

**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, June 26, 2020/viernes, 26 de junio del 2020

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

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

Members of the public who wish to access this Board meeting may do so at:

<https://zoom.us/j/97504542019?pwd=R2ptT2EySTFGcmVktlZOTDBmQUxGUT09>.

You may also call in using the Zoom phone number: (669) 900-6833; Meeting ID: 975 0454 2019; Password: 026191.

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

**I. PRELIMINARY/PRELIMINARIO**

**A. CALL TO ORDER/Convocatoria**

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

**B. ROLL CALL/Asistencia**

	Name/Nombre	Role/Miembro	Present/ Presente	Absent/ Ausente
1.	Kathy Petree	Parent/Madre (17-20) President/Presidente		
2.	Nailah Kokayi	Parent/Padre (19-21)		
3.	Fernando Aceves	Parent/Padre (19-22)		
4.	Vacant	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/Tesorerera		
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/Se recomienda que la Mesa Directiva discuta y/o apruebe.

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

**D. APPROVAL OF BOARD MEETING MINUTES/Aprobación de las Minutas de la Mesa Directiva**

a. May 22, 2020 minutes/minutas del mes de mayo 22 del 2020

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

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

**E. 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)

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

**A. Bylaws/Policy Committee Report: Governing Board Elections Update – Community Representative Interviews; Resolution in Solidarity to End Racism and the Call for Justice and Equality for Black Lives/ Comité de Estatutos/Pólizas: Actualización de elecciones para la Mesa Directiva - Entrevista de candidatos de la comunidad; Resolución en solidaridad para poner un fin al racismo y una llamada de justicia e igualdad para las vidas negras** –de González and School Leadership (30 min.)

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

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

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

**B. COVID-19 LAS School Update: Spring Distance Learning Profile, Summer Academic Program Update, Stakeholder Surveys, Academic Calendar 2020-2021/Actualización escolar Covid-19 de LAS: Perfil de participación de aprendizaje a distancia de primavera, Actualización de programas académicos de verano, Encuestas de partes interesadas, Calendario académico 2020-2021** –School Leadership/*Liderazgo escolar* (30 min.)

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

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

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

**C. COVID-19 Operations Written Report/Reporte de Operaciones COVID-19** –School Leadership/*Liderazgo escolar* (20 min.)

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

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

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

**D. Curriculum Design Team/Comité Diseño Curricular – Update/Actualización** (Jáuregui, 5min)

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

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

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

**E. LAS FY2021 Budget/Presupuesto de LAS para el año fiscal 2021** – Campa/Morales/EdTec (20 min)

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

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

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

**F. Monthly Financials/ Financieros de enero** – EdTec/Morales (10 min)

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

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

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

**G. May Check Register/Registro de la cuenta bancaria de mayo** – School Leadership/*Liderazgo escolar* (5 min.)

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

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

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

**H. EPA Resolution/Resolución EPA** – School Leadership (5 min.)

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

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

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

**I. Board Development/Desarrollo de la Mesa Directiva – Annual Survey, Form 700 for exiting Board Members, Self-Reflection** (Petree, Jáuregui, 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 /*Se recomienda que la Mesa Directiva discuta y/o apruebe.*

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

**J. Executive Director’s Evaluation Committee Report/Actualización del Comité de Evaluación de Director – (Petree, Ruíz; 10min)**

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

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

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

**V. CLOSED SESSION/Sesión cerrada: Personnel Contract/Contratos del personal-** Executive Director’s Evaluation/*Evaluación del director ejecutivo-* Petree, Ruiz (15 min.)

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

**VII. FUTURE MEETINGS/Próxima Junta**

A.) **Friday, July 24, 2020 at 5:30pm – viernes, 24 de julio a las 5:30pm**

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

**VII. ADJOURNMENT/Clausura**

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

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

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





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

**Minutes/Minutas**  
**BOARD MEETING/REUNIÓN DE LA MESA DIRECTIVA**  
 Friday, May 22, 2020/ viernes, 22 de mayo del 2020  
 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 Gemma Jáuregui at 5:43 PM. Roll call was taken./ La junta fue convocada por Gemma Jáuregui a las 5:43 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. Nailah Kokayi	Parent/Madre (19-21)	X	
	3. Fernando Aceves	Parent/Madre (19-22)	X	
	4. Vacant	Staff/Personal (17-20)		
	5. Gemma Jáuregui	Teacher/Maestra (18-21)Vice President/Vice President	X	
	6. Pedro León	Teacher/Maestro (19-22) Secretary/Secretario	X	
	7. Aracely Campa	Community Member/Miembro Comunitario (17-21)/Treasurer/Tesorera	X	
	8. Nadeen Ruiz	Community Member/Miembro Comunitario (18-21)	X 5:47 PM	
	9. Julissa de González	Community Member/Miembro Comunitario (19-22)	X 5:44 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>	A motion was made to approve the May 22, 2020 agenda. <i>Se hizo una moción para aprobar la agenda del 22 de mayo del 2020</i>  1 <sup>st</sup> Motion/1 <sup>a</sup> Moción: Pedro León 2 <sup>nd</sup> Motion/2 <sup>a</sup> Moción: Fernando Aceves Absences/Ausencias: Nadeen Ruíz, Julissa de González Abstentions/Abstenciones: None/ninguno The motion passed with six votes. / <i>La moción pasó con seis votos.</i>		
<b>I.D.</b>	<b>Approval of April Board Meeting Minutes</b> <i>Aprobación de los Minutos de la Mesa Directiva</i>	A motion was made to approve the April 24, 2020 minutes. <i>Se hizo una moción para aprobar las minutas del 24 de abril del 2020.</i>  1 <sup>st</sup> Motion/1 <sup>a</sup> Moción: Kathy Petree 2 <sup>nd</sup> Motion/2 <sup>a</sup> Moción: Gemma Jáuregui Absences/Ausencias: Nadeen Ruíz Abstentions/Abstenciones: None/Ninguna The motion passed with seven votes. / <i>La moción pasó con siete votos.</i>		
<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>	Eduardo de León reminded the Governing Board about the open seats for Parent, Community and Staff representatives. / <i>Eduardo de León recordó a la Mesa Directiva sobre los puestos vacantes para los representantes de padres, comunidad y el personal.</i>		

		Eduardo de León will share information on the upcoming series of celebrations for the 8 <sup>th</sup> grade students. Maestra Jáuregui, maestra Luna Franco and maestro Hayes have been leading the planning for the events. / <i>Eduardo de León compartirá información sobre la serie de celebraciones para los estudiantes de octavo grado. Maestra Jáuregui, maestra Luna Franco y el maestro Hayes han liderado la planificación de los eventos.</i>
<b>III. INFORMATIONAL ITEMS/ARTÍCULOS DE INFORMACIÓN:</b>		
<b>III.1.</b>	<b>New Board Member Announcement</b> <i>Anuncio de nuevo miembro de la mesa directiva</i>	The Governing Board would like to welcome to the team Nailah Kokayi. The board voted to appoint at April 24 <sup>th</sup> meeting. / <i>La mesa directiva le da la bienvenida al equipo a Nailah Kokayi. La mesa directiva tomó el voto durante la reunión del 24 de abril.</i>
	<b>Parent Council/Association Representative</b> <i>Representante del concilio y asociación de padres</i>	Parent Council has continued its meetings virtually with Claudia Ochoa. A summary of the meeting is included in the packet. Some of the topics include: Mixed Bag sales, ASES program, academic calendar and appreciation gifts for the staff. / <i>El Concilio de Padres ha continuado sus reuniones virtualmente con Claudia Ochoa. Se incluye un resumen de la reunión en el paquete. Algunos de los temas incluyen: venta de Mixed Bags, programa ASES, calendario académico y regalos de agradecimiento para el personal.</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>COVID-19 Public Health Crisis, School Closure Update, Distance Learning PACT.O (Progress, Attendance, Communication, Teamwork, Opportunities), FAQ Documents, Surveys</b> <i>Crisis de salud pública de COVID-19, reporte actualizado de cierre escolar, documentos de preguntas frecuentes, encuestas</i>	Teejay Bersola updated the board on how LAS continues to support the needs of its community through the current public health crisis. Bersola explained the creation of an FAQ document for families, the four different summer programs that are being created, the parent and student surveys and the staff survey. The family and student surveys were created to get a sense of what their experience has been like throughout Distance Learning. After all surveys are completed and turned in, the information will be used to inform future decision about the next academic year. / <i>Teejay Bersola informó la junta sobre cómo LAS continúa apoyando las necesidades de su comunidad a través de la actual crisis de salud pública. Bersola explicó la creación de un documento de preguntas frecuentes para las familias, los cuatro programas de verano diferentes que se están creando, las encuestas de padres y estudiantes y la encuesta del personal. Las encuestas de familias y estudiantes fueron creadas para tener una idea de cómo ha sido su experiencia a lo largo del aprendizaje a distancia. Una vez que se hayan completado y entregado todas las encuestas, la información se utilizará para informar decisiones futuras sobre el próximo año académico.</i>
	<b>Public Comments</b> <i>Comentarios Públicos</i>	None/Ninguno
<b>IV.B</b>	<b>COVID-19 Operations Written Report</b> <i>Reporte escrito de operaciones durante COVID-19</i>	Traditionally, this is the time of the year when LAS is working on submitting the LCAP report. This year, due to the current public health crisis, the deadline for the LCAP has been extended to December 15 <sup>th</sup> . In the meantime, schools are being asked to turn in a report of how the school is addressing the programmatic changes and impact caused by COVID-19. / <i>Tradicionalmente, esta es la época del año en que LAS está trabajando para presentar el informe LCAP. Este año, debido a la actual crisis de salud pública, el plazo para el LCAP se ha extendido hasta el 15 de diciembre. Mientras tanto, se les pide a las escuelas que entreguen un informe de cómo está abordando los cambios programáticos y el impacto causado por COVID-19.</i>
	<b>Public Comments</b> <i>Comentarios Públicos</i>	None/Ninguno
<b>IV.C</b>	<b>Curriculum Design Team</b> <i>Equipo de diseño curricular</i>	Gemma Jáuregui presented a summary for the CDT committee meeting. The committee met four times during the past weeks. The following are some of the agenda items: LAS FAQ document for families, report card grading for spring 2020, surveys and summer school. / <i>Gemma Jáuregui presentó un resumen de la reunión del comité CDT. El comité se reunió cuatro veces durante las últimas semanas. Los siguientes son algunos de los temas de la agenda: documento de preguntas frecuentes para familias, boleta de calificaciones para la primavera de 2020, encuestas y escuela de verano.</i>

