</b>	<b>(57,779)</b>	<b>176,749</b>	<b>(53,313)</b>	<b>(137,217)</b>
Revenues - Prior Year Accruals	556,448	228,640	71,720	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-
Fixed Assets	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250
Expenses - Prior Year Accruals	19,410	19,410	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-
<b>Ending Cash</b>	<b>6,382,018</b>	<b>6,658,595</b>	<b>6,513,865</b>	<b>6,771,714</b>	<b>6,740,860</b>	<b>6,666,090</b>	<b>6,802,314</b>	<b>6,800,512</b>	<b>6,788,983</b>	<b>7,011,982</b>	<b>7,004,919</b>	<b>6,913,952</b>
Days Cash on Hand	373	389	381	396	394	389	397	397	397	410	409	404
	<b>Jul</b>	<b>Aug</b>	<b>Sep</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>	<b>Jun</b>
Phase 1	500,000	1,028,504	-	-	-	-	-	-	-	-	-	-
Phase 2	-	-	1,000,000	2,500,000	543,026	-	-	-	-	-	-	-
<b>Total Costs</b>	<b>500,000</b>	<b>1,028,504</b>	<b>1,000,000</b>	<b>2,500,000</b>	<b>543,026</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>New Ending Cash Balance</b>	<b>5,882,018</b>	<b>5,130,091</b>	<b>3,985,361</b>	<b>1,743,210</b>	<b>1,169,330</b>	<b>1,094,560</b>	<b>1,230,784</b>	<b>1,228,982</b>	<b>1,217,453</b>	<b>1,440,452</b>	<b>1,433,389</b>	<b>1,342,422</b>
Reserve % of Annual Revenue	83%	72%	56%	25%	16%	15%	17%	17%	17%	20%	20%	19%
Reserve in Months of Expense	10.24	8.93	6.94	3.04	2.04	1.91	2.14	2.14	2.12	2.51	2.50	2.34

**Language Academy**  
**Monthly Cash Forecast**  
**As of Dec FY2020**

	2021-22											
	Actuals & Forecast											
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast
<b>Beginning Cash</b>	<b>6,913,952</b>	<b>7,223,679</b>	<b>7,482,782</b>	<b>7,336,710</b>	<b>7,601,838</b>	<b>7,577,142</b>	<b>7,508,865</b>	<b>7,652,343</b>	<b>7,656,843</b>	<b>7,645,552</b>	<b>7,867,421</b>	<b>7,861,436</b>
<b>REVENUE</b>												
LCCF Entitlement	-	279,235	351,253	698,282	469,015	469,015	698,282	469,015	541,033	686,279	457,012	457,012
Federal Revenue	-	-	-	-	53,965	-	-	53,965	-	38,250	53,965	-
Other State Revenue	-	15,785	15,785	143,826	28,413	38,797	28,413	58,500	28,413	72,803	58,500	28,413
Other Local Revenue	-	-	4,830	4,830	4,830	4,830	4,830	4,830	4,830	4,830	4,830	4,830
Fundraising & Grants	-	-	5,720	5,720	5,720	5,720	5,720	5,720	5,720	5,720	5,720	5,720
<b>TOTAL REVENUE</b>	<b>-</b>	<b>295,020</b>	<b>377,588</b>	<b>852,658</b>	<b>561,943</b>	<b>518,362</b>	<b>737,245</b>	<b>592,030</b>	<b>579,996</b>	<b>807,882</b>	<b>580,027</b>	<b>495,975</b>
<b>EXPENSES</b>												
Certificated Salaries	73,490	73,490	257,331	257,331	257,331	257,331	257,331	257,331	257,331	257,331	257,331	257,331
Classified Salaries	65,821	65,821	65,821	65,821	65,821	65,821	65,821	65,821	65,821	65,821	65,821	65,821
Employee Benefits	73,130	73,130	113,788	108,442	107,550	107,550	114,679	108,442	108,442	107,550	107,550	107,550
Books & Supplies	28,013	28,013	28,013	28,013	28,013	28,013	28,013	28,013	28,013	28,013	28,013	28,013
Services & Other Operating Expenses	19,033	22,790	130,428	127,923	127,923	127,923	127,923	127,923	131,680	127,297	127,297	127,297
Capital Outlay & Depreciation	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>	<b>305,735</b>	<b>309,492</b>	<b>641,631</b>	<b>633,780</b>	<b>632,889</b>	<b>632,889</b>	<b>640,018</b>	<b>633,780</b>	<b>637,537</b>	<b>632,263</b>	<b>632,263</b>	<b>632,263</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>(305,735)</b>	<b>(14,472)</b>	<b>(264,043)</b>	<b>218,878</b>	<b>(70,946)</b>	<b>(114,527)</b>	<b>97,227</b>	<b>(41,750)</b>	<b>(57,541)</b>	<b>175,619</b>	<b>(52,235)</b>	<b>(136,287)</b>
Revenues - Prior Year Accruals	571,344	229,458	71,720	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-
Fixed Assets	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250
Expenses - Prior Year Accruals	(2,132)	(2,132)	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-
<b>Ending Cash</b>	<b>7,223,679</b>	<b>7,482,782</b>	<b>7,336,710</b>	<b>7,601,838</b>	<b>7,577,142</b>	<b>7,508,865</b>	<b>7,652,343</b>	<b>7,656,843</b>	<b>7,645,552</b>	<b>7,867,421</b>	<b>7,861,436</b>	<b>7,771,398</b>
Days Cash on Hand	422	437	429	444	443	439	447	447	447	460	459	454
Phase 1												
Phase 2												
Total Costs												
<b>New Ending Cash Balance</b>	<b>1,652,149</b>	<b>1,911,252</b>	<b>1,765,180</b>	<b>2,030,308</b>	<b>2,005,612</b>	<b>1,937,335</b>	<b>2,080,813</b>	<b>2,085,313</b>	<b>2,074,022</b>	<b>2,295,891</b>	<b>2,289,906</b>	<b>2,199,868</b>
Reserve % of Annual Revenue	23%	26%	24%	28%	28%	27%	29%	29%	28%	32%	31%	30%
Reserve in Months of Expense	2.82	3.27	3.02	3.47	3.43	3.31	3.56	3.56	3.55	3.92	3.91	3.76



**Board Meeting Date:** January 24, 2020

**Subject:** Facilities Committee

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

**Committee Members:** A. Yáñez (Chair), E. Frederiksen, C. Meza, M. Tejada, and J. Morales. Guest C. Suarez, L. Davis

The Finance Committee met on Tuesday, January 7, 2020. School Leadership presented the revised timeline and estimated budget Phase 2 and 3 of Core Building Modernization that incorporates stakeholder feedback and inflation.

Background

In December 2017, the Governing Board voted to approve 4.3 million in LAS funding for the three remaining phases of our school modernization.

- Phase 3 included modernization of the Library, student bathrooms, and staff bathrooms.
- Phase 4 included ADA pathway, core classrooms, and SPED offices.
- Phase 5 included office and multipurpose room.

Phase 3 went out to bid in spring of 2019. Unfortunately, no viable bid was received and the phase was postponed to summer 2020. Currently, the facilities committee has agreed to move forward with phases 3 and 4, pending sufficient time and funding. In addition, the committee will continue to review the project for areas of savings.

Financial Impact

Increase total of 1.9 million, with a 1.5 million for phase 3 and 4 and 400K remaining for phase 5. Committee requested that school leadership and finance committee determine project affordability for phase 3 and 4 only. Phase 5 would be postponed until affordability is viable.

Action

Pending the affordability analysis, the committee voted to recommend to move forward with phases 3 and 4 of the project. In addition, the committee voted recommend Calendar Option 2 in an effort to ensure the modernization is completed prior to students returning.

Recommendation

The Facilities Committee recommends the Board approve moving forward with phase 3 and 4, pending affordability analysis of the modernization project for summer of 2020.

<b>Members</b>	Aye	Nay	Abstain	Absent
Campa, Aracely				
Ruiz, Nadeen				
De Gonzalez, Julissa				
Petree, Kathy				
Escareño, Alsonso				
Aceves, Fernando				
Yáñez Gutierrez, Adriana				
Jáuregui, Gemma				
Leon, Pedro				
Totals:				

**Estimated Time of Presentation: 15 min**  
**Submitted By: School Leadership**  
**Date: 1.21.2020**

**Pertinent Pages in**  
 ( ) Charter, pages \_\_\_\_\_  
 ( ) MOU, pages \_\_\_\_\_



**Fecha de la Reunión:** 24 de enero de 2020

**Tema: Comité del Plantel**

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

**Comité:** A. Yáñez (Chair), E. Frederiksen, C. Meza, M. Tejada, and J. Morales. Guest C. Suarez, L. Davis

El Comité de Finanzas se reunió el martes, 7 de enero de 2020. El Liderazgo Escolar presentó la línea cronológica revisada y el presupuesto estimado de Fase 2 y 3 de Modernización del Edificio Central que incorpora los comentarios de las partes interesadas y la inflación.

Contexto

En diciembre de 2017, la Mesa Directiva votó para aprobar 4.3 millones en fondos de LAS para las tres fases restantes de la modernización de nuestra escuela.

- La Fase 3 incluyó la modernización de la Biblioteca, los baños de los estudiantes y los baños del personal.
- La Fase 4 incluyó la vía ADA, los salones principales y las oficinas de SPED.
- La Fase 5 incluyó la oficina y la cafetería.

La fase 3 se abrió para ofertas en la primavera de 2019. Desafortunadamente, no se recibió una oferta viable y la fase se pospuso para el verano de 2020. Actualmente, el comité del plantel ha acordado avanzar con las fases 3 y 4, a la espera de suficiente tiempo y financiamiento. Además, el comité continuará revisando el proyecto en busca de áreas de ahorro.

Impacto financiero

Aumento total de 1.9 millones, con 1.5 millones para las fases 3 y 4 y 400K restantes para la fase 5. El comité solicitó que el liderazgo escolar y el comité de finanzas determinen la asequibilidad del proyecto solo para las fases 3 y 4. La fase 5 se pospondría hasta que la asequibilidad sea viable.

Acción

En espera del análisis de asequibilidad, el comité votó a favor de recomendar avanzar con las fases 3 y 4 del proyecto. Además, el comité votó recomendar la opción de calendario 2 en un esfuerzo por garantizar que la modernización se complete antes de que los estudiantes regresen.

Recomendación

El Comité del plantel recomienda que la Mesa apruebe avanzar con las fases 3 y 4, en espera del análisis de asequibilidad del proyecto de modernización para el verano de 2020.

**Tiempo estimado para la presentación: 15 min**  
**Entregado por: Liderazgo escolar**  
**Fecha: 1.21.2020**

**Páginas pertinentes en:**  
 ( ) La constitución, páginas \_\_\_\_\_  
 ( ) MOU, páginas \_\_\_\_\_



**Project Schedule**  
**1408 Language Academy of Sacramento – Core Modernization**  
 December 27, 2019

DSA Submittal	November 22, 2019	
DSA Review (estimated)	November 2019 – January 2020	
DSA Approval (estimated)	March 6, 2020	
Advertise to Bid (first)	February 3, 2020	
Advertise to Bid (second)	February 10, 2020	
Bids Due	March 10, 2020	
Board Award (estimated)	March <del>12</del> , 2020	Board Meeting March 27, 2020
Contract signing (estimated)	March <del>26</del> , 2020	March 30, 2020
Start Date	June 1, 2020	
Phase 1 Unit B staff toilets; Phases 1 & 2 site work (except stage & ramp):		
1. Substantial completion	August 14, 2020	Proposal to delay start date for the 2020-21 academic year in order to allow maximum completion of projects.
2. Complete punch list work	August 21, 2020	
3. Occupancy	August 24, 2020	
Phase 1 Unit C student toilets & C101 classroom; Phase 1 stage & ramp:		
1. Substantial completion	September 14, 2020	
2. Complete punch list work	September 25, 2020	
3. Occupancy	September 28, 2020	
Close-out/Completion	October 26, 2020	

December 27, 2019

Core Improvements - Phases I and II  
 Langauge Academy of Sacramento

**Phase 1 - Library Refresh / Staff and Student Toilet Rooms**

	Quantity		Unit Cost		Total
Replace concrete walk	6,250 sf		\$ 30	= \$	187,500
Stage / ramp / pit demolition	1 ls		\$ 15,000	= \$	15,000
Fill in outdoor amphitheater	1 ls		\$ 35,000	= \$	35,000
Replace ramp at outdoor stage	1 ls		\$ 55,000	= \$	55,000
Modify stage for ADA	1 ls		\$ 25,000	= \$	25,000
Repair landscaping	1 ls		\$ 10,000	= \$	10,000
Remove gates / repair finishes	2 ea		\$ 3,500	= \$	7,000
Remove / replace sliding gates	2 ea		\$ 18,000	= \$	36,000
Library	1,536 sf		\$ 143	= \$	219,648
Patch roofing as required	1 ls		\$ 4,000	= \$	4,000
New walls and framing	1 ls		\$ 20,000	= \$	20,000
Signage	1 ls		\$ 3,000	= \$	3,000
Adjustments to hvac	1 ls		\$ 35,000	= \$	35,000
Toilet Rooms at Library	600 sf		\$ 317	= \$	190,200
Toilet Rooms at Admin.	310 sf		\$ 317	= \$	98,270
			Sub-total	\$	940,618
			GC O&P 25%	\$	235,155
			<b>Construction Total - Phase 1</b>	<b>\$</b>	<b>1,175,773</b>
			Soft Costs 30%	\$	352,732
			<b>Total - Phase 1</b>	<b>\$</b>	<b>1,528,504</b>