	<b>Public Comments</b> <i>Comentarios Públicos</i>	None/Ninguno
<b>IV.D</b>	<b>School Facility Program (Prop 1D) Audit</b> <i>Auditoría del programa de instalaciones escolares (Prop 1D)</i>	The Office of General Services conducted an audit that determined that the construction and rehabilitation project of 2017 had a cost savings of about 2.3 million dollars. Therefore, LAS will return the determined amount to the Charter Schools Facilities program. There will be no major negative impact to the LAS' financial statements as LAS was aware of the savings and planned for it. / <i>La Oficina de Servicios Generales realizó una auditoría que determinó que el proyecto de construcción y rehabilitación del 2017 tuvo un ahorro de aproximadamente 2.3 millones de dólares. Por lo tanto, LAS devolverá la cantidad determinada al programa de Instalaciones de las Escuelas Charter. No habrá un impacto negativo importante en los estados financieros de LAS, ya que LAS estaba al tanto de los ahorros y lo planeó.</i>
	<b>Public Comments</b> <i>Comentarios Públicos</i>	None/Ninguno
<b>IV.E</b>	<b>Finance Committee</b> <i>Comité de finanzas</i>	Brian Holmes, EdTec, gave a presentation on the monthly financials that included a March/April forecast and an overview of the cash flow for the current academic year. He also presented the Governor's May revised budget that included the impact of COVID on the California budget and the new LCAP deadlines. Mr. Holmes also presented a preliminary budget for the 2020-2021 academic year. Governing Board will approve the budget during the next meeting. / <i>Brian Holmes, EdTec, hizo una presentación sobre las finanzas mensuales que incluyeron un pronóstico de marzo / abril y una descripción general del flujo de caja para el año académico actual. También presentó el presupuesto revisado de mayo del gobernador que incluía el impacto de COVID en el presupuesto de California y los nuevos plazos LCAP. El Sr. Holmes también presentó un presupuesto preliminar para el año académico 2020-2021. La mesa directiva aprobará el presupuesto durante la próxima reunión.</i>
	<b>Public Comments</b> <i>Comentarios Públicos</i>	None/Ninguno
<b>IV.F</b>	<b>April Check Register</b> <i>Registros de la cuenta bancaria del mes de abril</i>	A motion was made to approve the April Check Register. <i>Se hizo una moción para aprobar los registros de las cuentas bancarias del mes de abril.</i>  1st Motion/1ª Moción: Kathy Petree 2nd Motion/2ª Moción: Pedro León Absences/Ausencias: None/Ninguna Abstentions/Abstenciones: None/Ninguna Motion passed with eight votes. / <i>La moción pasó con ocho votos.</i>
	<b>Public Comments</b> <i>Comentarios Públicos</i>	None/Ninguno
<b>IV.G</b>	<b>Facilities Committee</b> <i>Comité del plantel escolar</i>	Judy Morales informed the Governing Board about Prop 39 funding and the intentions of LAS to continue to work to ensure the proper expenditure of the Prop 39 funds. She also informed the board of project deadline extensions in response to the COVID-19 pandemic. / <i>Judy Morales informó a la mesa directiva sobre la financiación de la Proposición 39 y las intenciones de LAS de continuar trabajando para garantizar el gasto adecuado de los fondos de Prop 39. También informó a la junta sobre las extensiones de los plazos del proyecto en respuesta a la pandemia de COVID-19.</i>  Morales also talked about the E-Rate funding program. E-Rate is a federal program that provides discounts of up to 90 percent to help school obtain proper telecommunications and internet access. Costs and funding is detailed in the summary. / <i>Morales también habló sobre el programa de financiación E-Rate. E-Rate es un programa federal que ofrece descuentos de hasta el 90 por ciento para ayudar a las escuelas a obtener acceso a internet y telecomunicaciones. Los costos y la financiación se detallan en el resumen.</i>
	<b>Public Comments</b> <i>Comentarios Públicos</i>	None/Ninguno

**VIII. FUTURE MEETINGS/PRÓXIMA JUNTA**

1. Friday, June 26, 2020 Regular Board Meeting/*viernes 26 de junio del 2020 Junta Regular de la Mesa Directiva*

**V.II FUTURE AGENDA ITEMS/TEMAS PARA AGENDAS FUTURAS**

**VIII. ADJOURNMENT/CLAUSURA**

A motion was made to adjourn the board meeting. / *Se hizo una moción para terminar la reunión de la Mesa.*

1<sup>st</sup> Motion / *1ª Moción:* Fernando Aceves

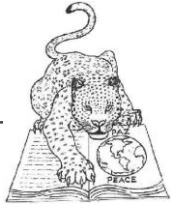
2<sup>nd</sup> Motion / *2ª Moción:* Kathy Petree

Absences / *Ausencias:* None / *Ninguno*

Abstentions / *Abstenciones:* None / *Ninguno*

The motion passed with eight votes. / *La moción pasó con ocho votos.*

The board meeting was adjourned at 8:11PM. / *La reunión de la Mesa se terminó a las 8:11PM.*



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:** June 26<sup>th</sup>, 2020

**Subject: Parent Council**

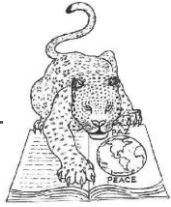
- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: \_\_\_\_\_)
- Conference/Action
- Action

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

**Parent Council:** The Parent Council met on Thursday, June 4<sup>th</sup>. The following reflects agenda items reviewed during the June meeting:

- Kinder: Shelly Duenas, kinder representative, shared the virtual graduation experience as a parent with her kinder classroom.
- 8th grade: Veronica Amador, 8th grade representative, mentioned that the students had a nice celebration that included a cap/gown, diploma, a LAS sweatshirt and facemask. Parents are still planning on organizing a get together in the fall for students to allow them a farewell celebration.
- Boom Supply: Parent Council fundraiser distribution was a success, everyone come to pick up their orders. The fundraiser, although not as successful as previous years due to the COVID-19 issues, helped add \$1,400 to the PC budget.
- Finances: Judy Morales, Business and Operational Officer, provided us with a detailed report on the preliminary school-wide budget and the impact this will have to our 2020-2021 academic school year.

**Parent Council:** Our next meeting will take place on Thursday, July 2<sup>nd</sup> at 6:00 pm.  
Future Topics: 1) Summer School 2) 2020-2021 Academic School year



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 Artículo # III1

**Fecha de la Reunión:** 26 de junio del 2020

**Tema:** Concilio de padres

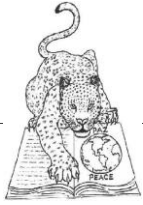
- Artículo de información
- Aprobación en la Agenda de Consentimiento
- Conferencia (solo para discutir)
- Conferencia/Primera lectura (Acción Anticipado: \_\_\_\_\_)
- Conferencia/Acción
- Acción

**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 4 de junio. Lo siguiente refleja los artículos que se repasaron durante la reunión de junio:

- Kínder: Shelly Duenas, representante de kínder, compartió la experiencia de la graduación virtual de kínder que tuvo junto con su estudiante y toda la clase de kínder.
- 8th grade: Verónica Amador, representante de 8vo grado, menciona que los estudiantes tuvieron una bonita celebración. La celebración de graduación incluye venir a la escuela en donde les dieron la toga y el birrete, diploma, sudadera y máscara con el logo de LAS. Los padres aún tienen el deseo de organizar una celebración de reunión para el otoño. Esta reunión les dará la oportunidad de compartir y despedirse de sus compañeros.
- Boom Supply: La distribución de la venta de Boom Supply del Concilio de Padres fue un éxito, todos los que recibieron órdenes vinieron por ellas. La recaudación de fondos de Boom Supply, no tuvo tanto éxito como otros años debido al COVID-19, ayudó a agregar \$1,400 al fondo del concilio.
- Finanzas: Judy Morales, Oficial de Negocios y Operaciones, compartió un reporte detallado del presupuesto preliminar escolar y cómo este presupuesto podrá impactar el año escolar 2020-2021.

**Concilio de Padres:** Nuestra siguiente junta será el jueves 2 de julio a las 6:00 pm. Temas futuros: 1) Escuela de verano 2) Año escolar 2020-2021



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Agenda Item #IVA

**Board Meeting Date:** June 26, 2020

**Subject:** Policy & Bylaws Committee: 1) Governing Board Elections Update and Community Representative Interviews, 2) Resolution in Solidarity to End Racism and the Call for Justice and Equality for Black Lives

- 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, Kokayi, Sabeniano, Campos, de León (non-voting)

The committee met on June 18, 2020 and discussed the following items:

- Governing Board Elections Update: To date, there have been two community applications submitted, one parent application submitted, and one staff application. Given this, the timeline for applications will be extended fo. This information will be updated on the application and shared with the LAS community.
- Staff have shared a message proclaiming that the LAS community stands In Solidarity to End Racism and the Call for Justice and Equality for Black Lives. The committee reviewed and is recommending approval of the attached resolution.

**Item 1: Community representative Interview**

Applicants:

1. Natasha Strickner
2. Nina Sylvains

Interview Questions:

1. As an introduction to LAS, we would like to highlight our mission to all candidates: Our mission is to create a learning community where students learn bilingual knowledge and skills to develop positive self-esteem, pride, confidence and respect. We strive to teach leadership skills to these students to promote social justice and create positive change in society. With this in mind, can you tell us what motivated you to apply to be a LAS board member?
2. As a Board, we strive to bring diversity of knowledge, expertise and life skills to our Board meetings. What strengths/areas of expertise would you bring to the board?
3. As a board member, your time commitment will vary from year to year, depending on the committees you join. Some committees are more time-intensive than others, depending on the issues being presented to the Board that year. This time-commitment is on top of the monthly general Board meetings you will be required to attend. Are you able to fulfill the time commitment required by the Board (monthly Board meetings, at least two committee meetings a month – usually held at 4:00pm, create committee agendas and Board resolutions, ongoing communication via email, etc.)?

**Item 2: Resolution in Solidarity to End Racism and the Call for Justice and Equality for Black Lives**

Following a message that was shared with the LAS community condemning racism and calling for justice and equality for black lives, the committee met and recommends that the board approve the attached resolution.



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**Attachments:**

1. Draft Elections Timeline for Parent and Community positions
2. Candidate Applications and Resumes
3. Resolution in English and Spanish

<b>Community Candidates</b>				
<b>Members</b>	Aye	Nay	Abstain	Absent
Campa, Aracely				
Ruiz, Nadeen				
De Gonzalez, Julissa				
Petree, Kathy				
Aceves, Fernando				
Jáuregui, Gemma				
Leon, Pedro				
Nailah Kokayi				
Totals:				

<b>Resolution</b>				
<b>Members</b>	Aye	Nay	Abstain	Absent
Campa, Aracely				
Ruiz, Nadeen				
De Gonzalez, Julissa				
Petree, Kathy				
Aceves, Fernando				
Jáuregui, Gemma				
Leon, Pedro				
Nailah Kokayi				
Totals:				

**Estimated Time of Presentation:** 30 min  
**Submitted By:** de González and de León  
**Date:** 06192020

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





**Fecha de la Reunión:** 26 de junio de 2020

**Tema:** Comité de Estatutos y Pólizas: 1) Actualización de elecciones para la mesa directiva y Entrevistas de candidatos de la comunidad, 2) Resolución en solidaridad para poner un fin al racismo y un llamado por la justicia y la igualdad para las vidas negras

- 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, Kokayi, Sabeniano, Campos, de León (no-votante)

El comité se reunió el 18 de junio, 2020 y discutieron los siguientes temas:

- Actualización de elecciones para la mesa directiva: Hasta la fecha, se han recibido dos aplicaciones para las posiciones de comunidad y una para la posición de padres. Se ha recibido una aplicación para la posición de personal. Debido a esto, se extenderá la línea cronológica para las elecciones. La información se actualizará y se compartirá con la comunidad de LAS.
- El personal de LAS ha compartido un mensaje proclamando que la comunidad de LAS se mantiene en solidaridad para poner un fin al racismo y un llamado por la justicia y la igualdad para las vidas negras. El comité revisó y está recomendando que la mesa directiva apruebe la resolución adjunta.

### Artículo 1: Entrevistas de representantes de la comunidad

1. Natasha Strickner
2. Nina Sylvains

Preguntas de entrevista:

1. Como una introducción a LAS, nos gustaría enfatizar nuestra misión a todos los candidatos: Nuestra misión es crear una comunidad de aprendizaje donde los estudiantes puedan obtener conocimientos bilingües y destrezas para desarrollar una autoestima positivo, orgullo, confianza, y respeto. Nos esforzamos en enseñar destrezas de liderazgo a nuestros estudiantes para fomentar la justicia social y crear un cambio positivo en la sociedad. Con esto en mente, ¿qué te motivo para aplicar a una posición en la Mesa Directiva?
2. Como miembros de las Mesa Directiva, nos esforzamos en tener una diversidad de conocimientos, especializaciones, y experiencias a nuestras reuniones. ¿Qué habilidades, fortalezas, o áreas de especialización traerías a LAS?
3. Como miembro de la Mesa Directiva, el tiempo que comprometerás varía año con año, dependiendo en los comités de cuales seas parte. Algunos comités requieren más tiempo que otros, dependiendo en los asuntos que la Mesa Directiva esté tratando ese año. Este compromiso es adicional a las reuniones mensuales de la Mesa Directiva. ¿Puedes comprometer el tiempo requerido por la Mesa Directiva? Esto incluye reuniones mensuales de la Mesa Directiva, por lo menos dos reuniones de comité por mes, la creación de agendas y resoluciones, y contacto constante a través de correo electrónico.

### Artículo 2: Resolución en solidaridad para poner un fin al racismo y un llamado por la justicia y la igualdad para las vidas negras

La comunidad de LAS recibió un mensaje por parte del personal donde se condena el racismo y hace un llamado de justicia e igualdad para las vidas negras. El comité se reunió en la junta de julio, revisó la resolución y recomienda que la mesa directiva la apruebe.



A California Public School

**Documentos adjuntos:**

1. Borrador de línea cronológica para elecciones de la mesa directiva
2. Aplicaciones y currículum de candidatos
3. Resolución en inglés y español

<b>Community Candidates</b>				
<b>Members</b>	Aye	Nay	Abstain	Absent
Campa, Aracely				
Ruiz, Nadeen				
De Gonzalez, Julissa				
Petree, Kathy				
Aceves, Fernando				
Jáuregui, Gemma				
Leon, Pedro				
Nailah Kokayi				
Totals:				

<b>Resolution</b>				
<b>Members</b>	Aye	Nay	Abstain	Absent
Campa, Aracely				
Ruiz, Nadeen				
De Gonzalez, Julissa				
Petree, Kathy				
Aceves, Fernando				
Jáuregui, Gemma				
Leon, Pedro				
Nailah Kokayi				
Totals:				

**Estimated Time of Presentation:** 30 min  
**Submitted By:** de González y de León  
**Date:** 06262020

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

## 2020 Governing Board Election Timeline (version 06.18.20)

### Vacancies

- Community (20-23)
- Parent (20-23)
- Classified Staff (20-23)

### Community & Parent Board Member Election Timeline

Step	Action	Approximate Dates
1	Call for Candidates (for Parent position only)	May 1 – <b>August 7, 2020</b>
2	Application Due Date	Monday, <b>August 7, 2020</b>
3	Governing Board Meeting to include Candidate interview (Community Candidates Only)	Friday, <b>August 28<sup>th</sup> at 5:30pm</b>
4	Town Hall	<b>Wednesday, September 2<sup>nd</sup> at 8:45am and 5:30pm</b>
5	Elections	Wednesday, <b>September 2<sup>nd</sup> – Friday, September 11<sup>th</sup></b>
6	Election Announcement	Friday, September 18 <sup>th</sup>

### Classified Staff Board Member Election Timeline

Step	Action	Approximate Dates
1	Call for Candidates	May 1 – <b>August 7, 2020</b>
2	Application Due Date	Friday, <b>August 7, 2020</b>
3	Elections	<b>Monday, August 10 – Friday, August 14</b>
4	Election Announcement	<b>Friday, August 28<sup>th</sup></b>

**Language Academy of Sacramento  
Declaration of Candidacy for the Governing Board Representative**

*Deadline: Monday, June 22, 2020  
Send it via email or in person by 5:00PM*

Declaration of Candidacy for Governing Board: (Please choose one)

Community Representative      Parent Representative

I, Natasha Strickner, am announcing my candidacy for the Governing Board Representative position.

I believe I am qualified for this position because: (maximum 100 words)

As a recent graduate of Sac State’s Executive MBA program, I have been looking for opportunities that utilize my leadership skills and allow me to give back to my community. While representing the views of LAS, my actions will demonstrate leading with respect, empathy, and humility. I have experience with strategic planning and monitoring traction towards achieving established goals. Staying informed of school issues through research and other educational opportunities will be a top priority. If selected, I will take seriously my responsibility to help create safe, equitable space for students to learn and thrive.

My priorities for the LAS Governing Board are: (maximum 100 words)

As a LAS Board Representative, I will always promote the best interests of our students. My responsibility is not only to advocate for high academic achievement, but also to help create a culture where every LAS student and staff knows they belong and matter. As a community representative, I am uniquely positioned to help promote equitable change while maintaining the best of LAS culture and values. It will take all of us working together to accomplish the school’s mission for current students and staff, and for future LAS family.

Other comments: (maximum 50 words)

*\*Please attach a current resume*

I am aware that if I am voted in as a member of the LAS Governing Board, I must commit to:

- ◆ Attending the Governing Board’s monthly (and occasionally more frequent) meetings.
- ◆ Attending the Governing Board retreats.
- ◆ Attending assigned committee meetings.
- ◆ Parent Representative Only– Attending monthly Parent Council and Parent Association Meetings
- ◆ Attending trainings and/or workshops (in addition to those offered during Board meetings) so as to learn the roles and responsibilities of Charter School Board members

*\*For Community Candidates: By signing this document, I certify that in the last 60 months I have NOT been a parent/guardian of a matriculated student at LAS, and I have not been a paid employee or consultant of the school.*

Natasha Strickner  
Print Name

Natasha Strickner      6/22/20  
Signature      Date

# NATASHA STRICKNER

## Education

Master of Business Administration (MBA) *California State University, Sacramento 2/2019*

Bachelor of Science Degree in Biological Sciences *California State University, Sacramento 2009*

## SUMMARY OF QUALIFICATIONS

Recognized as an established leader on the VSP product portfolio

Strong understanding of the VSP product lifecycle and its impact on VSP's market position

Extensive knowledge on VSP business processes, policies, and technical procedures

Over six years of experience identifying, researching, and resolving business critical issues for VSP

## EMPLOYMENT HISTORY

### **Product Manager, VSP Vision Care**

9/17/2018 — Present

- Led several large cross lines of business corporate initiatives, product enhancements, and system interfaces
- In support of VSP Global market position as the leader of health-focused vision companies, served as primary decision maker in rebranding VSP's medical eye care products
- Managed several projects efforts, acting as both project manager and product owner
- Acknowledged by internal and external business partners, including executive leadership, as a superior subject matter expert for VSP product portfolio questions and information
- Conducts ongoing product evaluation to ensure VSP's product portfolio remains competitive for clients while ensuring network preservation for providers
- Responsible for educating and training internal and external business partners on VSP's product portfolio and market positioning
- Effectively leads cross-LOB teams to ensure successful delivery of product changes
- Analyzed data and reviewed competitive research to recommend new products, enhancement business improvements, and system updates
- Assists with training including identification of needs, development of materials, communications of changes, manuals, etc.

### **Business Analyst, VSP Vision Care**

10/15/2016 — 9/16/2018

- Conducted ongoing fee evaluation to ensure VSP's products remains competitive for clients while ensuring network preservation for providers
- Responsible for defining VSP's business rules regarding products and coding and billing practices
- Conducted effective interview/research to determine and document the stakeholders, business needs, and requirements
- Provided post implementation support such as problem resolution, adjustments to new

procedures, and change management.

- Continually looked for process improvement strategies.

**Customer Support Lead, VSP Vision Care**

12/21/2015 — 10/14/2016

- Provided long-term team coverage to a CSR team of up to 15 direct reports
- Monitored CSR performance metrics
- Responsible for performance feedback and performance management
- Used Customer Care product knowledge to coach CSRs for alignment & performance accountability
- Lead and facilitated team meetings
- Improving processes and procedures to ensure quality service for internal and external customers

**Universal Support Center (USC), VSP Vision Care**

9/2014 — 12/20/2015

- Responsible for responding to Member Services Inquiries via telephone and email for various lines of business
- Responsible for onboarding, mentoring, and coaching new CSRs
- Subject matter expert for various products and programs

**Research and Development Team, VSP Vision Care**

7/2013 — 9/1/2014

- Provided world class customer service to members, doctors, and clients via telephone
- Extensive Customer Care product knowledge
- Lead new product launches

**Customer Care Representative, VSP Vision Care**

4/15/2013 — 7/1/2013

*Rancho Cordova, CA*

- Provided world class customer service to members, doctors, and clients via telephone
- Educated members, doctors, and clients on VSP plan coverage, products, and services
- Answered claim payment questions and resolved billing errors
- Settled customer complaints and grievances

**Forensic Toxicologist, Valley Toxicology Services INC.**

1/2009 — 9/2011

*West Sacramento, CA*

- Responsible for analysis of blood, urine and postmortem biological fluids submitted by various agencies for the presence of pharmaceutical drugs and/or controlled substances.
- Extracted approximately 60 blood samples per week
- Proficient on Tecan MiniPrep75 (ELISA), GC/MS, and Olympus AAU640 Chemical Analyzer
- Established reports based on quantitation of specific substances found in submitted

samples

- Court trained to testify as an expert witness on evidence and crime laboratory techniques
- Trained new employees on ELISA and confirmation of marijuana/benzoyllecognine metabolite in urine

**Student Supervisor, ASI Children's Center**

8/2003 — 5/2006

*California State University, Sacramento; Sacramento CA*

- Associate Teacher Child Development Permit
- Worked with toddler, preschool, and school-age children initiating children's routine activities such as eating, napping, and diapering/toileting
- Planned curriculum, maintained children's daily record keeping, supervised children during both indoor and outdoor activity periods

**Language Academy of Sacramento**  
**Declaration of Candidacy for the Governing Board Representative**

*Deadline: Monday, June 22, 2020*  
*Send it via email or in person by 5:00PM*

Declaration of Candidacy for Governing Board: (Please choose one)

Community Representative       Parent Representative

I, Nina S. Sylvains, am announcing my candidacy for the Governing Board Representative position.

I believe I am qualified for this position because: (maximum 100 words)

I am a service-focused Masters Social Worker and successful entrepreneur with 10 years of experience working with racially, ethnically, and socio-economically diverse youth and their families in schools and community-based settings. I am skilled at working in a highly pressurized environment and dealing successfully with vulnerable people in difficult circumstances. I feel that my greatest professional ability is to meet people's unique needs by gaining an in-depth understanding of their circumstances, problems, and requirements.

I served on the planning and development committee for the New School of San Francisco as a mental health and community engagement and diversity consultant.

My priorities for the LAS Governing Board are: (maximum 100 words)

To continue to support LAS's mission of developing young leaders who demonstrate heightened emotional and social skills that will further allow them to build bridges between communities. I would advocate bringing focus to the mental and emotional health of LAS students and staff. The mental health of the LAS community reverberates the broader mental health of the surrounding community. Successfully addressing the mental health needs of the LAS community gives us the opportunity to support and partner with other community outreach organizations to provide resources that fulfill the surrounding community's needs.

Other comments: (maximum 50 words)

I believe I would be an ideal candidate for this position as I feel I have the relevant skills and abilities required for the job. If you need any further information please do not hesitate to contact me. I look forward to hearing from you.