Phase 1 Notes:

- 1 Estimates are in 2020 dollars
- 2 Soft Costs include Architectural, inspection, testing, and DSA fees and contingency
- 3 Does not include temporary housing, if required
- 4 Storage sheds may need to be moved or removed (near library and preschool yard)
- 5 Concrete walk replacement includes walks within the core buildings (inside the gates)
- 6 HVAC replacement not included
- 7 Roofing not included other than patching

**Phase 2 - Classrooms Mod**

	Quantity		Unit Cost		Total
Replace concrete walk	2,184	sf	\$ 26	= \$	56,784
Repair landscaping	1	ls	\$ 7,500	= \$	7,500
Classrooms	12,676	sf	\$ 157	= \$	1,990,132
Workrooms	504	sf	\$ 180	= \$	90,720
Office / Storage	800	sf	\$ 136	= \$	108,800
Patch roofing as required	1	ls	\$ 6,000	= \$	6,000
Remove / patch popouts at wkrms	3	ls	\$ 5,000	= \$	15,000
New walls framing	320	lf	\$ 60	= \$	19,200
Miscellaneous framing	1	ls	\$ 20,000	= \$	20,000
Signage	1	ls	\$ 7,000	= \$	7,000
Adjustments to hvac	1	ls	\$ 70,000	= \$	70,000
Electrical distribution / transformers	1	ls	\$ 50,000	= \$	50,000
Toilet Rooms (2 @ 80 sf)	160	sf	\$ 293	= \$	46,880
			Sub-total	\$	2,488,016
			GC O&P 25%	\$	622,004
			<b>Construction Total - Phase 2</b>	<b>\$</b>	<b>3,110,020</b>
			Soft Costs 30%	\$	933,006
			<b>Total - Phase 2</b>	<b>\$</b>	<b>4,043,026</b>

Phase 2 Notes:

- 1 Estimates are in 2020 dollars
- 2 Soft Costs include Architectural, inspection, testing, and DSA fees and contingency
- 3 Does not include temporary housing, if required
- 4 Storage sheds may need to be moved or removed (near library and preschool yard)
- 5 Concrete walk replacement includes walks on opposite sides of buildings
- 6 HVAC replacement not included
- 7 Roofing not included other than patching

**Grand Total - Phases 1 and 2            \$    5,571,530**



A California Public School

Agenda Item# IVF

**Board Meeting Date:** January 24, 2020

**Subject:** School Facility Program (Prop 1D) Audit

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

**Background:**

In 2010, the Language Academy of Sacramento applied for a grant/loan through the Office of Public School Construction (OPSC). In spring of 2013, LAS was awarded two grants in the amount of 1.5 million and 9.7 million. Funding was a total state share of 50% and Charter School Share of 50%. The project was completed and closed in fall of 2017.

The Office of General Services conducted its final audit in fall of 2019 and determined that the smaller project of 1.5 million had a cost savings of 11K. As such, LAS will return the determined amount to the Charter School Facilities Program.

**Financial Impact**

LAS was aware of the savings and had appropriately accrued debt and cash flow. As such, there is no negative impact to LAS' financial statements.





A California Public School

Agenda Artículo # IVF

**Fecha de la Reunión:** 24 de enero de 2020

**Tema:** Auditoría del Programa de Plantel Escolar (Prop. 1D)

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

**Contexto:**

En 2010, la Academia de Idiomas de Sacramento solicitó una beca/préstamo a través de la Oficina de Construcción de Escuelas Públicas (OPSC). En la primavera de 2013, LAS recibió dos becas por un monto de 1.5 millones y 9.7 millones. La financiación fue una participación estatal total del 50% y una participación de la escuela constitucional del 50%. El proyecto se completó y cerró en otoño de 2017.

La Oficina de Servicios Generales realizó su auditoría final en el otoño de 2019 y determinó que el proyecto más pequeño de 1.5 millones tuvo un ahorro de 11K. Como tal, LAS devolverá la cantidad determinada al Programa de Instalaciones de la Escuela Constitucional.

**Impacto financiero**

LAS estaba al tanto de los ahorros y había acumulado deuda y flujo de fondos de manera adecuada. Como tal, no hay un impacto negativo en los estados de cuenta de LAS.





A California Public School

Agenda Item# IVG

**Board Meeting Date:** January 24, 2020

**Subject:** 2020-2021 Academic Calendar

- Information Item Only
- Approval on Consent Agenda
- Conference/First Reading (Action Anticipated: \_\_\_\_\_)
- Conference
- Conference/Action
- Action

**Committee:** School Leadership

**Information:**

LAS leadership is proposing the attached academic calendar for school year 2020-21 (Option 2). The academic calendar reflects a student start date of Tuesday, September 8, 2020 and last day of Friday June 11, 2021. Certificated staff work day begins August 24, 2020 and ends on Friday, June 18, 2021.

The proposed calendar reflects 175 instructional days, and a modified academic year due to the anticipated and continued core building renovations in summer of 2020. Instructional minutes for all grade levels have been tabulated and continue to exceed the state mandated requirements.

**Recommendation:**

It is recommended that the Board approve the 2020-2021 Academic Calendar, Option 2.

**Attachments:**

Academic Calendar 2020-2021

<b>MOTION Academic Calendar 2020-2021</b>	Aye	Nay	Abstain	Absent
Escareño, Alonso				
Petree, Kathy				
Aceves, Fernando				
Yáñez-Gutiérrez, Adriana				
Jáuregui, Gemma				
León, Pedro				
Campa, Araceli				
de González, Julissa				
Ruiz, Nadeen				
Totals:				

**Estimated Time of Presentation:** 10 min  
**Submitted By:** School Leadership  
**Date:** 1.21.2020

**Pertinent Pages in**  
 ( ) Charter, pages \_\_\_\_\_  
 ( ) MOU, pages \_\_\_\_\_



A California Public School

Artículo de Agenda # IVG

**Fecha de la Reunión:** 24 de enero de 2020

**Tema: Calendario Académico 2020-2021**

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

**Comité:** Liderazgo Escolar

**Información:**

El Liderazgo Escolar de LAS desea proponer el calendario académico adjunto para el año 2020-2021 (opción 2). El calendario académico empieza el martes, 8 de septiembre del 2020 y termina el viernes 11 de junio de 2021. Días de trabajo de personal certificado comienzan el 24 de agosto del 2020 y terminan el viernes, 18 de junio del 2021.

El calendario refleja 175 días de instrucción, y un año escolar modificado debido a las renovaciones del edificio principal durante el verano del 2020. Los minutos de instrucción por día continúan excediendo el límite requerido por el estado.

**Recomendación:**

Se recomienda que la Mesa Directiva apruebe el calendario académico 2020-2021, Opción 2.

**Documentos Adjuntos:**

Calendario Académico 2020-2021

<b>MOCIÓN Calendario Académico 2020-2021</b>	<b>Aye</b>	<b>Nay</b>	<b>Abstain</b>	<b>Absent</b>
Escareño, Alonso				
Petree, Kathy				
Aceves, Fernando				
Yáñez-Gutiérrez, Adriana				
Jáuregui, Gemma				
León, Pedro				
Campa, Araceli				
de González, Julissa				
Ruiz, Nadeen				
Totals:				

**Tiempo estimado para la presentación:** 10 min.  
**Entregado por:** Liderazgo Escolar  
**Fecha** 1.21.2020

**Páginas pertinentes en:**  
 ( ) La constitución, páginas \_\_\_\_\_  
 ( ) MOU, páginas \_\_\_\_\_

Language Academy of Sacramento  
2020-2021  
Academic Calendar\_v1\_01072020

# Option 1

May 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	H	26	27	28	29	30
31	20 work days 20 Instructional Days					

June 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	10 work days 0 Instructional Days			

July 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	H	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
0 work days 0 Instructional Days						

August 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	6 work days 0 Instructional Days				

September 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	H	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	21 work days 17 Instructional Days		

October 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
22 work days 22 Instructional Days						

2020-2021

November 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	H	12	13	14
15	16	17	18	19	20	21
22	H	H	H	H	H	28
29	30	15 work days 15 Instructional Days				

December 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	H	H	H	H	H	19
20	H	H	H	H	H	26
27	H	H	H	H		
9 work days 9 Instructional Days						

January 2021						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					H	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	H	19	20	21	22	23
24	25	26	27	28	29	30
31	19 work days 19 Instructional Days					

February 2021						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	H	16	17	18	19	20
21	22	23	24	25	26	27
28	19 work days 19 Instructional Days					

March 2021						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	23 work days 23 Instructional Days		

April 2021						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	H	H	H	H	H	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
17 work days 17 Instructional Days						

May 2021						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	H	20 work days 20 Instructional Days				

June 2021						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	19 work days 14 Instructional Days		

190 plus 4 independent work days = 194  
175

July 2021						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	H	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 2021						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- Construction
- Full Day/Work Day
- Minimum Day/Work Day
- Holiday/Non-Work Day
- Office Open

Language Academy of Sacramento  
2020-2021  
Academic Calendar\_v1\_01072020

# Option 2

May 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	H	26	27	28	29	30
31	20 work days					
20 Instructional Days						

June 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	0 Instructional Days			

July 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	H	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
0 work days						
0 Instructional Days						

August 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	6 work days				
0 Instructional Days						

September 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	H	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	21 work days		
17 Instructional Days						

October 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
22 work days						
22 Instructional Days						

2020-2021

November 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	H	12	13	14
15	16	17	18	19	20	21
22	H	H	H	H	H	28
29	30	15 work days				
15 Instructional Days						

December 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	H	H	H	H	H	26
27	H	H	H	H	14 work days	
14 Instructional Days						

January 2021						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					H	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	H	19	20	21	22	23
24	25	26	27	28	29	30
31	19 work days					
19 Instructional Days						

February 2021						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	H	16	17	18	19	20
21	22	23	24	25	26	27
28	19 work days					
19 Instructional Days						

March 2021						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	23 work days		
23 Instructional Days						

April 2021						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	H	H	H	H	H	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
17 work days						
17 Instructional Days						

May 2021						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	H	20 work days				
20 Instructional Days						

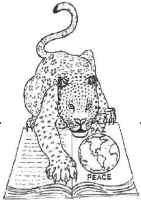
June 2021						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	14 work days		
9 Instructional Days						

190 plus 4 independent work days = 194  
175

July 2021						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	H	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 2021						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	Construction			

- Construction
- Full Day/Work Day
- Minimum Day/Work Day
- Holiday/Non-Work Day
- Office Open



A California Public School

Agenda Item# IVH

**Board Meeting Date:** January 24, 2020

**Subject:** November and December 2019 Check Register

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

**Committee:** School Leadership

**Recommendation:**

School Leadership requests that the Governing Board review and approve the November and December 2019 check register.

**Documents Attached:**

1. November and December 2019 Check Register

<b>November 2019</b>				
<b>Members</b>	Aye	Nay	Abstain	Absent
Campa, Aracely				
Ruiz, Nadeen				
De Gonzalez, Julissa				
Petree, Kathy				
Escareño, Alsonso				
Aceves, Fernando				
Yañez Gutierrez, Adriana				
Jáuregui, Gemma				
Leon, Pedro				
Totals:				

<b>December 2019</b>				
<b>Members</b>	Aye	Nay	Abstain	Absent
Campa, Aracely				
Ruiz, Nadeen				
De Gonzalez, Julissa				
Petree, Kathy				
Escareño, Alsonso				
Aceves, Fernando				
Yañez Gutierrez, Adriana				
Jáuregui, Gemma				
Leon, Pedro				
Totals:				

**Estimated Time of Presentation:** 5 min  
**Submitted By:** School Leadership  
**Date:** 1.21.2020

**Pertinent Pages in**  
 ( ) Charter, pages \_\_\_\_\_  
 ( ) MOU, pages \_\_\_\_\_



A California Public School

Agenda Artículo# IVH

**Fecha de la Reunión:** 24 de enero del 2020

**Tema: Registros de la cuenta bancaria: noviembre y diciembre 2019**

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

**Comité:** Liderazgo Escolar

**Recomendación:** El Liderazgo Escolar solicita que la Mesa Directiva revise y apruebe el registro de la cuenta bancaria de noviembre y diciembre de 2019.

**Documento adjunto:**

1. Registros de la cuenta bancaria del mes de noviembre y diciembre 2019

<b>noviembre 2019</b>				
<b>Members</b>	Aye	Nay	Abstain	Absent
Campa, Aracely				
Ruiz, Nadeen				
De Gonzalez, Julissa				
Petree, Kathy				
Escareño, Alsonso				
Aceves, Fernando				
Yañez Gutierrez, Adriana				
Jáuregui, Gemma				
Leon, Pedro				
Totals:				

<b>diciembre 2019</b>				
<b>Members</b>	Aye	Nay	Abstain	Absent
Campa, Aracely				
Ruiz, Nadeen				
De Gonzalez, Julissa				
Petree, Kathy				
Escareño, Alsonso				
Aceves, Fernando				
Yañez Gutierrez, Adriana				
Jáuregui, Gemma				
Leon, Pedro				
Totals:				

**Tiempo estimado para la presentación:** 5 min.  
**Entregado por:** Liderazgo Escolar  
**Fecha:** 1.21.2020

**Páginas pertinentes en:**  
 ( ) La constitución, páginas \_\_\_\_\_  
 ( ) MOU, páginas \_\_\_\_



**Language Academy of Sacramento  
Check Register  
November 2019**

Check Date	Check Number	Billing Addressee	Inv Description (Bill)	Amount
11/4/2019	8155	Sacramento Zoo	Field trip - TK 11/5 (Resv 18209604)	137.50
11/14/2019	8156	Pedro Aguilera	Reimb: ASES materials	60.60
11/14/2019	8157	AT&T	Telecom services	3,366.27
11/14/2019	8158	B Street Theatre	MS field trip - 12/4	2,730.00
11/14/2019	8159	BloomBoard, Inc.	Teacher Evaluation Software annual renewal	2,107.00
11/14/2019	8160	Graciela Castaneda	Reimb: Supplemental material	29.96
11/14/2019	8161	CustomInk	8th grade t-shirts	289.88
11/14/2019	8162	Department of Justice	Fingerprint apps	96.00
11/14/2019	8163	DirectEd	Substitute services	1,970.00
11/14/2019	8164	Department of General Services	Core Modernization Phase 2	24,700.00
11/14/2019	8165	Stephanie Dobkin	Reimb: Classroom materials/library/supplemental materials	566.92
11/14/2019	8166	EdTec Inc.	Back Office Nov 2019	6,416.67
11/14/2019	8167	Chris Ferreira	Reimb: BB Tournament snack fundraiser, Materials	98.18
11/14/2019	8168	Ana Luna Franco	Reimb: Student incentives, Supplemental materials/Library	295.74
11/14/2019	8169	Alex Guerra	Reimb: DDLM Taco fundraiser supplies	588.89
11/14/2019	8170	Alex Hayes	Reimb: Student Council supplies	236.85
11/14/2019	8171	Gemma Jauregui	Reimb: Student incentives	42.68
11/14/2019	8172	K12 Health	Student SPED Services	1,264.00
11/14/2019	8173	Kaiser Foundation Health Plan Inc	Health Benefits (Dec 2019)	21,250.66
11/14/2019	8174	Law Office of Jennifer McQuarrie	Legal counsel	231.00
11/14/2019	8175	Brenda Luna	Reimb: Student Council supplies, Fundraising Supplies	175.87
11/14/2019	8176	Michael's Transportation Service	Field trip - 5th grade field trip 10/22	1,610.00
11/14/2019	8177	Claudia Ochoa	Parent Association Mtg	50.04
11/14/2019	8178	Office Depot	Instructional and Office Supplies, SPED Technology	1,521.15
11/14/2019	8179	Pantoja, Ariana	Reimb: Conference travel/ lodging	199.13
11/14/2019	8180	Pearson Education	Supplemental material	350.37
11/14/2019	8181	Point Quest Education	SPED Nonpublic School	3,614.20
11/14/2019	8182	c/o Ascensus	Erisa Reporting	745.00
11/14/2019	8183	Riso Products of Sacramento	Riso Supplies	916.70
11/14/2019	8184	Ana Rodriguez	Reim: SPED Services	500.00
11/14/2019	8185	Sacramento City MS Athletic League	Basketball League Fees	1,200.00
11/14/2019	8186	Sacramento City Unified School District	Field trip - TK field trip 10/3	139.08
11/14/2019	8187	Evelyn Sandoval	Reimb: Conference travel/ lodging	110.74
11/14/2019	8188	Scholastic Reading Club	Library books	309.24
11/14/2019	8189	Central Printing Services	School-Wide Agendas, Supplemental Materials	5,392.83
11/14/2019	8190	Squar Milner LLP	Audit Services	3,831.00
11/14/2019	8191	Cynthia Suarez	Reimb: Interv/PD Luncheon/Mentor text/Library books	509.85
11/14/2019	8192	The Home Depot Pro	Custodial supplies	934.11
11/14/2019	8193	Wilson Language Training Corp.	SPED Supplies	318.39
11/21/2019	8194	Lincoln National Life Insurance Company	Health Benefits (Dec 2019)	4,747.48
11/21/2019	8195	Sutter Health Plus	Health Benefits (Dec 2019)	12,078.53
11/21/2019	8196	Vision Service Plan - CA	Health Benefits (Nov 2019)	999.31
11/21/2019	8197	Western Health Advantage	Health Benefits (Dec2019)	9,399.16
11/1/2019	10282019	California Credit Union	Various	1,575.72
11/26/2019	11282019	California Credit Union	Various	3,894.08
11/5/2019	102820192	California Credit Union	Various	92.00
<b>Total</b>				<b>121,692.78</b>

**Language Academy of Sacramento**  
**Check Register**  
**December 2019**

Check Date	Check Number	Billing Addressee	Inv Description (Bill)	Amount
12/5/2019	8198	Pedro Aguilera	Reimb: ASES supplies, Enrichment supplies	224.18
12/5/2019	8199	Teadora-Jean A. Bersola-Isaguirre	Reimb: PD appreciation	59.47
12/5/2019	8200	California Charter School Association	Charter School Yearly Membership	5,650.00
12/5/2019	8201	CCHAT Center	SPED Services	174.50
12/5/2019	8202	De Lage Landen Financial Services	Copy Machine Lease	2,623.56
12/5/2019	8203	Rosa Lomeli	Reimb: Classroom materials	56.03
12/5/2019	8204	DirectEd	Substitute services	1,820.00
12/5/2019	8205	Diverse Network Associates, Inc. (CatapultK12)	Webhosting	99.00
12/5/2019	8206	Shelly Duenas	Reimb: PC Kinder fundraiser	220.00
12/5/2019	8207	Elevator Industries	Elevator Maintenance for the Month - November 2019	100.00
12/5/2019	8208	Fagen Friedman & Fulfrost LLP	Legal Services through 7/31/2019 - 9/30/19	1,375.93
12/5/2019	8209	Heinemann	Supplemental material - 4th grade	340.96
12/5/2019	8210	Learningtech.org	Erate Management Services 7/2019-6/2020	4,950.00
12/5/2019	8211	Pedro Leon	Reimb: Classroom materials/Library	382.41
12/5/2019	8212	Brenda Luna	Reimb: Science Materials	69.88
12/5/2019	8213	Network Office Systems	Meter Charges - Copies	489.76
12/5/2019	8214	Newlin, Julia	Reimb: Student incentives	19.40
12/5/2019	8215	Occupational Therapy for Children	Student SPED Services	985.00
12/5/2019	8216	Claudia Ochoa	Reimb: Family incentives	200.00
12/5/2019	8217	Office Depot	Instructional materials, Office Supplies	1,598.17
12/5/2019	8218	Chris Pena	Reimb: Box tops incentives	89.00
12/5/2019	8219	Rainforth Grau Architects	Core Modernization Phase 3/4	18,240.00
12/5/2019	8220	Angelica Reyes	Reimb: PC Sweatshirt fundraiser	576.00
12/5/2019	8221	Sacramento City Unified School District	Facility use and Oversight Fees 3/1/19-6/30/19	48,963.00
12/5/2019	8222	Scholastic Inc	Classroom library	212.59
12/5/2019	8223	School Specialty Inc.	SPED supplies	104.53
12/5/2019	8224	Cynthia Suarez	Reimb: Library books/Literacy supplies	56.54
12/5/2019	8225	The Home Depot Pro	Custodial supplies	800.46
12/13/2019	8226	La Esperanza	Staff Appreciation Luncheon	64.00
12/11/2019	8227	VOID	VOID	-
12/11/2019	8228	VOID	VOID	-
12/11/2019	8229	Pedro Aguilera	Reimb: ASES materials	88.09
12/11/2019	8230	AT & T	Monthly Internet Service	1,682.80
12/11/2019	8231	Julissa de Gonzalez	Reimb: Conference travel/ meals	151.84
12/11/2019	8232	Department of Justice	Fingerprinting apps	128.00
12/11/2019	8233	DirectEd	Substitute services	1,040.00
12/11/2019	8234	Stephanie Dobkin	Reimb: Supplemental material / Mentor text	111.06
12/11/2019	8235	EdTec Inc.	Back Office December 2019	6,416.67
12/11/2019	8236	Fagen Friedman & Fulfrost LLP	Legal Services through 10/31/19	70.00
12/11/2019	8237	I Love to Read in Spanish	Library books	1,000.45
12/11/2019	8238	K12 Health	Student SPED Services	1,264.00
12/11/2019	8239	Kaiser Foundation Health Plan Inc	Health Benefits (Jan2020)	24,656.20
12/11/2019	8240	Law Office of Jennifer McQuarrie	Legal counsel	154.00
12/11/2019	8241	Learning Solutions	Student SPED Services	11,182.75
12/11/2019	8242	Brenda Luna	Reimb: Classroom materials/student incentive	64.57
12/11/2019	8243	Maria de Luna	Reimb: Classroom materials	272.83
12/11/2019	8244	Xana C Macias	Reimb: Field trip transportation	90.00
12/11/2019	8245	Mayra G Marquez	Reimb: ASES materials	32.89
12/11/2019	8246	Cristina Meza	Reimb: Classroom Library	362.04
12/11/2019	8247	Judy Morales	Reimb: Conference travel/ meals	444.00
12/11/2019	8248	Carmen Navarro	Winter festival: 7th grade Tamales	400.00
12/11/2019	8249	Office Depot	Office supplies	259.92
12/11/2019	8250	Jacob Peters	Reimb: PSAT Test mailing	7.35
12/11/2019	8251	Salvador Alvarez	Teacher Appreciation Luncheon	412.50
12/11/2019	8252	Really Good Stuff, LLC	Classroom material	44.82
12/11/2019	8253	Rodriguez, Andrea	Reimb: Supplemental, Classroom material	216.63
12/11/2019	8254	SchoolMint, Inc.	Student Enrollment online platform	500.00
12/11/2019	8255	Steps To Literacy	Classroom libraries	450.49
12/11/2019	8256	Cynthia Suarez	Reimb: Library books and PD Books	118.30
12/11/2019	8257	Veronica Amador	Reimb: Winter Festival supplies	99.03
12/11/2019	8258	Windstream	Internet services	1,152.47
12/13/2019	8259	Pedro Aguilera	Reimb: ASES materials	127.73
12/11/2019	8260	AT&T	Telecom services	1,682.80
12/13/2019	8260	B Street Theatre	2/19/20 - MS Field trip	2,704.00
12/13/2019	8261	Capitol Elementary	SPED Nonpublic School	50.00
12/13/2019	8262	CCHAT Center	Student SPED Services	254.50

12/13/2019	8263	Vanessa De La Cruz Delgado	Reimb: Enrichment materials	8.68
12/13/2019	8264	Eduardo S. De Leon	Reim: Postage	4.80
12/13/2019	8265	Elevator Industries	Elevator Maintenance for the Month - December 2019	100.00
12/13/2019	8266	Tiffany Gellie	Reimb: PE MS Project	19.15
12/13/2019	8267	Lincoln National Life Insurance Company	Health Benefits (Jan 2020)	4,802.15
12/13/2019	8268	Michael's Transportation Service	Field trip - 1st grade transportation 12/05	1,510.00
12/13/2019	8269	Judy Morales	Reimb: Winter Staff Appreciation	111.22
12/13/2019	8270	Network Office Systems	Copier supplies	27.88
12/13/2019	8271	Ana Novoa	Reimb: Classroom and staff materials	179.69
12/13/2019	8272	Occupational Therapy for Children	Student SPED Services	360.00
12/13/2019	8273	Claudia Ochoa	Reimb: Pan y padres incentives	44.97
12/13/2019	8274	Rosio Perez	Reimb: Classroom Library	71.67
12/13/2019	8275	Kim Rayworth	Reimb: DDLM drinks	69.41
12/13/2019	8276	Sutter Health Plus	Health Benefits (Jan 2020)	12,078.53
12/13/2019	8277	SYNCB/AMAZON	Classroom and Office materials, Literacy Books	2,002.75
12/13/2019	8278	The Home Depot Pro	Custodial supplies	259.23
12/13/2019	8279	Total Education Solutions	Student SPED Services	6,400.00
12/13/2019	8280	Elizabeth Villanueva	Reimb: Winter Festival	212.98
12/13/2019	8281	Vision Service Plan - CA	Health Benefits (Dec 2019 / Jan 2020)	1,998.62
12/13/2019	8282	Amelia Villanueva	Reimb: Winter Festival supplies	212.98
<b>Total</b>				<b>178,711.81</b>



A California Public School

Agenda Item# IVI

**Board Meeting Date:** January 24, 2020

**Subject:** School Accountability Report Card (SARC)

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

**Committee:** School Leadership

**Summary:**

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

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

- Demographic data
- School safety and climate for learning information
- Academic data
- School completion rates
- Class sizes
- Teacher and staff information
- Curriculum and instruction descriptions
- Postsecondary preparation information
- Fiscal and expenditure data

	Aye	Nay	Abstain	Absent
Petree, Kathy				
Aceves, Fernando				
Escareño, Alonso				
León, Pedro				
Jáuregui, Gemma				
Yañez-Gutiérrez, Adriana				
de González, Julissa				
Campa, Araceli				
Ruiz, Nadeen				
Totals:				

**Recommendation:**

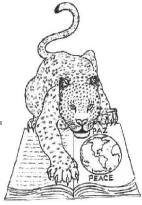
It is recommended that the Board review and approve the attached SARC draft.