*\*Please attach a current resume*

I am aware that if I am voted in as a member of the LAS Governing Board, I must commit to:

- ◆ Attending the Governing Board's monthly (and occasionally more frequent) meetings.
- ◆ Attending the Governing Board retreats.
- ◆ Attending assigned committee meetings.
- ◆ Parent Representative Only– Attending monthly Parent Council and Parent Association Meetings
- ◆ Attending trainings and/or workshops (in addition to those offered during Board meetings) so as to learn the roles and responsibilities of Charter School Board members

*\*For Community Candidates: By signing this document, I certify that in the last 60 months I have NOT been a parent/guardian of a matriculated student at LAS, and I have not been a paid employee or consultant of the school.*

Nina S. Sylvains  
Print Name

Nina S. Sylvains      06/21/2020  
Signature      Date



# Nina S. Sylvains

## Mid-Level Operations Professional

EMAIL

PHONE

### Skills

- Buying / Procurement
- Project Management
- Operations Management

### Education

#### M.S.W.

mental health, therapy  
CLARK ATLANTA UNIVERSITY

#### G.E.D

Certificate of Completion Real Estate Principles, Certificate of Completion Real Estate Practice, Certificate of Completion Real Estate Finance, Certificate in Property Management, Designation of Contract Form Specialist, Designation of FHA Specialist  
ALLIED BUSINESS SCHOOLS

### Work Experience

**Social Work Intern Supervisor**  
Woman 2 Woman & Associates

May 2020 - Present  
Jonesboro, GA

- Supervise Social Work interns in accordance with CSWE standards.

**Director of Operations**  
Mahogany Realty Groups

Apr 2019 - Present  
Atlanta, GA

- Oversee the operating performance of and compliance with the Company's property management procedures and policies by inspecting properties, reviewing financial pricing models and marketing plan(s), conducting operational and financial audits, and developing corrective action plans as necessary to achieve stated goals and objectives.
- Review and edit monthly / quarterly financial reports and written narratives to clients.
- Supervises the staffing and talent acquisition for the respective asset class portfolios, and manages team members by assisting in interviewing, hiring, orienting, training team members, and overseeing their performance in accordance with company policies, values, and business practices

**Director of Operations/ Executive Assistant**  
GTG Home Solutions, LLC

May 2017 - Sep 2019  
Tampa, FL

- Gave daily report briefings to CEO
- Managed support staff
- Communicated effectively with all parties in the buying and selling process including property sellers and buyers and Attorney/Title companies
- Completed other administrative duties where required

**Property Manager**  
NSC Property Investment Family, LLC

Jan 2015 – Nov 2018  
Oakland, CA

- Coordinated two major remodeling projects for two properties
- Performed customer service representative duties
- Processed rental applications
- Managed support staff
- Completed other administrative duties where required

**Social Worker**  
Fame Charter School

Jul 2014 – Apr 2015  
San Leandro, CA

- Provided counseling to students with personal and psychological issues, and addressed relevant issues in the school, such as school attendance, illegal drugs, teen pregnancy, and social adjustment issues.

**Crisis Clinician/ Intensive Case Manager**  
Seneca Family of Agencies

Feb 2012 – Jun 2014  
Concord, CA

- Responsible for conducting crisis assessments and providing interventions in an effort to stabilize youth who are experiencing a behavioral health crisis.
- Perform emergency psychiatric assessments on children and youth in crisis who may be known clients or new clients to the program and provide short term clinical and care coordination
- Work with local Emergency Departments to create and implement discharge plans for children who have stabilized from emergency department care.
- Develop crisis plans and diversionary plans for children and youth who have been deemed not to need inpatient psychiatric hospitalization.

**Youth Counselor**  
New Birth Church

Mar 2011 – Dec 2012  
Oakland, CA

- Help young people deal with their faith or spiritual identity.
- Conduct parenting classes for new parents

**Legitimation Consultant**  
Dr. Benjamin Downs

May 2010 – Sep 2010  
Jonesboro, GA

- Provided guidance on how to petition for legitimation, custody and/or visitation of children.

**LANGUAGE ACADEMY OF SACRAMENTO**

**GOVERNING BOARD**

**IN SOLIDARITY TO END RACISM AND**

**THE CALL FOR JUSTICE AND EQUALITY FOR BLACK LIVES**

WHEREAS, The Language Academy of Sacramento (“LAS”) upholds the following mission:

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

WHEREAS, the LAS Governing Board (“Board”) is committed to the success of all students irrespective of their national origin, ethnicity, religion, sexual orientation, ability, gender, socio-economic status or beliefs; and

WHEREAS, the recent uproar in our nation’s streets for the end of racism at all levels: individual, institutional, and structural, *loudly reverberates* in our core as a learning community and has enhanced the need for communities and leaders to stand in solidarity against the killing of unarmed Black people by declaring unequivocally that the lives of Black people in our community matters; and

WHEREAS, the LAS dual language immersion charter school was created nearly two decades ago out of an urgent call for action when systemic racism seeped into the politics of schooling-declaring the supremacy of one dominant culture over others, in the name of what language must be used for instruction; and

WHEREAS, we knew then, as we know now, the pain of being on the receiving end of an unjust treatment based solely on the notion of racist laced perceptions of culture, language, and learning that has evolved into structural policies; and

WHEREAS, we understood then, as we understand now, that contrary to racism, which thrives in separateness and fear, that by gathering in a unified voice and treating one another with genuine compassion, we can demand justice and redesign our lives exhaling the breath of independence, freedom and peace; and

WHEREAS, our mission clearly states that we are creating a learning community where students 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; and

WHEREAS, the long history of systemic annihilation of communities of color in the name of institutional racism has stained our nation for far too long. In order to prevent such stain from further fossilization in our country's collective consciousness, we must act now and move together, swiftly and expediently, in all arenas of our lives, to stop these senseless murders of our brothers and sisters; and

WHEREAS, the Black Lives Movement has once again called for change, and one that is deeply rooted in our LAS mission of teaching and learning so that our Jaguares can be the seeds that disrupt the system that has caused so much pain; and

WHEREAS, LAS recognizes its role in addressing the call to action to end racism that has gravely affected the Black citizens and has ensnared in our nation's educational consciousness – creating a hybrid of hope and hypocrisy, poisoning the pathways towards our students' ability to achieve an education for liberation.

Now, therefore be it RESOLVED, that the LAS Governing Board reaffirms the Language Academy of Sacramento's commitment to equality and stands in solidarity with the recent call to action to end racism against Black lives; a disease that inextricably affects the lives of LAS students, families, and community,

FURTHER RESOLVED, that LAS shall abide by the following conduct:

- 1) LAS personnel shall deepen their individual commitment to change and to continue to reexamine their own biases that subconsciously and unconsciously seep into their personal and professional interactions.
- 2) LAS personnel shall reexamine the efficacy of current instructional practices in addressing root causes of prejudice and discrimination and magnifying effective change processes.
- 3) Maintaining that, in compliance with state and federal guidelines and laws, LAS will make curricular choices, and establish school-wide policies that advance the conversation on race, Black lives: school-to-prison pipeline, inequitable access to quality education, and therefore, career trajectory.

FURTHER RESOLVED, that the LAS personnel establish quality dialogue with staff, parents, students and community members focused on biases, racial aggressions, school-wide data on race and discipline, fears, and cultural ignorance; and be it.

FURTHER RESOLVED, that these LAS discussions continue to deepen the school's culture of genuine respect, trust, and love as a conscious counter stance against racism; and be it

FURTHER RESOLVED, that the echo of these courageous conversations reverberates in all arenas at LAS: The Governing Board, School Leadership, staff, families, and students and that the LAS community, in its entirety, decries racism and demands its end once and for all.

DATED:

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Board Member

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## **ACADEMIA DE IDIOMAS DE SACRAMENTO**

### **MESA DIRECTIVA**

#### **EN SOLIDARIDAD PARA PONER UN FIN AL RACISMO Y UN LLAMADO POR LA JUSTICIA Y LA IGUALDAD PARA LAS VIDAS NEGRAS**

CONSIDERANDO que La Academia de Idiomas de Sacramento (LAS, por sus siglas en inglés) mantiene la siguiente misión:

La misión de LAS es crear una comunidad de aprendizaje donde los estudiantes: 1) 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. (ALFABETIZACION BILINGÜE); 2) Desarrollan y exhiben una autoestima positiva, orgullo, confianza y respeto por sí mismos y otros. (CONFIANZA Y DESTREZAS DE LA VIDA); y 3) 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. (LIDERAZGO Y PENSAMIENTO CRÍTICO)

CONSIDERANDO que la Mesa Directiva de LAS está comprometida al éxito de todos los estudiantes independientemente de su origen nacional, etnicidad, religión, orientación sexual, habilidad, genero, estatus socio-económico o creencias; y

CONSIDERANDO que el reciente alboroto en las calles de nuestra nación por el fin del racismo en todos los niveles: individual, institucional y estructural, repercute fuertemente en nuestro núcleo como comunidad de aprendizaje y ha aumentado la necesidad de que las comunidades y los líderes se solidaricen contra el asesinato de personas negras desarmadas al declarar inequívocamente que la vida de las personas negras en nuestra comunidad es importante; y

CONSIDERANDO que la escuela carácter de inmersión dual Academia de Idiomas de Sacramento (LAS) se creó hace casi dos décadas a partir de un llamado urgente a la acción cuando el racismo sistémico se filtró en la política de la enseñanza, declarando la supremacía de una cultura dominante sobre otras, en nombre de qué idioma debe usarse para la instrucción; y

CONSIDERANDO que sabíamos entonces, tal como lo sabemos ahora, el dolor de estar en el extremo receptor de un tratamiento injusto basado únicamente en la noción de percepciones racistas de cultura, idioma y aprendizaje, que se ha convertido en pólizas estructurales; y

CONSIDERANDO que entendíamos entonces, tal como lo entendemos ahora, que al contrario del racismo, que prospera en la separación y el miedo, que al reunirnos en una voz unificada y tratarnos con genuina compasión, podemos exigir justicia y rediseñar nuestras vidas exhalando el aliento de independencia, libertad y paz; y

CONSIDERANDO que nuestra misión establece claramente que estamos creando una comunidad de aprendizaje donde los estudiantes demuestran habilidades de liderazgo para construir puentes entre las comunidades y aplicar habilidades de pensamiento crítico para resolver problemas, promover la justicia social y crear un cambio en la sociedad; y

CONSIDERANDO que la larga historia de aniquilación sistémica de comunidades de color en nombre del racismo institucional ha manchado a nuestra nación durante demasiado tiempo. Para evitar que esa mancha se fosilice aún más en la conciencia colectiva de nuestro país, debemos actuar ahora y avanzar juntos, rápida y convenientemente, en todos los ámbitos de nuestras vidas, para detener estos asesinatos sin sentido de nuestros hermanos y hermanas; y

CONSIDERANDO que el movimiento Las Vidas Negras Importan ha pedido una vez más un cambio, y uno que esté profundamente arraigado en nuestra misión de LAS de enseñar y aprender para que nuestros Jaguares puedan ser las semillas que interrumpen el sistema que ha causado tanto dolor; y

CONSIDERANDO que LAS reconoce su papel al abordar el llamado a la acción para terminar con el racismo que ha afectado gravemente a los ciudadanos negros y ha enredado en la conciencia educativa de nuestra nación, creando un híbrido de esperanza e hipocresía, envenenando los caminos hacia la capacidad de nuestros estudiantes para lograr un educación para la liberación.

Ahora, por lo tanto, SEA RESUELTO que la Mesa Directiva de LAS reafirma el compromiso de la Academia de Idiomas de Sacramento con la igualdad y se solidariza con el reciente llamado a la acción para poner fin al racismo contra las vidas de los negros; una enfermedad que afecta inextricablemente la vida de los estudiantes, familias y comunidad de LAS,

SEA ADEMÁS RESUELTO que LAS cumplirá con la siguiente conducta:

- 1) El personal de LAS deberá profundizar su compromiso individual para cambiar y continuar reexaminando sus propios prejuicios que se filtran inconscientemente e inconscientemente en sus interacciones personales y profesionales.
- 2) El personal de LAS deberá reexaminar la eficacia de las prácticas educativas actuales para abordar las causas profundas de los prejuicios y la discriminación y magnificar los procesos de cambio efectivos.
- 3) Manteniendo que, en cumplimiento con las pautas y leyes estatales y federales, LAS tomará decisiones curriculares y establecerá pólizas a nivel escolar que promuevan la conversación sobre raza, vidas negras: camino de escuela a prisión, acceso desigual a educación de calidad, y por lo tanto, trayectoria profesional.

SEA ADEMÁS RESUELTO que el personal de LAS establezca un diálogo de calidad con el personal, los padres, los estudiantes y los miembros de la comunidad centrados en los prejuicios,

las agresiones raciales, los datos de toda la escuela sobre raza y disciplina, temores e ignorancia cultural; y que así sea

SEA ADEMÁS RESUELTO que estas discusiones sobre LAS continúan profundizando la cultura de la escuela de respeto, confianza y amor genuinos como una respuesta consciente contra el racismo; y

SEA ADEMÁS RESUELTO que el eco de estas valientes conversaciones resuena en todos los ámbitos de LAS: la Mesa Directiva, el Liderazgo Escolar, el personal, las familias y los estudiantes y que la comunidad de LAS, en su totalidad, denuncia el racismo y exige su fin de una vez por todas.

FECHA:

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Miembro de la Mesa Directiva

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A California Public School

Agenda Item# IVB

**Board Meeting Date:** June 22, 2020

**Subject:** COVID-19 LAS School Update

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

Information:

The Language Academy of Sacramento (LAS) remains steadfast in its commitment to fulfilling our charter mission. In the midst of the Covid-19 public health crisis, LAS will continue to pursue innovative ways and means to ensure that the three charter pillars: 1) Academics, 2) Business and Operations, and 3) Governance, work efficiently and efficaciously in tandem, to address the ever-dynamic emerging needs of its constituents.

Update:

- 1) Spring Distance Learning Engagement Profile (DLEP): With the analysis of the end of the year progress data reflecting Covid-19 shelter-in-place student learning (DLEP), LAS staff will be able to gain an insight on the needs for academic and socio-emotional interventions in the upcoming year.
- 2) Summer Academic Programs Update: LAS is in the midst of implementation of the summer academic program. In response to the emerging academic needs of our LAS students due to the closure, the Literacy Coaches have worked with School Leadership to address the needs: 1) Rising 1<sup>st</sup> and 2<sup>nd</sup> Grade Academic Intervention Program– 4 weeks; 2) Rising 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup> & 7<sup>th</sup> Distance Reading Program – 4 weeks; 3) Middle School Incomplete Support Program – 2 weeks; and 4) Summer Kinder “Camp.” Additionally, Extended School Year program is being provided to qualifying Special Education students. All of these programs incorporate distance learning (DiLe) practices, including synchronous and asynchronous platforms to engage students and parents in the process.
- 3) Stakeholder Surveys: Administered students, parents and staff surveys reflecting on the spring distance learning program during statewide school closure mandate and should Covid-19 public health crisis continues to dictate schooling contexts for the upcoming year, stakeholder preference of academic program delivery and participation: 1) On-Site, 2) Blended Learning, or 3) Distance Learning.
- 4) Academic Calendar 2020-2021: In light of the preparation that is required in order to begin the 2020-2021 school year, both programmatically and operationally, school leadership is recommending that the board approve the attached Academic Calendar v1\_06242020.

Attachments:

1. Covid-19 LAS School Update Presentation
2. Academic Calendar 2020-2021 \_v1Draft\_06242020

**Estimated Time of Presentation:** 30 min  
**Submitted By:** School Leadership  
**Date:** 06.22.2020

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



A California Public School

Agenda Articulo# IVB

**Fecha de la Reunión:** 22 de junio de 2020

**Tema:** Actualización escolar COVID-19 de LAS

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

**Información:**

La Academia de Idiomas de Sacramento (LAS) se mantiene comprometido a cumplir nuestra misión. Al pesar de la crisis de salud pública de COVID-19, LAS continúa implementado métodos innovadores para coordinar y cumplir con deberes relacionados con nuestros tres pilares: 1) Académico, 2) Negocios y Operaciones, 3) Gobernación. De esta manera seguiremos respondiendo a las necesidades emergentes de todas las partes interesadas.

**Actualización:**

- 1) Perfil de participación de aprendizaje a distancia de primavera (DLEP, por sus siglas en inglés): Con el análisis de los datos de progreso de fin de año que reflejan el aprendizaje de los estudiantes durante la orden de refugio en el hogar debido a Covid-19 (DLEP), el personal de LAS podrá obtener una idea de las necesidades de intervenciones académicas y socioemocionales en el próximo año.
- 2) Actualización de Programas Académicos de Verano: LAS está en medio de la implementación del programa académico de verano. En respuesta a las necesidades académicas emergentes de nuestros estudiantes de LAS debido al cierre, los Capacitadores de lectoescritura han trabajado con el Liderazgo Escolar para abordar las necesidades: 1) Programa de Intervención Académica para estudiantes entrando a 1er y 2do Grado: 4 semanas; 2) Estudiantes entrando a 3º, 4º, 5º, 6º y 7º Programa de lectura a distancia - 4 semanas; 3) Programa de apoyo para estudiantes que recibieron incompletos en la secundaria: 2 semanas; y 4) Programa de verano para kínder. Además, el programa de año escolar extendido se proporciona a los estudiantes de educación especial que califican. Todos estos programas incorporan prácticas de aprendizaje a distancia (DiLe, por sus siglas en inglés), incluidas plataformas sincrónicas y asincrónicas para involucrar a los estudiantes y padres en el proceso.
- 3) Encuestas de las partes interesadas: Encuestas administradas a estudiantes, padres y personal que reflejan el programa de aprendizaje a distancia de primavera durante el mandato estatal de cierre de las escuelas y si la crisis de salud pública de Covid-19 continúa dictando los contextos escolares para el próximo año, la preferencia de las partes interesadas del programa académico y la participación: 1) En el sitio, 2) Aprendizaje combinado, o 3) Aprendizaje a distancia.
- 4) Calendario Académico 2020-2021: Debido a la preparación programática y de operaciones requerida para iniciar el año escolar 2020-2021, el liderazgo escolar recomienda que la mesa directiva apruebe el Calendario académico v1\_06242020.

**Documentos Adjuntos:**

1. Presentación de Actualización escolar de Covid-19
2. Academic Calendar 2020-2021 \_v1Draft\_01072020

**Estimated Time of Presentation:** 30 min  
**Submitted By:** School Leadership  
**Date:** 06.22.2020

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



# A Presentation on Covid-19 LAS School Update v62620 Final

LAS during the months of:

Past

MARCH

APRIL

MAY

Present

JUNE

Future

JULY

AUGUST

# LAS Covid-19 Academic Update

## Key Questions: Past, Present, Future

### Question 1- Past: *School Closure*

How did we do in our distance learning program during the Covid-19 school closure this spring?

### Question 2- Present: *The Waiting Game and the Now*

How are we improving our work from this spring?

### Question 3- Future: *The Game Plan for Uncertain Times*

What insights do we have today that can help us plan for reopening this August?

## Question 1- Past

How did we do in our distance learning program during the Covid-19 school closure this spring?

LAS: Stakeholder Group Survey Results

- ✓ Students
- ✓ Families
- ✓ Staff

## LAS Stakeholder Survey Participants

	Stakeholder Group	Actual # Received	Total	% Participation
1	Student	351	394	<b>89%</b>
2A	Staff Part 1 (All Staff)	53	71	75%
2B	Staff Part 2 (Teacher of Record Only)	25	27	<b>93%</b>
3A	Family Part 1	361	721	*50%
3B	Family Part 2 (By Name)	423	470	<b>90%</b>

Note:

\* LCAP Survey Participation 5 yr Average = ~60%;  
with Online Completion Average = ~17%

# Staff Survey: Summary of Findings

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- ▶ 98% would recommend LAS to other parents/colleagues.
- ▶ 77% satisfied with LAS support during the transition this spring; 4% dissatisfied.
- ▶ 96% felt that teamwork (grade level, etc.) was valuable.
- ▶ 94% participated in LAS PACT.O composition.
- ▶ 81% felt small group ZOOM meetings with leadership were valuable.
- ▶ 68% felt schoolwide ZOOM meetings were valuable.
- ▶ 38% felt they worked above and beyond regular work hours; 21% about the same; 15% slightly less
- ▶ 52% stated that “absence of friends” is the main subject of concern of their students
- ▶ 83% felt they have gained confidence in their work these past months.



# New Slide Staff Survey: Comment Themes

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- **Gratitude:** There is an overwhelming expression of gratitude for working at LAS and for the spirit of collaborative team work.
- **Health and Safety:** There is fear about getting sick with Covid-19
- **Nature of Work:** There is anxiety about the change in work demands of blended learning or distance learning.
- *I am so grateful to work at LAS!!! I have such a caring and talented team around me, the support all around helped so much throughout the end of this challenging year.*
- *This was a very challenging school year, but we got through it and survived. I was reminded time and time again that my team is the bomb!!! We collaborated and learned together on EVERYTHING. Our team has three different grade levels and up to 10 members!! It is amazing that we get SO much done and that we work so well together. I love my team!!!!*
- *I think LAS has done a great job adapting to a very abnormal situation. It has been reassuring to see leadership and the teachers step up for the kids when times are toughest.*



# New Slide Staff Survey: Comment Themes

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- ▶ *"I personally do not feel comfortable going back to school in any capacity with students. I feel this way not only for myself but mainly for the students. No one knows where each other has been. That is completely out of our hands and have zero control over. There is so much that is unknown about this virus and it is just not smart to expose any of our students to this... Sanitation doesn't matter if someone is in a "silent spreader" phase of the sickness. We also need to think about asymptomatic people.*
- ▶ *I am anxious and very concerned that going back to school but I'm also worried about not going back. I am concerned that I will not able to do my job well if I am more concerned about keeping kids at a distance. I am also concerned how a blended schedule will work with my child's schedule. Will she on the same schedule as me?*
- ▶ *I realize that learning in the classroom would be what is best for students and many families, but I would rather be safe and keep students safe by distance learning and not return if there is still a risk of contacting COVID-19. A blend of the two may be safer, but then I worry about the workload of managing teaching in the classroom and preparing work for and supporting students while they are distance learning.*

# Family Survey: Summary of Findings

Page 1 of 3

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- 97% of families would recommend LAS to other parents.
- On a scale of 0-5, with 5 being extremely successful with distance learning, the following are the grade level percentages with a score of 3 or higher:
  - Grade 1 = 79%
  - Grade 5 = 79%
  - Grade 8 = 82%
  - Grade 7 = 83%
  - Grade 6 = 84%
  - Grade 2 = 86%
  - Kindergarten = 86%
    - **TK = 92%**
  - **Grade 4 = 92%**
  - **Grade 3 = 93%**
- About 52% of families noticed a change in mood or emotional state; 71% of families are aware of resources for emotional support on the LAS website.
- 93% who completed the survey received the help they needed with technology device.
- 96% of families has a reliable access to technological device.
- 97% has a reliable access to internet.

# Family Survey: Summary of Findings

Page 2 of 3

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▶ % of families who thought the amount of schoolwork was “just right” per grade level.  
(Parenthesis is the second highest %)

- ▶ 84% just right = TK (15% too much schoolwork)
- ▶ **88% just right = K (8% too much schoolwork)**
- ▶ 83% just right = Gr1 (10% too much schoolwork)
- ▶ 83% just right = Gr2 (14% (too much schoolwork))

▶ **93% (just right) = Gr3**

▶ **95% (just right) = Gr4**

- ▶ 83% just right = Gr5 (14% too few schoolwork)
- ▶ 79% just right = Gr6 (13% too few schoolwork)
- ▶ 74% just right = Gr7 (19% too few schoolwork)
- ▶ 83% just right = Gr8 (10% too few schoolwork)

# Family Survey: Summary of Findings

3 of 3

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- 94% agree with the statement, “Teachers have been responsive to my child and provide regular feedback on schoolwork submitted.”
- 67% agree with the statement, “Support staff (SPED teachers, interventionists, counselor, psychologist, wellness team) are available to my child for support, while 30% marked the “Not sure” response on this statement.
- 94% agree with the statement, “I have received the support I needed from my child’s teacher on how to help with schoolwork.”
- 94% agree with the statement, “I received updates and communications on my child’s learning in a language I understand.”
- 77% agree with statement, “The LAS website provides updates and information I need to support my child’s learning, while 18% marked the “Not sure” response on this statement.”