**Documents Attached:**

1. LAS SARC draft

**Estimated Time of Presentation:** 10 min  
**Submitted By:** School Leadership  
**Date:** 01.18.2020

**Pertinent Pages in**  
 ( ) Charter, pages \_\_\_\_\_  
 ( ) MOU, pages \_\_\_\_\_



**Fecha de la Reunión:** 24 de enero de 2020

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

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

**Comité:** Liderazgo escolar

**Resumen:**

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

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

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

	Aye	Nay	Abstain	Absent
Petree, Kathy				
Aceves, Fernando				
Escareño, Alonso				
León, Pedro				
Jáuregui, Gemma				
Yañez-Gutiérrez, Adriana				
de González, Julissa				
Campa, Araceli				
Ruiz, Nadeen				
Totals:				

**Recomendación**

El liderazgo escolar recomienda que la Mesa Directiva apruebe el borrador de SARC

**Documentos adjuntos**

1. Borrador de SARC

**Tiempo estimado para la presentación:** 10 min.  
**Entregado por:** Liderazgo Escolar  
**Fecha:** 1.18.2020

**Páginas pertinentes en:**  
 ( ) La constitución, páginas \_\_\_\_\_  
 ( ) MOU, páginas \_\_\_\_\_

# The Language Academy of Sacramento

## School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

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

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## About This School

### Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
<b>District Name</b>	Sacramento City Unified
<b>Phone Number</b>	(916) 643-9000
<b>Superintendent</b>	Jorge Aguilar
<b>Email Address</b>	<a href="mailto:superintendent@scusd.edu">superintendent@scusd.edu</a>
<b>Website</b>	<a href="http://www.scusd.edu">http://www.scusd.edu</a>

School Contact Information (School Year 2019—20)	
<b>School Name</b>	The Language Academy of Sacramento
<b>Street</b>	2850 49th St.
<b>City, State, Zip</b>	Sacramento, Ca, 95817-2303
<b>Phone Number</b>	916-277-7137
<b>Principal Director/Superintendent</b>	Eduardo deLeon, Executive
<b>Email Address</b>	<a href="mailto:edeleon@lasac.info">edeleon@lasac.info</a>
<b>Website</b>	<a href="http://www.language-academy-sac.com">http://www.language-academy-sac.com</a>
<b>County-District-School (CDS) Code</b>	34674390106898

*Last updated: 1/16/2020*

### School Description and Mission Statement (School Year 2019—20)

#### VISION STATEMENT

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

#### MISSION STATEMENT

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

#### HISTORY/BACKGROUND

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

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

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

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

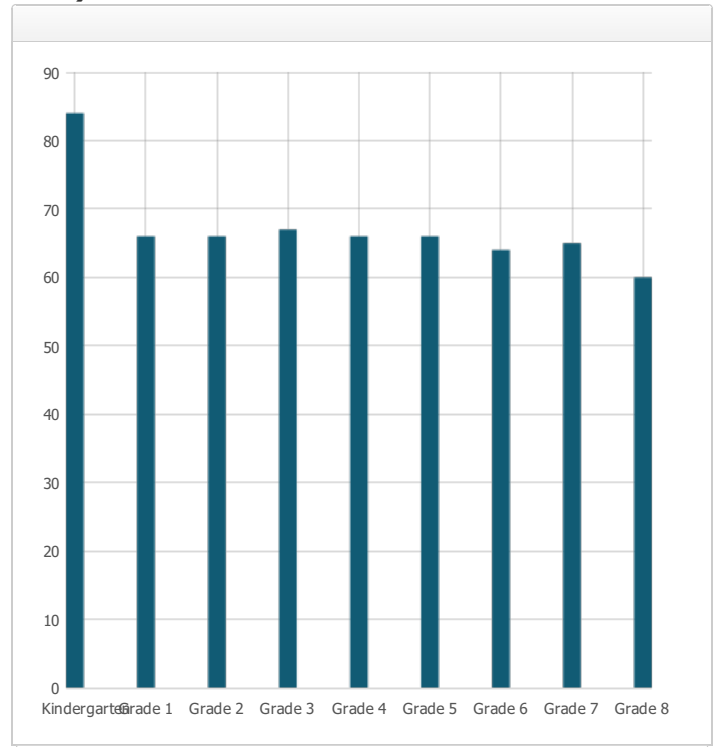
#### ORIGINAL CHARTER DATE

On February 19, 2004, the SCUSD School Board unanimously voted to approve the original charter petition for the Language Academy of Sacramento (LAS). Today, the school operates as an independent, directly funded charter that is also a California non-profit 501(c)(3) public benefit corporation.

*Last updated: 1/16/2020*

### Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	84
Grade 1	66
Grade 2	66
Grade 3	67
Grade 4	66
Grade 5	66
Grade 6	64
Grade 7	65
Grade 8	60
<b>Total Enrollment</b>	<b>604</b>



Last updated: 1/16/2020

### Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	2.20 %
American Indian or Alaska Native	%
Asian	0.20 %
Filipino	0.20 %
Hispanic or Latino	93.20 %
Native Hawaiian or Pacific Islander	%
White	3.10 %
Two or More Races	1.00 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	74.30 %
English Learners	44.40 %
Students with Disabilities	11.90 %
Foster Youth	0.30 %
Homeless	1.20 %



## A. Conditions of Learning

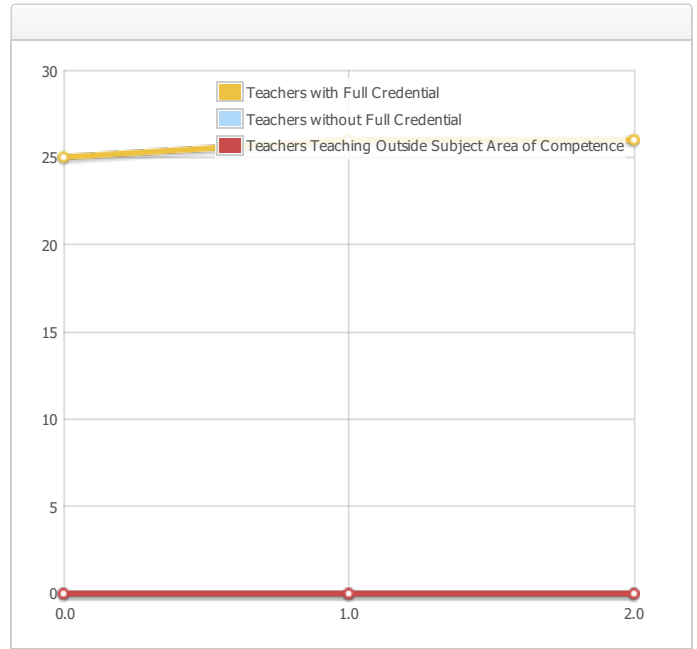
### State Priority: Basic

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

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

#### Teacher Credentials

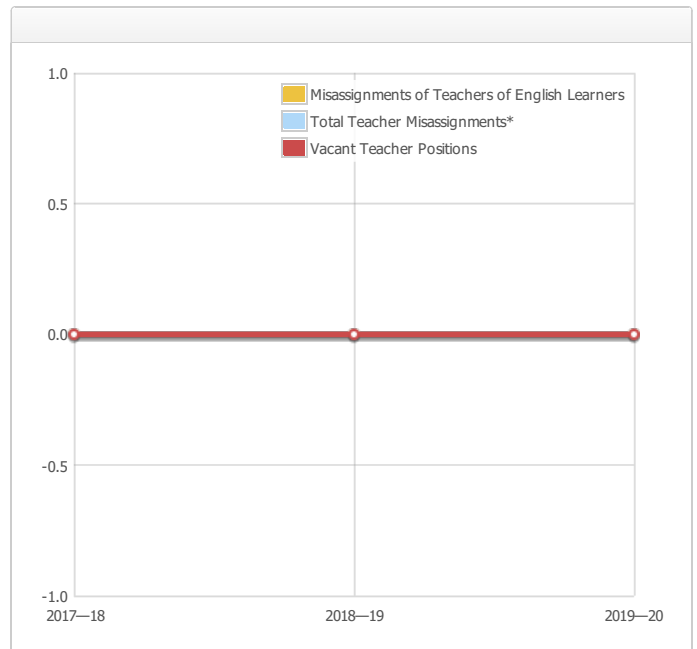
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	25	26	26	26
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/16/2020

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/16/2020

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)**

Year and month in which the data were collected: October 2019

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	GrK-5 Macmillan McGraw Hill Treasures, Columbia University Teacher's College Reading and Writing Project's (TCRWP) Units of Study Curriculum Gr6-8 McDougal Littell, Columbia University Teacher's College Reading and Writing Project's (TCRWP) Units of Study Curriculum	Yes	0.00 %
Mathematics	GrK-5 Eureka Math/Engage New York Gr6-8 College Preparatory Mathematics Educational Program	Yes	0.00 %
Science	Gr4-5 Harcourt Brace Gr6-8 Holt and Prentice Hall, (Research Pilot Adoption in FY20)	Yes	0.00 %
History-Social Science	Gr4-5 Harcourt Brace Gr6-8 McDougal Littell	Yes	0.00 %
Foreign Language	Spanish Literacy: GrK-6 Macmillan McGraw Hill Tesoros, Columbia University Teacher's College Reading and Writing Project's (TCRWP) Units of Study Curriculum Gr7-8 McDougal Littell (Language and AP Literature), Columbia University Teacher's College Reading and Writing Project's (TCRWP) Units of Study Curriculum	Yes	0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/16/2020

## School Facility Conditions and Planned Improvements

The Language Academy of Sacramento (LAS) staff takes great efforts to ensure that the facility is clean, safe, and functional. LAS Board Facilities Committee meets monthly to monitor the progress of the school's short-term and long-term facilities goals. These goals are derived from community input including annual survey data from various constituents.

LAS campus has 28 classrooms, a multipurpose room, a gymnasium, a library, and an administrative building. The main campus was built in 1977. In conjunction with Sacramento City Unified School District (SCUSD) staff, LAS maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Moreover, the school leadership works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

FACILITY/CONSTRUCTION CHANGES FOR 2019-20 AND 2020-21

Summer 2020: Rehabilitation and modernization of the Library, Boys' bathroom and Girls' bathroom.

*Last updated: 1/16/2020*

## School Facility Good Repair Status

Year and month of the most recent FIT report: May 2019

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

## Overall Facility Rate

Year and month of the most recent FIT report: May 2019

Overall Rating	Good
----------------	------

*Last updated: 1/16/2020*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

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

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

As students move into middle school, the gap decreases and, eventually, the achievement of two-way students surpasses that of students in English-only programs. Indeed, teachers in the two-way Spanish immersion program at LAS have found that, in the primary grades, standardized tests in Spanish have greater validity in reflecting students' knowledge and skills than standardized tests in English.

By the sixth, seventh, and eighth grades, however, students begin to outscore their counterparts in English-only programs on standardized tests in English. It is precisely for this reason that the LAS school design extends through the eighth grade.

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	35.0%	43.0%	40.0%	43.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	28.0%	36.0%	32.0%	32.0%	38.0%	39.0%

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

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

*Last updated: 1/16/2020*

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	387	386	99.74%	0.26%	42.75%
Male	184	184	100.00%	0.00%	39.67%
Female	203	202	99.51%	0.49%	45.54%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	366	365	99.73%	0.27%	40.55%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	293	292	99.66%	0.34%	35.27%
English Learners	196	196	100.00%	0.00%	24.49%
Students with Disabilities	61	61	100.00%	0.00%	14.75%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/16/2020*

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	387	386	99.74%	0.26%	36.01%
Male	184	184	100.00%	0.00%	34.78%
Female	203	202	99.51%	0.49%	37.13%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	366	365	99.73%	0.27%	34.25%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	293	292	99.66%	0.34%	28.77%
English Learners	196	196	100.00%	0.00%	25.00%
Students with Disabilities	61	61	100.00%	0.00%	16.39%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/16/2020*

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

<b>Subject</b>	<b>School 2017–18</b>	<b>School 2018–19</b>	<b>District 2017–18</b>	<b>District 2018–19</b>	<b>State 2017–18</b>	<b>State 2018–19</b>
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

*Last updated: 1/16/2020*

# State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	--	--	--
7	--	--	--

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

*Last updated: 1/17/2020*



## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2019—20)

##### Parent Council/Parent Association

The LAS parent and family engagement policy is developed annually with parent stakeholder groups via the Parent Council, Parent Association, and Governing Board. The Parent Council is the elected body representing LAS parents and the organization responsible for involving parents in the activities of the school for the purpose of strengthening the LAS community. All parents of LAS students are members of the Parent Association. The sole purpose of the Parent Association is to support the mission of the Language Academy of Sacramento. Parent Association meetings are held monthly, and are planned and led by School Leadership and the Parent Council. The Parent Council generate topics of interest from parents for these meetings. These meetings provide an opportunity for parents to communicate with school staff and get to know other parents.