# **New Slide** Family Survey: Comment Themes

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- **Gratitude:** *There is a great sense of gratitude for the teachers at LAS (Many named their child's teacher and the specific action that makes them exemplary educators)*
- **Health and Safety:** *Many expressed worry about the safety of their child(ren)*
- **Motivation and Focus Concern:** *My child(ren) had difficulty staying focused and motivated during distance learning.*
- **Socio-Emotional Needs:** *Children miss socialization embedded in daily schooling*
- **Technology Challenges:** *How to help my child(ren) with work at home*
- **Lack of immersion in target language (Spanish)**
- *Mi hija se sintió muy estresada y con falta de concentración para hacer sus trabajos escolares. Mi hijo empezó a mostrar irritabilidad, enojo y falta de motivación también para hacer sus tareas.*
- *Lack of technology experience resulting in frustration. Más estresante porque no sabemos usar muy bien la Internet.*
- *No I do not want my child to attend school but rather continue DL. Para mi seria mejor que para el proximo año escolar fuera virtual para que los estudiantes esten saludables y sin riesgos.*
- *Combination: On-campus and DL would work best. We believe a blended model will allow school to provide health/safety measures; while maintaining an environment where our student still get social interactions in Spanish.*

# New Slide Family Survey: Comments

- ▶ *My child is less motivated and has been more down, missing the connection with fellow classmates.*
- ▶ *Need for Spanish interaction. Lack of immersion in Spanish speaking environment diminished our students ability to learn Spanish*
- ▶ *Yes return to a regular school setting. El regreso ala escuela ceria mejor por que muchos niños an tenido depresión sus caracteres an cambiado ,les falta la convivencia.*
- ▶ *I would just like to point out that my child'a teacher, Ms. X is such an amazing human being. She went above and beyond when it came to ensuring that her students were ok. She even came to the house 2 times- once to bring materials and the other time to bring a Day of the Child gift! It was such a sweet gesture and will forever be etched in my heart as a mother. She would communicate constantly with me regarding my child's progress and needs. Thank you to ALL the staff, teachers, and especially administrators. It's no wonder LAS has so many kids on the waiting lists!! Thank n my opinion, as a parent the leadership you have all exhibited far exceeds our expectation as parents. I am grateful and thankful to be part of the LAS community and I know that this pandemic is an obstacle that will be overcome by the diligence and hard work of parents, students, teachers, and staff. Gracias por todo lo que hacen.*

# Student Survey: Summary of Findings

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Page 1 of 2

- 9 out of 10 students from Gr3- - Gr8 agree with the statement, "I like my school."
- About 66% of surveyed students had a meal when they woke up in the morning most of the time or always. About 10% of surveyed students either rarely or do not usually eat meal when they wake up in the morning.
- About 83% of surveyed students actively engaged in a movement/exercise activity between 3-5 days per week.
- 83% of the students believe that teachers and other grown ups from LAS care about them most of the time or all of the time.
- 80% of the students believe that teachers talk to them about their work and provide feedback most of the time or all of the time.
- 64% believe that teachers provide interesting activities and ask how students are feeling most of the time or all of the time.
- 96% believe that teachers and other grown ups from LAS want students to do their best.

# Student Survey: Summary of Findings

Page 2 of 2

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- In the past month, 84% of surveyed students have not experienced online harassment or bullying; 8% of students have experienced online harassment or bullying either most of the time or all the time.
- 86% feels that they have a friend of the same age who really cares about them
- 97% feels that there is a parent or some other grown up at home who really cares about them.
- 90% feels that there is a parent or some other grown up at home who helps them when they are having a hard time.
- 93% feels that there is a parent or some other grown up at home who cares about their schoolwork most of the time or all the time.
- 94% feels that there is a parent or some other grown up at home who ask if they finished their homework most of the time or all the time.
- 67% has a parent or some other grown up at home who checks their schoolwork most of the time or all the time.



# **New Slide** Student Survey: Comment Themes

- **Gratitude:** *Students are thankful for their wonderful teachers at LAS*
- **Health and Safety:** *There is fear about getting sick with Covid-19*
- **Socio-Emotional Needs:** *Many speak of missing being with friends at school*
- **Preference:** **Hybrid of learning set-up**
- *I think we should have a blended education because if we just have online school there is a chance that there will be more sad or depressed students because they won't be able to socialize as much as they were used to. On the other hand, if we have schooling on campus (whether through blended or Schooling at LAS) there is a chance that someone goes home, gets the disease, comes to school, and gets more students infected. If we have blended schooling there still is a chance of getting infected, but maybe it will be more of a reduced rather than going on campus every day. There is also a big chance that there won't be students that are sad or depressed due to online schooling. The reason for that is because the student will be able to see their friends maybe for 1 week, and the next week there will be online schooling.*
- *Aprendizaje no es igual. Pero me gusta estar en casa porque se que es mas seguro. Me gustaria ir a 2 o 3 dias a la escuela y los demas en casa.*
- *Quiero ver a mis amigos y jugar futbol con ellos. Y quiero pasar tiempo con mi familia.*
- *if there are staggered arrival times or if you only go to school some days of the week, try and pair the kids with their friends for the sake of their mental health. Please*
- *i hope the coronavirus ends*

## Question 2- Present

How are we improving on our work  
from this spring?

Using the End-of-Year Distance Learning Engagement Profile (DLEP) and Middle School Report Cards, what percentage of students need more support?

Category 1

DLEP and Middle School Report Card Analysis: Needs more support (N), Not applicable (NA), and Incomplete (I)

Category 2

LAS Summer Academic Programs

Category 3

LAS SPED Extended School Year (ESY) Program

Notations: Distance Learning Engagement Profile (DLEP)	
N	Needs more support (Out of 100% scale, range of 0%-39% of the time)
NA	Not applicable
I	Incomplete (For Middle School Subject Grading only)

## LAS Summer Academic Programs

- 1) Rising 1st and 2nd Grade Academic Intervention Program– 4 weeks
- 2) Rising 3rd, 4th, 5th, 6th & 7th Distance Reading Program – 4 weeks
- 3) Middle School “Incomplete” Grade Support Program – 2 weeks
- 4) Summer Kinder “Camp”
- 5) Extended School Year program is being provided to qualifying Special Education students



20 **NEW SLIDE**

Grade	Category 1: TK-Gr5 Students with Needs Support (N) or Not Applicable (NA) in Spring DLEP			Category 2: Students Enrolled in Summer Academic Programs in Reading			Category 3: MS Students with an Incomplete (I)			Category 4: MS Students Enrolled in Summer Academic Program for Incomplete Grade Improvement			Category 5: Students Enrolled in SPED Extended School Year (ESY) Program		
	# of Students who received a N/NA	Total # of Students in Grade	Percentage of students who received a N/NA	# of Students participating in the Summer Academic Programs for Reading (Ss current grade for 2019-2020)	Total # per gr	Percentage of students participating in the Summer Academic Program for Reading	# of Students who received an "I"	Total # per gr	Percentage of students who received an "I" grade	# of Students participating in the Summer Academic Programs for MS Incomplete Grade Support	Total # per gr	Percentage of students participating in Summer Academic Program: MS Incomplete Grade Support	# of SPED students enrolled in ESY Program	Total # of SPED students per grade	Percentage in proportion to IEP students per grade
TK	3	19	16%	0	19	0%							0	2	0%
K	14	66	21%	23	66	35%							0	7	0%
1st	13	66	20%	22	66	33%							2	9	22%
2nd	6	66	9%	21	66	32%							2	5	40%
3rd	6	66	9%	12	66	18%							1	9	11%
4th	7	67	10%	10	67	15%							3	11	27%
5th	9	66	14%	11	66	17%							3	10	30%
	58	416	14%	99	416	24%							11	53	21%
6th	25	66	38%	10	66	15%	8	66	12%	8	66	12%	1	10	10%
7th	34	66	54%	0	63		12	63	19%	12	63	19%	3	9	33%
8th	34	63	54%	0	63		13	63	21%	10	63	16%	1	9	11%
	93	195	48%	10	192	5%	33	192	17%	30	192	16%	5	28	18%

<b>TK-Gr5 Students Who Received a N or NA in Any of the Four Categories of the Distance Learning Engagement Profile (DLEP) (Total: 58 TK-Gr5 Students)</b>					
	<i>Received 3 or 4 NS/NA</i>	Attendance in Synchronous	Participation in Synchronous	Follow Rules in Virtual Classroom	Completion of Asynchronous Work
# of Students	16	17	20	13	51
% of Students	<b>28%</b>	<b>29%</b>	<b>34%</b>	<b>22%</b>	<b>88%</b>

<b>MS Students who received an Incomplete Grade During Distance</b>			
Grade	# of Students who received an I or N/NA	Total # of Students in Grade	Percentage
6th	8	66	12%
7th	12	63	19%
<b>TOTAL</b>	<b>20</b>	<b>129</b>	<b>16%</b>
Grade	# of Students who received an I or N/NA	Total # of Students in Grade	Percentage
<b>8th TOTAL</b>	<b>13</b>	<b>63</b>	<b>21%</b>

New Slide

22

## Summary of Findings (\* Areas of further study)

14% of TK-Gr5 received a “N” (Needs more support) or “NA” (Not applicable) in DLEP, with the largest numbers in K and Gr1. *Of this group, \*28% received 3 or 4 “N” or “NA” and \*88% of the TK-Gr5 received a “N” for completion of asynchronous work*

24% of TK-Gr5 are participating in a Summer Academic Program in Reading, with the largest numbers in K, G1, and Gr2.

*\*48% of MS received a “N” (Needs more support) or “NA” (Not applicable) in DLEP. This data represents students who received at least one “N” in one of the five classes for distance learning work. Due to CDE’s guidance on “hold harmless grading,” many who had passing grades prior to school closure, kept their passing grades even though they did not meet the threshold of 40% or more distance learning asynchronous work completion.*

17% of MS received an “I” (Incomplete). Out of this group, 16% of qualifying MS students are participating in the Summer Program to Improve the “I” grade. A few parents (for 3 students) either could not be reached or opted not to enroll their child for the program despite teacher invitation.

21% of TK-Gr5 Students with IEPs are participating in Extended School Year (ESY) Program

18% of MS Students with IEPs are participating in Extended School Year (ESY) Program

LAS Summer Academic Programs are designed to address support for literacy gaps, prioritizing federally defined LAS subgroups: English Learners (Els), Latino, and Socio-Economically Disadvantaged students



## Question 3 - Future

What insights do we have today that can help us plan for reopening this August?

\* Family Survey Part 2

\*Staff Teacher of Record Survey Part 2  
Student Survey

## Question 3- Future

*What insights do we have today that can help us plan for reopening this August?*

Stakeholder Group Preferences for Academic Learning Program in 2020-21 Covid-19 Calendar

- 1) On-Site Learning
- 2) Blended Learning
- 3) Distance Learning

## Stakeholder Groups Preference of Academic Program Participation for 2020-21

Stakeholder Group	On-Site (Parenthesis = Data from Survey Part 2)	Blended Learning (Parenthesis = Data from Survey Part 2)	Distance Learning (Parenthesis = Data from Survey Part 2)	No Preference (Can be added to each category)	No Response
Student (Gr3-Gr8)	46%	34%	17%		
Family (Data from Part 2 Survey)	54% (46%)	31% (30%)	14% (10%)	NA (4%)	NA (10%)
Staff (Teacher of Record Only Part 2 Survey)	19% (20%)	32% (28%)	32% (36%)	17% (16%)	
	16% + 20% = 36%	16% + 28% = 44%	16% + 36% = 52%		
	Even with additional 16%, still lower than Student and Family %				

25

Coding:



Somewhat aligned in preference %

Not aligned in preference %

## Question 3- Future:

What insights do we have today that can help us plan for reopening this August?

- 1) The ABC's of Schooling at LAS During Covid-19 *(A sample, very tentative document)*
- 2) The XYZ's of Reopening at LAS

# ABC's of Schooling at LAS during Covid-19 (A sample document)

ABC's of Schooling at LAS during COVID-19 (C-19) Initial Draft v061020			
			<b>DL= Dual language vs. DiLe= Distance Learning</b>
	<b>A= August, Academics, Assessments</b> <b>B= Biliteracy, Blended Learning, Behavior</b> <b>C= COVID-19 (C-19): Calendar and Community Protocols</b>		
<i>*In adherence to the LAS PACT.O principles and the LAS FAQ Theme: Staying Fluid and Flexible*</i>			
MONTH	A= August, Academics, Assessments	B= Biliteracy, Blended Learning (BL), Behavior	C= COVID-19: Calendar and Community Protocols
August	<b>A1 August (About 6 weeks): Starting 8/17 to about 9/25</b> Orientation to the ABC's of C-19 Schooling at LAS: Distance Learning (DiLe) with 1:1 Orientation appt.	<b>B Biliteracy</b> Orientation to Biliteracy Practices and Conscious Target Language Immersion <i>Idea: Immersion Partner (Students in language tribe during)</i> <i>Idea: Parent help line for target language support (?)</i>	<b>C C-19 Calendar</b> Calendar for FY21: Possible Design  Spectrum: ALL On-site -- Blended Learning (BL) -- ALL Distance Learning (DiLe) ALL On-site: Only if it's all clear from CDC, CDE, SDPH, SCOE Blended Learning (BL): Likely scenario for FY2020-2021 ALL Distance Learning (DiLe): In the case of state "shelter-in-place/school closure" Blended Learning (BL): Likely scenario for FY2020-2021: By family groups (MW,
	<b>A2 Academics</b> DiLe with 1:1 Orientation appt. 1:1 Checking for technology device access at home 1:1 Student and Parent (S&P) meeting with Teacher: @ least During 1:1 appt, S&P will learn about: The B's of ABC's	<b>B Blended Learning (BL)</b> BL Learning Expectations: "Parent- Teacher- Student Pact" Grade Level BL Set-up: Example - MW and TTh, groups, etc. Shared Teachers during BL: Example - Recording of Teacher	<b>C C-19 Community Protocols</b> <b>Proactive Mandatory Measures:</b> <b>For Staff (Provided by LAS):</b> Face shields, mask, gloves, reduced entry points for temperature checks and sanitation stations throughout campus, plexiglass barriers (if feasible and deemed appropriate) <i>Necessary changes to classroom: decrease clutter to maximize space for DiLe,</i> <i>Strict sick leave policies and practices: Staff not allowed on campus if running a fever of 100.4 and/or other COVID-19 symptoms. Possible requirement of MD verification for absence of 3 or more days</i> <i>Single points of entry for all staff, increase custodial services for classrooms and common spaces, potential for increase in support staff to help direct students during recess and bathroom breaks,</i> <i>Mandated training for best practices related to handwashing, sanitation, social</i> <i>Mold and moisture checks for all classrooms, upgrade of air filters throughout the</i> <b>For Students:</b> 2-3 points of entry ONLY that included daily temperature checks, mask <b>Mandatory training of handwashing, social distancing, properly wearing masks,</b> <b>Quarantine students with COVID-19 symptoms in designated office room away</b> <b>For Parent and Volunteers:</b> No volunteers or parents on campus (cutting projects, copies,
	<b>A3 Assessments (by appt.)</b> Conduct 1:1 assessments: EDL and DRA  Conduct 1:1 MAP Math online assessment Conduct 1:1 On demand writing assessment Spanish  Conduct 1:1 On demand writing assessment English  Conduct 1:1 Blended learning platform access assessment (?) Conduct IEP/ MTSS/Intervention assessments (as needed)	<b>B Behavior</b> <b>3</b> Reframing: 1) Be responsible, 2) Make good decisions, and 3) At school during BL: Classroom, PE, Bathrooms, Library, Playground, Lunch eating (?)  At home during BL: During synchronous learning, During asynchronous learning, BrainBreaks/Movement time, Asking for help, Online safety behavior  <i>*Teamwork 2: PE Team can teach lessons on "What is 6 ft?"</i>	
	<i>*Teamwork 1: Assessments by Teacher of Record, Coach,</i>		



# New Slide The XYZ's of Reopening at LAS 1 of 2

28

Key Variables:

1) What is safe to do so that we stay well when we reopen?

-Mandates from CDC, Governor, CDE, SCOE, SDPH

2) Are the state flexibility waivers approved regarding attendance accounting and instructional minutes to ensure we have funding and we are in compliance when we reopen?

**-AB77: Education trailer bill with 20-21 budget legislators and Gov. Newsom agreed to this week:**

a) Expects schools to offer in-person instruction to the "greatest extent possible"

b) Guidance on instructional days and minutes still being negotiated

c) Requires schools to set procedures on how to re-engage students who are absent for more than 60% of instruction per week

d) Requires school to set up procedures on how to provide academic supports for ELs and academically at-risk students

e) Redefine progress assessment that may include: 1) online activities, assignment completion and contact between school and students or their families (LAS DLEP template with additional contact data)

# New Slide The XYZ's of Reopening at LAS 2 of 2

Key Variables:

- 3) Are we able to **financially afford** our reopening plan?
- 4) Do we have the **facilities** to implement our reopening plan?
- 5) Is our instructional **staff** ready to implement our reopening plan?
- 6) How are we ensuring our **students, families, staff voices** are included in our reopening plan?
  - *Continued work of school reopening team: CDT Committee, other volunteer staff*
    - *More follow up surveys, if necessary*
    - *Stakeholder meetings*
  - *Updates via various means of communication*

# Note of Gratitude

*When a journey is full of uncertainties, there are two things that matter most: your state of mind and the company you keep.*

*Thank you for walking this journey with LAS;  
you make it worth it to keep going no matter how steep the climb,  
one step at a time.*

*Together, we can!*

[tbersola@lasac.info](mailto:tbersola@lasac.info)



**Language Academy of Sacramento  
2020-2021  
Academic Calendar\_v1\_06242020 (Covid-19 School Update)**

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					

20 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

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

194 plus 10 days 2020-2021 Fall Instructional Model prep (Stipend)  
175

- 6 additional 2020-2021 Prep
- Work Days/2020-2021 Preparation
- Full Day/Work Day
- Minimum Day/Work Day
- Holiday/Non-Work Day
- Office Open



A California Public School

Agenda Item # IVC

**Board Meeting Date:** June 26, 2020

**Subject:** COVID-19 Operations Written Report

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

**Committee Members:** School Leadership

**Information:** Executive Order N-56-20 was established on April 22, 2020, to address the impact of school closures in response to COVID-19 and the challenges this poses for meaningful annual planning and engagement of stakeholders. The EO changed the submission timeline for the LCAP to December 15, 2020, and instead is asking local education agencies to complete and submit a COVID-19 Operations Written Report. In this report, LAS will be asked to document ways in which we are addressing the following items:

- Programmatic changes and the impact on students and families
- Descriptions of ways in which the needs of English Learners, foster youth and low-income students is being met
- Description of ways in which we have continued delivering high quality distance learning opportunities
- Description of ways in which school meals have been provided
- Description of ways in which supervision of students has been provided

School Leadership recommends that the Governing Board approve COVID-19 Operations Written Report in order to meet the July 1, 2020 deadline.

**Attachments:**

1. COVID-19 Operations Written Report Draft v06222020

Estimated Time of Presentation: 20 min  
Submitted By: School Leadership  
Date: 06232020

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



A California Public School

Agenda Item # IVC

**Fecha de la Reunión:** 26 de junio de 2020

**Tema:** Reporte Escrito de Operaciones de COVID-19

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

**Miembros del comité:** Liderazgo Escolar

**Información:** El orden ejecutivo N-56-20 se estableció el 22 de abril del 2020 con el fin de responder al impacto de cierre de escuelas por causa de COVID-19 y los retos que esto ha provocado para la planeación escolar y participación de partes interesadas. El orden ejecutivo ha cambiado la fecha de entrega para el LCAP para el 15 de diciembre de 2020, y como resultado ha pedido que agencias locales de educación completen y entreguen el Reporte Escrito de Operaciones de COVID-19. Dentro del reporte, LAS tendrá que documentar formas en que está respondiendo a los siguientes temas:

- Cambios programáticos y el impacto en estudiantes y familias
- Descripción de las formas en que se está respondiendo a necesidades de estudiantes que son Aprendices de Inglés, juventud adoptiva, y de bajos ingresos
- Descripción de las formas en que se está proporcionando aprendizaje a distancia de alta calidad
- Descripción de las formas en que se está proporcionando comida escolar
- Descripción de las formas en que se está proporcionando supervisión de estudiantes

El liderazgo escolar recomienda que la mesa directiva apruebe El Reporte Escrito de Operaciones de COVID-19 para poder cumplir con la fecha de entrega, el 1 de julio de 2020.

**Impacto fiscal:**

1. COVID-19 Operations Written Report Borrador v06222020

Estimated Time of Presentation: 20 min  
Submitted By: School Leadership  
Date: 06262020

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

# COVID-19 Operations Written Report (Draft 062220)

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
The Language Academy of Sacramento (LAS)	Teejay Bersola Academic Accountability	<a href="mailto:tbersola@lasac.info">tbersola@lasac.info</a> 916.277.7137	June 26, 2020

**Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.**

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

- 1) Changes to program offerings: LAS is a TK-8, 90-10 model dual language Spanish immersion charter school. Our instructional team has remained steadfast in following the language of instruction for core subject matters, even during the school closure that started on March 16, 2020. At the initial stage of the closure, students received a two-week learning packet of review materials and in some cases, a hybrid of online assignments via google classroom that students were already familiar with during live, classroom-based instruction. The second stage of the closure dictated urgent actions to prepare for full implementation of distance learning. LAS expediently assessed the technology needs of students and distributed technology equipment to all families who requested support. *Data: 9 out of 10 family survey participants stated: 1) They received the help they needed with technology device, 2) They had reliable technology device, and 3) They had reliable access to internet.* Concurrently, LAS evaluated the staff readiness and professional development needs to roll out a distance learning (DL) program. *Data: 8 out of 10 staff survey participants felt they have gained confidence in their work in the past months and the small group ZOOM meetings with School Leadership were valuable. 9 out of 10 felt that their team work (grade level, etc.) has been invaluable.* As a professional community, LAS developed its guiding principles for the DL design. The LAS PACT.O (Progress, Attendance, Communication, Teamwork, and Opportunities) memorializes distance learning teaching and learning agreements per grade level team and support teams addressing various topics from developmentally appropriate cognitive learning to creating safe spaces for socio-emotional support and growth. *Data: 9 out of 10 participated in the LAS PACT.O composition.* In its third stage, LAS distributed stakeholder surveys for students and families to reflect on their distance learning experiences. *Data: Based on a 1-5 scale, 9 out of 10 TK, Gr3, and Gr4 families marked 3 or higher with 5 being that their student was extremely successful with distance learning, while 8 out of 10 families from the other grade levels felt the same.*
- 2) Major impacts of closures to students and families: 1) Schedule disruption: Misalignment of family work requirements vs. students at home during school closure, 2) Widened educational gaps: Illumination of equity and access gaps in distance teaching and learning, particularly in marginalized populations, 3) Mental health impact: Consequences of COVID-19 public health crisis – a) shelter-in-place and social distancing mandate, b) school and business closures, c) economic and financial uncertainties, d) lack of vaccine and resolution to stop the spread of the virus. *Data: 52% of family survey participants noticed a change in mood or emotional state of their students during the school closure. 5 out of 10 students talked with staff regarding the absence of their friends as a theme.*