Academic and artistic events are developed and organized by the administrators, the teachers, the Parent Council, and other volunteers. Examples of academic and artistic events include: Family Literacy Night, Winter Festival, Health and Science Fair, Día del Niño, Student Enrichment Presentations, as well as others.

##### Parent Engagement Learning Initiatives:

Parent Academy Seminars are instituted in the fall addressing the need to support parents/guardians of those key student population (immigrant, English Learners, Low socioeconomic Disadvantaged, Foster/Homeless) in harnessing their knowledge about college readiness and career preparation

##### Participation in Advisory Councils

A parent or guardian has the right to participate as a member of the English Language Advisory Committee, a parental council, school site council or Governing Board in accordance with the rules governing parent or guardian memberships in those organizations.

##### English Learners Advisory Committee

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

-LAS examples of strategies for parents and family member who are ELs, with disabilities and of migrant children:

-LAS provides translation services to parents with limited English proficiency when providing information and school reports.

-LAS provides opportunities for the informed participation of parents and family members with disabilities by providing reasonable accommodations (sign-language interpreters, etc.) to parents and family members.

-LAS makes special accommodations will be made for communicating with families that have accessibility needs or other special needs which make corresponding with the school difficult.

-LAS provides opportunities for the informed participation of parents and family members of migratory children by meeting with parents and family members before students are away from school for an extended period of time and once the students return to school after an extended absence to help parents help their child(ren) overcome educational disruption.

### State Priority: Pupil Engagement

*Last updated: 1/17/2020*

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

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

# State Priority: School Climate

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

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

## Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	1.10%	0.80%	1.20%	6.30%	6.20%	5.60%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

*Last updated: 1/17/2020*

## School Safety Plan (School Year 2019—20)

Reviewed: 2/15/2019

### Safety Plan Vision

The Governing Board, staff, students and parents of the Language Academy of Sacramento are committed to creating a nurturing and respectful educational environment that is safe and conducive to learning, which includes high expectations for students' academic achievement, and excellent daily attendance, as well as students' development of positive self-esteem, confidence, leadership skills and their ability to respect themselves and others.

LAS School Safety Plan contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

Child abuse reporting procedures

Disaster procedures

Suspension and expulsion policies

Procedures to notify teachers of dangerous pupils

Schoolwide Dress Code Policy

Discrimination and harassment policies

Procedures for safe ingress and egress

Policies enacted to maintain a safe and orderly environment

Rules and procedures on school discipline

Procedures for conducting tactical responses

Hate crime reporting procedures

### Assessment of School Safety

The LAS Student survey conducted in the 2017-2018 school year surveyed students in the 2nd and 8th grades. Of the students surveyed, 90% of students felt that people at their school work together, 81% of student felt they were a member of the school community. Additionally, 89% of students rated that they feel safe at school "Most" or "All" of the time. Finally, 82% of students agree that the school has strict rules against bullying, and 58% of students try to stop bullying when it happens. Other areas were included in the survey and data analysis. The full report of all data is available at Language Academy of Sacramento.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a) 1, items A-J)

Second Step Skills for Social and Academic Success Curriculum

Positive Behavior Intervention Support (PBIS)

Multi-Tier Systems of Support (MTSS)

Circle Up!

Restorative Justice Practices

Periodic Attendance Recognitions

Structured Recess Opportunity

Structured "cool down"

*Last updated: 1/17/2020*

## D. Other SARC Information

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

### Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.00	1	3	
1	22.00		3	
2	22.00		3	
3	22.00		3	
4	22.00		3	
5	22.00		3	
6	17.00	3	4	
Other**				

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

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

### Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.00	1	3	
1	22.00		3	
2	22.00		3	
3	22.00		3	
4	22.00		3	
5	22.00		3	
6	32.00		5	4
Other**				

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

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

### Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.00	1	3	
1	22.00		3	
2	22.00		3	
3	22.00		3	
4	22.00		3	
5	22.00		3	
6	27.00		6	
Other**				

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

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



**Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)**

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	16.00	6		
Mathematics				
Science	13.00	7		
Social Science	14.00	7		

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)**

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	20.00	2	4	
Mathematics	20.00	2	3	
Science	16.00	7		
Social Science	17.00	8		

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)**

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	21.00	5	3	
Mathematics	16.00	7		1
Science	18.00	5	2	
Social Science	18.00	6	2	

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

*Last updated: 1/17/2020*

**Ratio of Academic Counselors to Pupils (School Year 2018—19)**

Title	Ratio**
Counselors*	604.00

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

\*\*Average Number of Pupils per Counselor

*Last updated: 1/17/2020*

**Student Support Services Staff (School Year 2018—19)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	0.70
Other	2.00

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

*Last updated: 1/17/2020*

**Types of Services Funded (Fiscal Year 2018—19)**

Components:

MTSS= Multi-Tiered Systems of Support

IPT = Individual Progress Team

Literacy Coaches: 1FT and 0.5PT

Counselor

Interventions: Core Day, Extended Day, and Extended Calendar Year (Summer)

Psychologist

Technology ratio

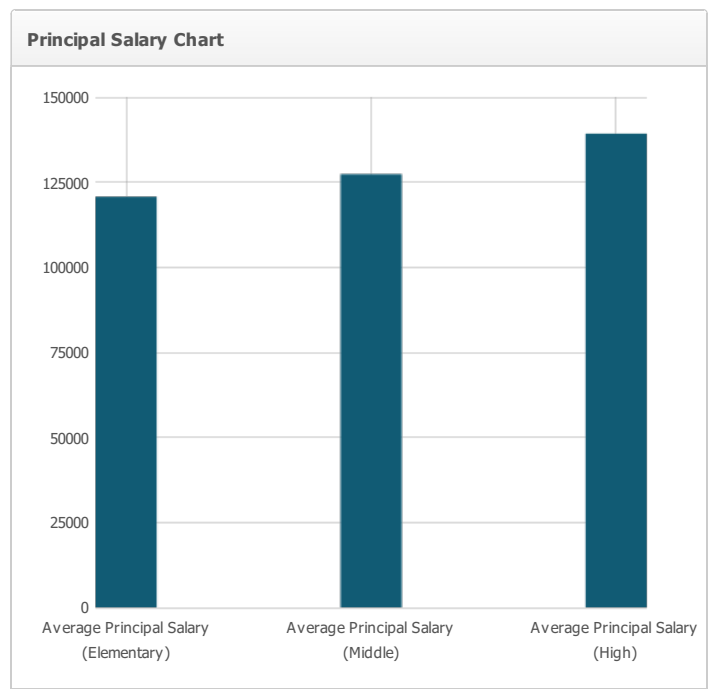
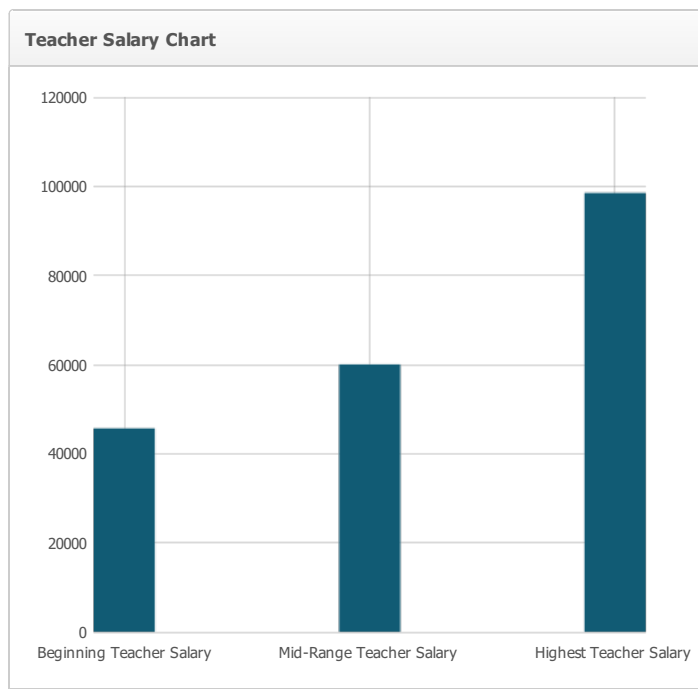
LAS Multi-Tier Systems of Support (MTSS) includes both the academics and socio-emotional supports. Academic supports informed by growth assessments such as DRA (English) and EDL (Spanish) are administered several times per year to ensure that student needs are monitored and students are connected with appropriate academic tiered supports. Moreover, tiered social-emotional supports with onsite counselor and psychologist are also provided to identified students in need. Through the MTSS process, 16% of student body received a team approach analysis of individual student performance deemed at risk in FY19. Of the students served via MTSS, 64% are ELs and 70% are socio-economically disadvantaged. In FY18, 41% of students regularly served by the school counselor have IEPs. In addition to assessing 26 students for special education in the FY19, the school psychologist completed seven (FY18) and three (FY19) suicide risk assessments while also working regularly with students in need. Overall, the school psychologist served about 65 drop-ins (students/parents) in FY19, with consistent services to 14 students, including 2 with 504 for counseling. Literacy interventions are also provided to students identified via the MTSS and Intervention Progress Team (IPT) process. Furthermore, LAS has increased its classroom technology and student ratio to 1:1 from grades 2-8 in order to bridge the socio-economic gap to access digital learning. LAS continues to increase staff knowledge in utilizing Illuminate, the school's student information system, in order to improve its data collection and student identification procedures for low-income students, English learners and foster and homeless students to ensure that students can be identified and served effectively.

*Last updated: 1/17/2020*

### Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,673	\$48,612
Mid-Range Teacher Salary	\$60,025	\$74,676
Highest Teacher Salary	\$98,512	\$99,791
Average Principal Salary (Elementary)	\$120,748	\$125,830
Average Principal Salary (Middle)	\$127,364	\$131,167
Average Principal Salary (High)	\$139,247	\$144,822
Superintendent Salary	\$295,000	\$275,796
Percent of Budget for Teacher Salaries	29.00%	34.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

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



Last updated: 1/17/2020



A California Public School

Agenda Item# IVJ

**Board Meeting Date:** January 24, 2020

**Subject:** LAS Academic Accountability 101: *Federal Addendum Updates*

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

**Background:**

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

Governing Board members are responsible for:

- 1) Understanding the federal and the state’s Accountability Progress Reporting: State Dashboard
- 2) Understanding the following LAS compliance documents and their funding implications:
  - A. State (Local Control Funding Formula: LCFF) and Federal (Title 1, Title 2 and Title 4 Funding)
    1. State LCAP (Local Control Accountability Plan) and Federal Addendum
- 3) Reviewing and adopting via integrated approach, updates in LCAP and Federal Addendum

The Board will receive a series of presentation on the major components of the listed items above in the following months.

- September/October Meeting: Overview of state’s Accountability Progress Reporting (APR) system: State Dashboard and of updates of the compliance documents from the federal (Federal Addendum, the state (LCAP) and the integration of these documents
- November Meeting: Components of Sac City District’s Annual Progress Report (APR) and the documents delineated above
- December- February Meeting: Mid-Year updates on LAS Academic Goals as stated in the LAS Charter and integrated in LCAP/Federal Addendum

Members	Aye	Nay	Abstain	Absent
<b>Escareño, Alonso</b>				
<b>Petree, Kathy</b>				
<b>Aceves, Fernando</b>				
<b>Yáñez-Gutiérrez, Adriana</b>				
<b>Jáuregui, Gemma</b>				
<b>León, Pedro</b>				
<b>Campa, Araceli</b>				
<b>de González, Julissa,</b>				
<b>Ruiz, Nadeen</b>				
<b>Totals:</b>				

Attachment(s):

- 1) LCAP: Federal Addendum Revisions and Updates

Recommendation:

School Leadership recommends that the Board review and approve the updated version of the Federal Addendum.

**Estimated Time of Presentation:** 10min  
**Submitted By:** School Leadership  
**Date:** 011720

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





A California Public School

# Academia de Idiomas de Sacramento Language Academy of Sacramento

A Two-Way Spanish Immersion Charter School

Agenda Artículo# IVJ

**Fecha de la Reunión:** 24 de enero de 2020

**Tema: Información básica de responsabilidad académica:** *Actualizaciones del Adenda Federal*

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

**Contexto:**

La Mesa Directiva de LAS es responsable del liderazgo general, la visión y la planificación estratégica para lograr los objetivos educativos de la escuela como se establece en el chárter.

Los miembros de la Mesa Directiva son responsables de:

1. Entender los informes de progreso de rendición de cuentas federales y estatales: Tablero Estatal
2. Entender los siguientes documentos de cumplimiento y sus implicaciones de financiación.
  - A. Estado (Fórmula de financiación de control local: LCFF) y federal (financiación de Título 1, Título 2 y Título 4)
    1. LCAP Estatal (Plan de Control Local y Rendición de Cuentas y Adenda Federal)
3. Revisar y adoptar a través de un enfoque integrado, actualizaciones en LCAP y Adenda Federal

La Mesa recibirá una serie de presentaciones sobre los componentes principales de los elementos enumerados anteriormente en los próximos meses.

- Reunión de septiembre/octubre: Descripción general del sistema de reportes de progreso de rendición de cuentas (APR) del estado: Tablero estatal y actualizaciones de los documentos de cumplimiento federal (Adenda federal, el Estado (LCAP) y la integración de estos documentos
- Reunión de noviembre: Componentes del Informe Anual de Progreso (APR) del Distrito de la Ciudad de Sacramento y los documentos detallados anteriormente.
- Reunión de diciembre a febrero: actualizaciones de mitad de año sobre los objetivos académicos de LAS según lo establecido en el chárter de LAS e integrado en el LCAP/Adenda federal

Miembros	Aye	Nay	Abstain	Absent
<b>Escareño, Alonso</b>				
<b>Petree, Kathy</b>				
<b>Aceves, Fernando</b>				
<b>Yáñez-Gutiérrez, Adriana</b>				
<b>Jáuregui, Gemma</b>				
<b>León, Pedro</b>				
<b>Campa, Araceli</b>				
<b>de González, Julissa</b>				
<b>Ruiz, Nadeen</b>				
<b>Totals:</b>				

Documentos Adjuntos:

- 1) LCAP: Revisiones del Adenda Federal y actualizaciones

Recomendación:

El Liderazgo Escolar recomienda que la Mesa revise y apruebe la versión actualizada del Adenda Federal.

California Department of Education

# LCAP Federal Addendum System

## Submission Dashboard

The Language Academy of Sacramento  
(34674390106898)

**Status: Approved**

All your sections have been approved by CDE reviewers! You are now finished with this submission system.

LEA Contact Name: **Teejay Bersola**

LEA Contact Email: **tbersola@lasac.info**

LEA Contact Phone: **916-277-7137**

[Edit LEA Contact](#)

### Instructions, Strategy, and Alignment

**Status: Approved**

This section's responses have been approved by CDE. Select the "View Instructions, Strategy, and Alignment Section" button below to review (and print) your responses.

[View Instructions, Strategy, and Alignment Section](#)

### Title I, Part A

**Status: Approved**

This section's responses have been approved by CDE. Select the "View Title I, Part A Section" button below to review (and print) your responses.

[View Title I, Part A Section](#)

## Title I, Part A, Educator Equity

**Status: Approved**

This section's responses have been approved by CDE. Select the "View Title I, Part A, Educator Equity Section" button below to review (and print) your responses.

[View Title I, Part A, Educator Equity Section](#)

## Title II, Part A

**Status: Approved**

This section's responses have been approved by CDE. Select the "View Title II, Part A Section" button below to review (and print) your responses.

[View Title II, Part A Section](#)

## Title IV, Part A

**Status: Approved**

This section's responses have been approved by CDE. Select the "View Title IV, Part A Section" button below to review (and print) your responses.

[View Title IV, Part A Section](#)

## California Department of Education

# LCAP Federal Addendum System

## Instructions, Strategy, and Alignment

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### Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the Every Student Succeeds Act (ESSA).

**The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**Each provision for each program must be addressed,** unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

**The LEA must address the Strategy and Alignment prompts provided below.** Please describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

### Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

#### Response from The Language Academy of Sacramento:

The Language Academy of Sacramento (LAS) charter mission of biliteracy, confidence, and leadership for the LAS Graduate commands a well-structured educational program. The question, "What is enduring, essential, and transferable?" serves as a guiding focus as staff meets to address the LAS Educational Program: Six Design Components – 1) Research, 2) Professional Development, 3) Curriculum Design, 4) Assessments and Accountability, 5) Instruction, and 6) Support Structures. At LAS, the student academic

and socio-emotional/leadership goals are organized via the multi-tiered system of support (MTSS) model which then delineates initiatives as part of the core day or supplemental program. Federal funding (Title 1, Title 2, and Title 4) in conjunction with state supplemental dollars to enhance the supplemental actions which are systems of support to provide strategic and intensive interventions in support of the needs of underperforming student groups (i.e. Low Socio Economic Status, English Learner, Migrant, and Foster/Homeless). The LAS LCAP illustrates the which actions under specific goals have state and federal dollars allocated side by side to enhance supplemental programs that support increase students achievement.

With reference to the #2 Professional Development, #3 Curriculum Design, and #6 Support Structures mentioned above, LAS federal funds will support the following efforts: 1) Intervention Programs (Onsite SES, Summer School), 2) Literacy Coaching and 3) Classroom libraries for enriched Readers and Writers' Workshop experience. Moreover, funds will also be directed to address parent involvement and training via Parent Academy seminars.

**APPROVED BY CDE**

## Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

### Response from The Language Academy of Sacramento:

LAS LCAP encapsulate the mission of the school. On an annual basis, the LAS community agrees on the LCAP actions based on needs assessments and data analysis with focus on areas for improvement. Stakeholder groups: parents, students, community members, staff members and school leadership via organized structures such as 1) Governing Board, 2) Parent Council, 3) Parent Association, 4) SSC, and 5) ELAC, study and review data and develop relevant actions accordingly. Also on the LAS LCAP are metrics that help in monitoring the implementation effectiveness of such actions to meet the determined needs above. Such needs are met with qualifying funding from the state and the federal monies.

**APPROVED BY CDE**

## Instructions, Strategy, and Alignment Contact

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Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

### Contact Name

Teejay Bersola

**Contact Phone  
and Optional Extension**

916-277-7137

Optional Extension

**Contact Email**

tbersola@lasac.info

**Questions: Local Agency Systems Support Office | [LCAPAddendum@cde.ca.gov](mailto:LCAPAddendum@cde.ca.gov) | 916-323-5233**

California Department of Education

# LCAP Federal Addendum System

## Title I, Part A

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### Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

The CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, CDE staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

#### Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

**Response from The Language Academy of Sacramento:**

N/A

#### APPROVED BY CDE

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

**Response from The Language Academy of Sacramento:**

-how the LEA parent and family engagement policy was developed jointly with, agreed on with, and distributed to, parents and family members of participating children

Parent Council/Parent Association

The LAS parent and family engagement policy is developed annually with parent stakeholder groups via the Parent Council, Parent Association, and Governing Board. The Parent Council is the elected body representing LAS parents and the organization responsible for involving parents in the activities of the school for the purpose of strengthening the LAS community. All parents of LAS students are members of the Parent Association. The sole purpose of the Parent Association is to support the mission of the Language

Academy of Sacramento. Parent Association meetings will be held monthly, and will be planned and led by School Leadership and the Parent Council. The Parent Council will generate topics of interest from parents ~~at~~ these meetings. These meetings will provide an opportunity for parents to communicate with school staff and get to know other parents.

Academic and artistic events will be developed and organized by the administrators, the teachers, the Parent Council, and other volunteers. Examples of academic and artistic events include: Family Literacy Night, Winter Festival, Health and Science Fair, Día del Niño, Student Enrichment Presentations, as well as others.

-how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; how the LEA will educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school  
Parent Engagement Learning Initiatives:

-Parent Academy Seminars will be instituted this fall addressing the need to support parents/guardians of those key student population (immigrant, English Learners, Low socioeconomic Disadvantaged, Foster/Homeless) in harnessing their knowledge about college readiness and career preparation  
Participation in Advisory Councils

A parent or guardian has the right to participate as a member of the English Language Advisory Committee, a parental council, school site council or Governing Board in accordance with the rules governing parent or guardian memberships in those organizations.

English Learners Advisory Committee

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

-LAS examples of strategies for parents and family member who are ELs, with disabilities and of migrant children:

-LAS provides translation services to parents with limited English proficiency when providing information and school reports.

-LAS provides opportunities for the informed participation of parents and family members with disabilities by providing reasonable accommodations (sign-language interpreters, etc.) to parents and family members.

-LAS makes special accommodations will be made for communicating with families that have accessibility needs or other special needs which make corresponding with the school difficult.

-LAS provides opportunities for the informed participation of parents and family members of migratory children by meeting with parents and family members before students are away from school for an extended period of time and once the students return to school after an extended absence to help parents help their child(ren) overcome educational disruption.



**APPROVED BY CDE****Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children**

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

**Response from The Language Academy of Sacramento:**

SWP: Describe SWP here, if SWP does not exist type "N/A"

The Language Academy of Sacramento (LAS) provides Title 1 services schoolwide, including each of the identified subgroups who need assistance in meeting the challenging State academic standards. On an annual basis, site expenditures are budgeted based on year round stakeholder meetings via the School Site Council (SSC), ELAC, Parent Council, Parent Association, and LAS Board. Based on the approved AB 716 legislation, LAS utilizes its LCAP with the Federal Addendum as its School Plan for Student Achievement (SPSA), where stakeholder feedback and consequently, budgetary alignment is documented for yearly Board approval. The core of Title funding expenditures is focused on literacy building, which includes a Literacy Coach, who designs and provides research-based interventions, professional development for teachers, including strategies to ensure meaningful parent participation and implementation of technology based literacy support programs, and gathers and analyzes reading benchmark data throughout the year. Along with highly qualified teachers and the onsite coach, timely and effective assistance is provided to our most at-risk students by offering additional instructional opportunities via extended day instruction and small group instruction. Each year, the effectiveness of Title funded services and programs are evaluated for its efficacy via multiple sources: formative and benchmark assessments, implementation of researched-based instructional strategies, and stakeholder surveys, including data from the "Know and Want to Know" parent, staff, board activities.

TAS = N/A

NorD = N/A

**APPROVED BY CDE****Address the ESSA provision:**

SWP: Describe SWP here, if SWP does not exist type "N/A"

TAS: Describe TAS program here, if TAS program does not exist type "N/A"

Neglected or delinquent: Describe the educational services for neglected or delinquent children, if a Title I, Part A neglected or delinquent reservation does not exist type "N/A"

Save All and Continue

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

**Response from The Language Academy of Sacramento:**

N/A

**APPROVED BY CDE**

## Homeless Children and Youth Services

### ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

**Response from The Language Academy of Sacramento:**

ORIGINAL response: Currently, there are no students who are homeless at LAS. Eligible students identified via enrollment process will receive support as delineated in the LAS Governing Board Homeless Student Policy. Per the stated policy, the Administrator at LAS is the district liaison for homeless students to ensure clear communication line on strategies to support homeless students in attaining full and equal opportunity to enroll and thrive at LAS.

REVISED response: The LAS Board Approved Homeless Student Policy is designed to ensure the proper: 1) identification, 2) enrollment, and 3) retention of children in homeless situations, including addressing barriers that challenge their access to quality education. Upon enrollment, families are required to complete a document regarding primary residence. Once student is identified, the LAS Administrator Homeless Liaison, coordinates on-site and off-site agencies to provide support as needed. In the past three years, LAS homeless student population has ranged between 0.6 to 1.4 percent; in some cases, LAS has needed to get clarification regarding the idea of shared housing due "to economic hardship" versus cultural practice. (Note: This statement is a correction of the first sentence from the original response). Every student identified as homeless is immediately provided full access to all student programs and services, including academic interventions, counseling, and participation in the Multi-Tiered System of Support (MTSS) process as well as, if needed, the special education identification process for homeless students with disabilities. The LAS reservation funds for homeless education historically has been for an amount to help families with temporary transportation needs such as purchasing bus passes. Moreover, LAS has partnerships with many community resources where, if needed, items of clothing, particularly school uniforms, PE shoes, personal school supplies such as backpacks and notebooks, eyeglasses, hearing aids, and food, are donated to families in need. LAS is committed to ensuring that homeless students receive the support they need from the moment of enrollment to their daily school attendance and academic success.

**APPROVED BY CDE****Student Transitions**

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

**Response from The Language Academy of Sacramento:**

LAS shares space with the Sacramento City Unified School District (SCUSD) where a district preschool program is located. LAS also offers Transitional Kindergarten where students learn how to be better prepared for Kindergarten and beyond. Each year, families attend enrollment orientation sessions as well as incoming Kindergarten and rising grade level orientation workshops where families learn how to help their child/ren better prepare for the upcoming year.

**APPROVED BY CDE**

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- A. through coordination with institutions of higher education, employers, and other local partners; and
- B. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

**Response from The Language Academy of Sacramento:**

LAS middle school faculty conducts its annual Senderos al Éxito (SALE) Parent Meetings that support LAS graduates' transition to high school programs. By the end of Gr8, students take College Board practice tests in AP Spanish Language and PSAT, to gain insight in college preparation exams taken in high school.

**APPROVED BY CDE****Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- A. assist schools in identifying and serving gifted and talented students; and
- B. assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

**Response from The Language Academy of Sacramento:**

N/A

**APPROVED BY CDE****Title I, Part A Contact**

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Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

**Contact Name**

Teejay Bersola

**Contact Phone  
and Optional Extension**

916-277-7137

Optional Extension

**Contact Email**

tbersola@lasac.info

Questions: Local Agency Systems Support Office | [LCAPAddendum@cde.ca.gov](mailto:LCAPAddendum@cde.ca.gov) | 916-323-5233

## California Department of Education

# LCAP Federal Addendum System

## Title I, Part A, Educator Equity

### Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

The CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, CDE staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

### Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g) (1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

**Response from The Language Academy of Sacramento:**

NA- Charter school

**APPROVED BY CDE**

### Title I, Part A, Educator Equity Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

**Contact Name**

Teejay Bersola

**Contact Phone  
and Optional Extension**

916-277-7137

Optional Extension

**Contact Email**

tbersola@lasac.info

**Questions: Local Agency Systems Support Office | [LCAPAddendum@cde.ca.gov](mailto:LCAPAddendum@cde.ca.gov) | 916-323-5233**

## California Department of Education

# LCAP Federal Addendum System

## Title II, Part A

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### **Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP**

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

The CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, CDE staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

### **Professional Growth and Improvement**

#### **ESSA SECTION 2102(b)(2)(B)**

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

#### **Response from The Language Academy of Sacramento:**

The foundation of the LAS dual language immersion program's effectiveness is teacher quality. Because LAS is a highly specialized educational design not only do all teaching staff need to be highly qualified but also need to be highly versed in the research of effective dual language immersion schools. Consequently, as stated in the LAS Six Program Design, #2 Professional Development, is the second element of all four LAS mission goals. LAS serves as a laboratory school of students teachers for the local universities: CSU Sacramento and UC Davis. Most LAS teachers come from these two induction programs. Once hired as teaching staff, new teachers are assigned a BTSA teacher. Moreover, new teachers are placed in grade level teams in which there are seasoned teachers who guide and mentor them in their beginning years. Lastly, LAS has a literacy coach who provides a multi- tiered support for teachers depending on their identified needs, including, building exemplary classroom libraries for effective implementation of language instruction in English and Spanish. A quality professional development plan is an essential component of an effective educational program. Teachers at LAS participate in professional development and articulation meetings each week to analyze data and evaluate academic progress. Throughout the school year, teachers are provided with extended professional development time in order to meet, reflect, study, and

plan. In addition to participating in regularly scheduled on-site professional development, teachers and staff are encouraged to attend professional development opportunities sponsored by other educational institutions.

With recent educational shifts related to the CCSS, staff members have participated in professional development offered by the Sacramento County Office of Education (SCOE), the Northern California Literacy Consortium, as well as others. In addition to these opportunities, the following are areas that have been the focus of professional development at LAS during the last five years: Implementation of core curriculum (MacMillan/McGraw Hill's Treasures and Pearson Envision); Expository Reading and Writing Course (ERWC) to support CCSS Language Arts; Math CCSS implementation best practices; Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS); Spanish Language Development (SLD); Strategies for improving Executive Function- R.O.P.E.S. in the classroom; as well as others. Visitations to other classrooms at LAS and model schools are encouraged for both teachers and administrators. The staff at the Language Academy of Sacramento strives to provide the best two-way Spanish immersion education possible to its students. All classroom teachers are highly qualified in accordance with the No Child Left Behind Act (NCLB). The majority of classroom teachers hold a Cross-cultural Language and Academic Development (CLAD), a Bilingual/Cross-cultural Language and Academic Development (BCLAD) or an equivalent credential. In addition, teachers and administrators continue to educate themselves about current research, theory, and practice, as well as issues pertinent to charter schools, by attending conferences and reading articles in academic journals. About 32% of staff members have obtained or are pursuing advanced degrees in education.

#### **APPROVED BY CDE**

## **Prioritizing Funding**

### **ESSA SECTION 2102(b)(2)(C)**

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

#### **Response from The Language Academy of Sacramento:**

LAS priority begins with the first element of the LAS Six Program Design: RESEARCH. Through the Curriculum and Design Team (CDT) in conjunction with school leadership, LAS analyzes needs assessment results that dictates professional development planning, training in assessments and curricula that guide differentiation and intervention. LAS works closely with Sacramento County Office of Education (SCOE) in professional development planning and implementation. Overall, LAS staff seeks learning that address various aspects of the MTSS academic and behavior tiers, particularly as they pertain to students at-risk and ensuring their success in school.

#### **APPROVED BY CDE**

## **Data and Ongoing Consultation to Support Continuous Improvement**

### **ESSA SECTION 2102(b)(2)(D)**

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.



**Response from The Language Academy of Sacramento:**

Annually, LAS stakeholders review academic growth and stakeholder survey results via the Governing Board, Parent Council, Parent Association, School Site Council, ELAC, CDT Committee and make agreements on the upcoming year's priorities. LAS disaggregate data per significant subgroups to ensure safe and effective learning environments with the most highly qualified instructor. LAS LCAP/SPSA illustrates the internal accountability and external accountability metrics continually monitored to gauge overall student performance in all aspects of the charter school's mission: BILITERACY, CONFIDENCE/LIFE SKILLS, and LEADERSHIP/CRITICAL THINKING.

**APPROVED BY CDE****Title II, Part A Contact**

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Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

**Contact Name****Contact Phone  
and Optional Extension****Contact Email**

Questions: Local Agency Systems Support Office | [LCAPAddendum@cde.ca.gov](mailto:LCAPAddendum@cde.ca.gov) | 916-323-5233

# LCAP Federal Addendum System

## Title IV, Part A

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### Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

The CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, CDE staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

### Title IV, Part A Activities and Programs

#### ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- A. any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- B. if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- C. if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- D. if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- E. the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

#### Response from The Language Academy of Sacramento:

ORIGINAL Response: LAS applied for Title IV for the first time this year. The additional funds will be directed to support safe and healthy students. As described in the LAS LCAP, there is a need to provide additional mental health support for students as well as parents/guardians in learning how to effectively

parent students with mental health challenge. Moreover, LAS will continue to ensure that technology use is set up in the most effective way to ensure learning is enriched in all subjects via digital research and reporting.

REVISED Response: LAS community's LCAP and Federal Addendum work has definitely become more in-depth with each passing year both at the participation level and the collective knowledge level. LAS continued its structure from the previous years and created an LCAP/Federal Addendum Advisory group in the fall composed of members from the Parent Council and Parent Association groups as well as representatives from the English Language Advisory Council (ELAC). This group took the lead of meeting and learning 5 Key Learning Points to share, discuss, and problem solve with various stakeholders during stakeholder meetings. After each session, participants completed "What I Know" and "What I Want to Know" form. Data from these forms was presented at board meetings has provided the board discussion regarding LCAP and Federal Addendum updates as well as charter renewal work.

The milestones of LAS LCAP and Federal Addendum work for 2017-19 pertinent to Title IV include goals specific to climate and culture of learning, more specifically creating a safe and healthy student community. The LAS School Climate Team has designed a 360 approach to addressing this need, starting with partnering with and outside organization, Circle Up Education, LLC., where experts facilitated several staff professional development on how to create a safe socioemotional responsive school- starting with the teaching staff, support staff, and families. Concurrently, the team also designed trainings regarding issues such as self-harm and parent/staff trainings in mental health first aide. Effectiveness of these trainings is evaluated via stakeholder surveys. At the student level, through the school's established MTSS process, students who need additional socioemotional support are identified. Those who need mental health support are connected with the school's psychologist and/or counselor. Through a coordinated staff effort and via an integrated student information system, students in need are monitored throughout the year for progress.

## APPROVED BY CDE

### Title IV, Part A Contact

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Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

#### Contact Name

Teejay Bersola

#### Contact Phone and Optional Extension

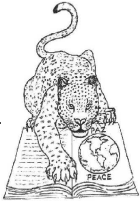
916-277-7137

Optional Extension

**Contact Email**

tbersola@lasac.info

**Questions: Local Agency Systems Support Office | [LCAPAddendum@cde.ca.gov](mailto:LCAPAddendum@cde.ca.gov) | 916-323-5233**



A California Public School

Agenda Item # IVK

**Board Meeting Date:** January 24, 2020

**Subject: English Language Learner Reclassification Policy Revision**

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: February, 2020)
- Conference/Action
- Action

**English Language Learner Reclassification Policy Revision**

**Background**

The LAS English Learner (EL) Reclassification Policy and Procedures is based on the State Board of Education's Reclassification Guidelines (Ed. Code 313b). The following policy revisions reflect the necessary updates that would align LAS policy with the State's change in assessment mandates.

**Recommendation**

It is recommended that Board review and approve the following revision as featured on the attached LAS Reclassification Policy Draft v011720.

**Attachments:**

- 1) English Language Learner  
 Reclassification Policy Draft 011720  
 Redlined Copy

MOTION LAS Reclassification Policy Revision	Aye	Nay	Abstain	Absent
Escareño, Alonso				
Petree, Kathy				
Aceves, Fernando				
Yáñez-Gutiérrez, Adriana				
Jáuregui, Gemma				
León, Pedro				
Campa, Araceli				
de González, Julissa				
Ruiz, Nadeen				
Totals:				

**Estimated Time of Presentation:** 10 min  
**Submitted By:** School Leadership  
**Date:** 011720

**Pertinent Pages in**  
 ( ) Charter, pages \_\_\_\_\_  
 ( ) MOU, pages \_\_\_\_\_



**Fecha de la Reunión:** 24 de enero de 2020

**Tema:** Revisión de la Póliza de Reclasificación para Aprendices de Inglés

- Artículo de información
- Aprobación en la Agenda de Consentimiento
- Conferencia (solo para discutir)
- Conferencia/Primera lectura (Acción Anticipado: febrero 2020)
- Conferencia/Acción
- Acción

**Revisión de la póliza de reclasificación para aprendices de inglés:**

**Contexto**

La póliza y procedimientos de Reclasificación de Aprendices de Inglés (EL) se basa en las Guías de Reclasificación de la Mesa Directiva Estatal de Educación (Código de Educación 313b). Las siguientes revisiones de póliza reflejan las actualizaciones necesarias que alinearían la póliza de LAS con el cambio del estado en los mandatos de evaluación.

**Recomendación**

Se recomienda que la Mesa revise y apruebe la siguiente revisión, tal como figura en el Borrador de Póliza de Reclasificación de LAS adjunto v011720.

**Documentos adjuntos:**

- 1) Borrador de la Póliza de Reclasificación para Aprendices de Inglés 011720 copia marcada

<b>MOCION Póliza de Reclasificación de LAS</b>	Aye	Nay	Abstain	Absent
Escareño, Alonso				
Petree, Kathy				
Aceves, Fernando				
Yáñez-Gutiérrez, Adriana				
Jáuregui, Gemma				
León, Pedro				
Campa, Araceli				
de González, Julissa				
Ruiz, Nadeen				
Totales:				

**Tiempo estimado para la presentación:** 10 min.  
**Entregado por:** Liderazgo Escolar  
**Fecha:** 011720

**Páginas pertinentes en:**  
 ( ) La constitución, páginas \_\_\_\_\_  
 ( ) MOU, páginas \_\_\_\_\_

**Language Academy of Sacramento (LAS)  
English Learner Reclassification Policy and Procedures (Amendment Proposal  
v011720Draft-090519)**

English Learner (EL) student reclassification policy and procedures are based on the four criteria set forth in the State Board of Education’s *Reclassification Guidelines (Education Code 313b)*.

**RECLASSIFICATION CRITERIA**

Students initially identified as English Learners (ELs) are reclassified as Fluent English Proficient (RFEP) when they meet the following requirements from these four criteria:

- 1) Overall English proficiency level of 4 on the English Language Proficiency Assessments for California (ELPAC)**
- 2) Comparison of Performance in Basic Skills**
- 3) Teacher Evaluation**
- 4) Parent Notification**

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

**1) Overall English proficiency level of 4 on the English Language Proficiency Assessments for California (ELPAC)**

- Grades K-8 ELs may be considered for reclassification if they have an OVERALL ELPAC summative proficiency level of 4 (Well-Developed).

**2) Comparison of Performance of Basic Skills**

- Grades K-3 students may be considered for reclassification if they ~~pass the~~ have a score of 3 or higher in their end of the year Language Academy of Sacramento reading benchmark assessment (Evaluación del desarrollo de la lectura (EDL)/LAS English Literacy Skills Assessment derived from Developmental Reading Assessment (DRA) Development Reading Assessment (DRA)
- Grade 4-8 students may be considered for reclassification if:
  1. They have a score of 3 or higher in their end of the year ~~EDL/DRA~~ assessments and
  2. They have scale scores that meet the Grade Level Academic Criterion Midpoint Score for CAASPP in English Language Arts (ELA). Note: In cases of qualifying score discrepancies, the CAASPP passing performance score supersedes the DRA assessments results.

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<b>Current Grade Level</b>	<b>Grade when CAASPP test was administered</b>	<b>CAASPP ELA Midpoint Scale Score of Standard Nearly Met and Standard Met</b>
4	3	2400+

5	4	2445+
6	5	2472+
7	6	2494+
8	7	2516+
High School 9	8	2527+

### 3) **Teacher Evaluation**

Teacher may recommend reclassification based on:

- **English Language Development (ELD) teacher c**lassroom observations validating the student’s range of performance in basic skills, including oral English language proficiency (i.e., comparable to native English speakers)
- Evidence such as, but not limited to:
  - Grades K-5: *End of year report card grade of 3 (Consistently Meets Standards) or higher on the majority of Language Arts Standards (Grades 3-5: English Language Arts; Grades K-2: Excellent or Satisfactory mark in English Language Development: ELD)*
  - Grades 6-8: *End of year report card grade of C (Meeting Standard) or higher in English Language Arts*

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

### 4) **Parent Notification**

Families of ELs being considered for reclassification will be notified regarding their rights to:

- Participate in the reclassification process
- Have an opportunity for a face-to-face meeting with their child’s teacher(s) to discuss reclassification.

### **ELL Students with Disabilities**

English learners with identified disabilities can be reclassified at an IEP meeting that includes a credentialed person with a B/CLAD or SDAIE training. Special needs students not able to meet the reclassification criteria, as a result of their disability, may be recommended by the IEP Team for reclassification based on alternative criteria.

### **Reclassification:**

- The students who meet the above four criteria will be designated as Reclassified Fluent English Proficient (RFEP).
- Parents/guardians will be notified of the reclassification status of their student.
- School records will be updated.
- Reclassified students will be monitored for four years by the Curriculum Design Team (CDT) members or designee(s) and the students’ English Language Arts (ELA) teacher at



least once per year after reclassification to ensure they are making adequate academic progress. Students will be provided *interventions* as needed.

*Monitoring RFEP students for four years after reclassification is in accordance with the existing California regulations and the federal Every Student Succeeds Act (ESSA).*

Draft 011720

**Academia de Idiomas de Sacramento (LAS)**  
**Póliza y procedimientos de Reclasificación de los Aprendices de inglés (Propuesta de enmienda v011720092719)**

*La póliza y los procedimientos de reclasificación de los estudiantes que aprenden inglés (ELL) se basan en los cuatro criterios establecidos en las Pautas de reclasificación de la Mesa de Educación del Estado (Código de Educación 313b).*

**CRITERIOS DE RECLASIFICACIÓN**

Los estudiantes inicialmente identificados como Aprendices de inglés (EL, por sus siglas en inglés) se reclasifican como Reclasificado Proficiente en el Inglés (RFEP, por sus siglas en inglés) cuando cumplen con los siguientes requisitos de estos cuatro criterios:

- 1) Nivel general de dominio del inglés de 4 en las Pruebas de Suficiencia en el Idioma Inglés de California (ELPAC)**
- 2) Comparación de desempeño en habilidades básicas**
- 3) Evaluación del maestro(a)**
- 4) Notificación a los padres**

El progreso de todos los Aprendices de inglés se analizará al menos una vez al año. Aquellos recomendados para la reclasificación serán revisados por un equipo de miembros del Equipo de Diseño Curricular (CDT, por sus siglas en inglés) o personas designadas.

**1) Nivel general de dominio del inglés de 4 en las Pruebas de Suficiencia en el Idioma Inglés de California (ELPAC)**

- Los estudiantes de los grados K-8 pueden ser considerados para reclasificación si tienen un nivel de competencia sumativo general en ELPAC de 4 (Bien desarrollado).

**2) Comparación de desempeño en habilidades básicas**

- Los estudiantes de los grados K-3 pueden ser considerados para reclasificación si pasan ~~la~~ tienen una calificación de 3 o más en su evaluación de punto de referencia de la Academia de Idiomas de Sacramento de Evaluación del desarrollo de la lectura (EDL)/ Evaluación de Habilidades de Lectura derivado del Development Reading Assessment (DRA) de fin de año
- Los estudiantes de los grados 4-8 pueden ser considerados para reclasificación si:
  1. Tienen una puntuación de 3 o superior en sus evaluaciones ~~EDL~~/DRA de fin de año o
  2. Tienen calificaciones de escala que cumplen con el criterio académico de punto medio de grado para CAASPP en Artes del idioma inglés (ELA). Nota: En casos de discrepancias en el puntaje de calificación, el puntaje de desempeño aprobatorio de CAASPP reemplaza los resultados de las evaluaciones de DRA.

Nivel de grado actual	Grado cuando se administró el examen CAASPP	Calificación de escala de punto medio de CAASPP ELA Estándar Casi Cumplido y Estándar Cumplido
4	3	2400+
5	4	2445+
6	5	2472+
7	6	2494+
8	7	2516+
Preparatoria 9	8	2527+

### **3) Evaluación del maestro(a)**

El maestro(a) puede recomendar la reclasificación basada en:

- Observaciones del maestro(a) de Desarrollo del Idioma Inglés (ELD) en el salón que validan el rango de rendimiento del estudiante en habilidades básicas, incluida la competencia oral en inglés (es decir, comparable a los hablantes nativos de inglés)
- Evidencia como, pero no limitado a:
  - Grados K-5: *Calificación de 3 en Boleta de calificaciones de fin de año (Cumple constantemente con los estándares) o superior en la mayoría de estándares de Artes del lenguaje (Grados 3-5: Artes del idioma inglés); Grados K-2: Nota excelente o satisfactoria en el desarrollo del idioma inglés: ELD*
  - Grados 6-8: *Calificaciones de C en Boleta de calificaciones de fin de año (Cumpliendo estándar) o superior en Artes del idioma inglés*

Tenga en cuenta que los déficits incurridos en la motivación y el éxito académico no relacionados con el dominio del idioma inglés no impiden que un estudiante sea reclasificado.

### **4) Notificación a los padres**

Se notificará a las familias de aprendices de inglés que están siendo considerados para la reclasificación con respecto a sus derechos a:

- Participar en el proceso de reclasificación
- Brindar una oportunidad para una reunión en persona con el padre o tutor para hablar sobre la reclasificación.

### **Estudiantes ELL con discapacidades**

Los aprendices de inglés con discapacidades identificadas pueden ser reclasificados en una reunión de IEP que incluye a una persona acreditada con una capacitación B/CLAD o SDAIE. Los estudiantes con necesidades especiales que no puedan cumplir con los criterios de reclasificación, como resultado de su discapacidad, pueden ser recomendados por el equipo del IEP para la reclasificación basada en criterios alternativos.

### **Reclasificación:**

- Los estudiantes que cumplan con los cuatro criterios anteriores serán Reclasificados Proficiente en el Inglés (RFEP).
- Los padres/tutores serán notificados del estado de reclasificación de su estudiante.
- Los registros escolares serán actualizados.
- Los estudiantes reclasificados serán supervisados durante cuatro años por los miembros de CDT o personas designadas y el maestro de los estudiantes al menos una vez al año después de la reclasificación para garantizar que estén logrando el progreso académico adecuado. Los estudiantes recibirán *intervenciones* según sea necesario.

*La supervisión de los estudiantes durante cuatro años después de la reclasificación se realiza de acuerdo con las normas vigentes de California y la Ley Federal Cada Estudiante Triunfa (ESSA, por sus siglas en inglés).*



A California Public School

Agenda Item# VA

**Board Meeting Date:** January 24, 2020

**Subject:** Curriculum Design Team Committee

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

**Committee:** Campos P., de Luna M., Conant C., Dobkin S., Jáuregui G., Mendez I., Bersola T., de León E.

**Information:**

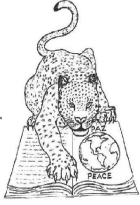
The Curriculum Design Team (CDT) met on December 5, 2019, and addressed the following agenda items:

- Fair Act and Implementation for K-8
  - Cohort follow-up
  - On Tuesday, December 10, 2019, the LGBTQ center came LAS to do a parent information night in both English and Spanish, possibility of follow up in the spring with a second session
  - Next Steps - maybe more training
- RFEP Reclassification Policy Amendment Proposal
  - Review RFEP: Reclassification Policy Amendment
- Intervention
  - Intervention update - Growth in third and first grade.
  - Monitoring forms
  - Next Steps: Long term plan for interventions (20-21 and beyond)
- Reading Culture at LAS
  - Discussion - Suarez sent home interest form for Battle of the Books and 916 ink will be coming in January for grades 3-5
  - Ideas
- Summer School/Summer Reading Program
  - Discus program model - Since the school will be closed over the summer, discussion about the structure of the program for the coming summer. The Summer Reading Program from summer 2019 was very successful and is more economical.
  - Possible campaign for all LAS families to have a library card by summer 2020.
  - Data review
  - Planning
  - Next Steps
- PD Plan 2019-2020
  - PD Tentative Plan FY20
- Announcements, Next Steps & Future Agenda Items
  - Wednesdays following the CDT meetings will be work days starting in December.
  - PD Design for Report Cards
  - CDT additional work list:
  - Program review: Tier 1 analysis (will start this work during PD 12/6)

The next meeting will be on February 6, 2020 at 2:45pm.

**Estimated Time of Presentation:** 5 min  
**Submitted By:** Jáuregui  
**Date:** 01.20.2020

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



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Agenda Articulo# VA

**Fecha de la Reunión:** 24 de enero de 2020

**Tema: Comité del Diseño Curricular**

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

**Comité:** Campos, P., Méndez, I., Dobkin, S., Conant, C., Bersola T., de León E., Jáuregui G., de Luna M

**Información:**

El Comité de Diseño Curricular (CDT) se reunió el 5 de diciembre de 2019, y discutió los siguientes temas:

- Ley Justa e Implementación para K-8
  - Seguimiento de cohorte
  - El martes, 10 de diciembre de 2019, el centro LGBTQ vino a LAS para hacer una noche de información para padres en inglés y español, posibilidad de seguimiento en la primavera con una segunda sesión
  - Próximos pasos: quizás más capacitación
- Propuesta de enmienda de la póliza de reclasificación de RFEP
  - Revisar RFEP: enmienda de la Póliza de Reclasificación
- Intervención
  - Actualización de intervención: crecimiento en tercer y primer grado.
  - Formularios de seguimiento
  - Próximos pasos: plan a largo plazo para las intervenciones (20-21 y más allá)
- Escuela de verano/Programa de lectura de verano
  - Hablar sobre el modelo de programa: Dado que la escuela estará cerrada durante el verano, hablar sobre la estructura del programa para el próximo verano. El Programa de Lectura de Verano del verano de 2019 fue muy exitoso y es más económico.
  - Posible campaña para que todas las familias de LAS tengan una tarjeta de la biblioteca para el verano de 2020.
  - Revisión de datos
  - Planificación
  - Próximos pasos
- Plan de Desarrollo Profesional de 2019-2020
  - Plan Tentativo de PD FY20
- Anuncios, próximos pasos y artículos futuros de la agenda
  - Los miércoles siguiendo las reuniones de CDT serán días de trabajo a partir de diciembre.
  - Diseño de PD para boletas de calificaciones
  - Lista de trabajo adicional de CDT:
  - Revisión del programa: Análisis de Nivel 1 (comenzará este trabajo durante PD 12/6)

La próxima reunión será el 6 de febrero de 2020 a las 2:45 p.m.

<p><b>Tiempo estimado para la presentación:</b> 5 min.  <b>Entregado por:</b> Jáuregui  <b>Fecha:</b> 01.20.2020</p>
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<p><b>Pertinent Pages in</b>  <input type="checkbox"/> Charter, pgs _____ <input type="checkbox"/> Bylaws, pgs _____  <input type="checkbox"/> MOU, pgs _____ <input type="checkbox"/> Policy _____</p>
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A California Public School

Agenda Item# VI

**Board Meeting Date:** January 24, 2020

**Subject:** Approval of Executive Director 2019-2020 Goals

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

**Committee:** Nadeen Ruiz, Kathy Petree

**Recommendation:**

The ED Eval committee requests that the Governing Board review and approve the Executive Director's Goals for school year 2019-2020.

**Estimated Time of Presentation:** 10 min  
**Submitted By:** Petree  
**Date:** 01.24.20

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



A California Public School

Agenda Articulo# VI

**Fecha de la Reunión:** 24 de enero del 2020

**Tema:** Aprobación de objetivos de 2019-2020 del Director Ejecutivo

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

**Comité:** Nadeen Ruiz, Kathy Petree

**Recomendación:**

El comité de Evaluación del Director solicita que la Mesa Directiva revise y apruebe los objetivos del Director Ejecutivo para el año escolar 2019-2020.

**Tiempo estimado para la presentación:** 10 min.  
**Entregado por:** Petree  
**Fecha:** 01.24.20

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