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

During the school closure, LAS continued its unrelenting focused support of its marginalized population: English learners, foster youth, and low-income students, as well as reclassified fluent English learners who dropped in achievement levels. Students in these groups received both cognitive learning and socio-emotional support as identified via school-wide

assessments (prior to school closure) and staff recommendations. At the core of LAS's Title funding expenditures is literacy building; this includes a Literacy Coach, who designed and provided research-based interventions, and implementation of technology-based literacy support programs. During distance learning, the coach with the intervention staff continued to serve identified students via Zoom in small groups. Moreover, LAS teachers incorporated ELD Choice Boards in their distance learning lessons as a way to incorporate ELD online. (This is an example shared by CDE's Title 3 Office). LAS has established a wellness team specifically to address the emerging socio-emotional needs of students at-risk during the school closure. The wellness team included a counselor, a psychologist, and other support staff, who intentionally reached out to identified students on a regular basis for a mental health and/or wellness check. These check-ins have been critical in getting insights on the equity and access gaps that exist (i.e. technology device and internet access), as well as student engagement issues, during distance learning. LAS is committed to continued improvement of its services to students and their families, particularly those with unique challenges as ELs, foster youth, low-income, and RFEPs who dropped in achievement levels.

### **Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.**

During the second stage of school closure, LAS carefully and yet, expediently and strategically, planned and implemented a "pilot" distance learning program for TK-Gr8 students. Under the guiding principles of the LAS PACT.O (see above), LAS staff began redefining the traditional concepts of "P= Progress," "A=Attendance," "C=Communication," "T=Teamwork," and "O=Opportunities;" this time, in the context of distance learning. LAS staff gained a collectively understanding of asynchronous vs. synchronous teaching and learning, developmentally appropriate expectations of screen time learning per grade level, essential standards with interdisciplinary applications, and "progress" defined as student online engagement and as continuous improvement (formative) vs. summative evaluations. At the micro level, teachers, SPED team members, and academic interventionists, established regular synchronous learning sessions via ZOOM – LAS purchased ZOOM for Educators account to ensure compliance with FERPA privacy laws. Moreover, staff utilized teaching platforms such as Google Classroom, Seesaw and online tools such as Zearn, Prodigy, Epic, Raz-Kids, etc. to implement asynchronous learning experiences for students. Teachers conducted family "orientation meetings" to communicate distance learning expectations and solicit teamwork approaches- teacher and parents together, to teaching and learning, as it truly has become in all essence of the word, during the school closure. Simultaneously, LAS's Curriculum Design Team (CDT), composed a Distance Learning Engagement Profile (DLEP), an end of the year document that will serve as a means to communicate to families about their student's engagement during remote learning as well as a way for LAS to find out which students need more support to succeed in such setting. For example, middle school students were allowed to receive an "I= Incomplete" grade" in DLEP. These marks qualified MS students to receive summer program support, with the goal of changing an "I" to a passing grade after work completion. Lastly, LAS is conducted a stakeholder survey for students and families during the last two weeks of instruction, specific to their experiences of the "pilot" distance learning implementation this spring. LAS staff is aware of the huge learning curve in designing and delivering high-quality distance learning opportunities for students; however, we embrace the challenge and the opportunity to learn and thrive together in this new era in education. *Data: 97% of family survey participants and 98% of staff survey participants would recommend LAS to other parents. 9 out of 10 Gr3-Gr8 students agree with the statement, "I like my school."*

### **Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.**

LAS contracts with the Sacramento City Unified School District (SCUSD) for nutritional services. LAS families have been able to access school meals while maintaining social distancing practices via SCUSD's distribution sites within the district boundaries. Families were made aware of access to these meal distribution sites via letters from the LAS Executive Director, LAS website, as well as LAS social media venues. *Data: During distance learning about 9 out of 10 Gr3-Gr8 students ate a meal after waking up in the morning- 7 out of 10 most of the time, and 2 out of 10 sometimes.*

### **Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.**

LAS looks forward to further guidance from the CDE, along with the CDC and the Sacramento County Public Health, on how to arrange for supervision of students during ordinary school hours, while complying with the shelter-in-place and social distancing mandate. *Data: Less than 1% (0.4%) of families stated that childcare needs is the main reason for their preference in academic program choice for the upcoming year: On-Site, Blended Learning, or Distance Learning.* LAS survey results show that % need childcare

California Department of Education  
May 2020

# COVID-19 Informe escrito de operaciones (Borrador 062220)

Agencia educativa local (LEA) Nombre	Nombre y título del contacto	Correo electrónico y teléfono	Fecha de adopción
Academia de Idiomas de Sacramento (LAS)	Teejay Bersola Responsabilidad Académica	<a href="mailto:tbersola@lasac.info">tbersola@lasac.info</a> 916.277.7137	26 de junio de 2020

**Las descripciones proporcionadas deben incluir detalles suficientes y ser lo suficientemente breves como para promover una comprensión más amplia de los cambios que su LEA ha implementado. Es muy recomendado que la LEA proporcione descripciones que no superen las 300 palabras.**

Proporcione una descripción general que explique los cambios en las ofertas de programas que la LEA ha realizado en respuesta a los cierres de escuelas para abordar la emergencia COVID-19 y los principales impactos de los cierres en los estudiantes y las familias.

- 1) Cambios en las ofertas del programa: LAS es una escuela chárter de TK-8 de inmersión en español con modelo dual 90-10. Nuestro equipo de instrucción se ha mantenido firme en seguir el idioma de instrucción para las materias principales, incluso durante el cierre de la escuela que comenzó el 16 de marzo de 2020. En la etapa inicial del cierre, los estudiantes recibieron un paquete de aprendizaje de dos semanas de materiales de revisión y en algunos casos, un híbrido de tareas en línea a través de *Google Classroom* con el que los estudiantes ya estaban familiarizados durante la instrucción en vivo en el salón. La segunda etapa del cierre impuso acciones urgentes para prepararse para la implementación completa del aprendizaje a distancia. LAS evaluó inmediatamente las necesidades tecnológicas de los estudiantes y distribuyó dispositivos a todas las familias que solicitaron apoyo. Al mismo tiempo, LAS evaluó la preparación del personal y las necesidades de desarrollo profesional para implementar un programa de aprendizaje a distancia (DL, por sus siglas en inglés). *Datos: 9 de cada 10 participantes de la encuesta familiar declararon: 1) Recibieron la ayuda que necesitaban con dispositivos tecnológicos, 2) Tenían dispositivos tecnológicos confiables y 3) Tenían acceso confiable a internet.* Al mismo tiempo, LAS evaluó la preparación del personal y las necesidades de desarrollo profesional para implementar un programa de aprendizaje a distancia (DL). *Datos: 8 de cada 10 participantes de la encuesta del personal sintieron que habían ganado confianza en su trabajo en los últimos meses y las juntas en grupos pequeños de ZOOM con Liderazgo escolar fueron valiosas. 9 de cada 10 sintieron que su trabajo en equipo (nivel de grado, etc.) ha sido invaluable.* Como comunidad profesional, LAS desarrolló sus pautas guías para el diseño de DL. El PACT.O (Progreso, asistencia, comunicación, trabajo en equipo y oportunidades) de LAS conmemora los acuerdos de enseñanza y aprendizaje a distancia por equipo de nivel de grado y equipos de apoyo que abordan varios temas, desde el aprendizaje cognitivo apropiado para el desarrollo hasta la creación de espacios seguros para el apoyo y el crecimiento socioemocional. *Datos: 9 de cada 10 participaron en la composición LAS PACT.O.* En su tercera etapa, LAS distribuyó encuestas a las partes interesadas para que los estudiantes y las familias reflexionen sobre sus experiencias de aprendizaje a distancia. *Datos: según una escala de 1 a 5, 9 de cada 10 familias de TK, Gr3 y Gr4 marcaron 3 o más, 5 siendo que su estudiante fue extremadamente exitoso con el aprendizaje a distancia, mientras que 8 de cada 10 familias de los otros niveles de grado sintieron lo mismo.*
- 2) Impactos mayores de los cierres para estudiantes y familias: 1) Interrupción de horario: Desalineación de los requisitos de trabajo familiar versus estudiantes en el hogar durante el cierre de la escuela, 2) Brechas educativas ampliadas: Iluminación de la equidad y brechas de acceso en la enseñanza y el aprendizaje a distancia, particularmente en poblaciones marginadas, 3) Impacto en la salud mental: consecuencias de la crisis de salud pública de COVID-19: a) mandato de distanciamiento social, b) cierre de escuelas y negocios, c) incertidumbres económicas y financieras, d) falta de vacuna y resolución para detener la propagación del virus. *Datos: 52% de los participantes de la encuesta familiar notaron un cambio en el estado de ánimo o emocional de sus estudiantes durante el cierre de la escuela. 5 de cada 10 estudiantes hablaron con el personal sobre la ausencia de sus amigos como tema.*



Proporcione una descripción de cómo la LEA satisface las necesidades de sus aprendices de inglés, jóvenes en hogar temporal y estudiantes de bajos ingresos.

Durante el cierre de la escuela, LAS continuó con su incesante apoyo enfocado a su población marginada: aprendices de inglés, jóvenes en hogar temporal y estudiantes de bajos ingresos, así como aprendices de inglés reclasificados con fluidez que disminuyeron en los niveles de rendimiento. Los estudiantes en estos grupos reciben tanto el aprendizaje cognitivo como el apoyo socioemocional según se identifica mediante evaluaciones a nivel escolar (antes del cierre de la escuela) y recomendaciones del personal. En el núcleo de los gastos de financiación de Título de LAS se encuentra el desarrollo de la lectoescritura; Esto incluye un capacitador de lectoescritura, que diseña y proporciona intervenciones basadas en la investigación, y la implementación de programas de apoyo de lectoescritura basados en tecnología. Durante el aprendizaje a distancia, el capacitador con el personal de intervención continúa sirviendo a los estudiantes identificados a través de Zoom en grupos pequeños. Además, los maestros de LAS han incorporado ELD *Choice Boards* en sus lecciones de aprendizaje a distancia como una forma de incorporar ELD en línea. (Este es un ejemplo compartido por la Oficina de Título 3 de CDE). Mientras tanto, LAS también ha establecido un equipo de bienestar específicamente para abordar las necesidades socioemocionales emergentes de los estudiantes en riesgo durante el cierre de la escuela. El equipo de bienestar incluye un consejero y un psicólogo que intencionalmente se comunican regularmente con los estudiantes identificados para un control de salud mental y/o bienestar, en los últimos meses. Estos registros han sido críticos para obtener información sobre las brechas de equidad y acceso que existen (es decir, dispositivos tecnológicos y acceso a internet), así como problemas de participación estudiantil, durante el aprendizaje a distancia. LAS está comprometido con la mejora continua de sus servicios para los estudiantes y sus familias, particularmente aquellos con desafíos únicos como aprendices de inglés, jóvenes en hogar temporal, de bajos ingresos y reclasificados que disminuyeron en los niveles de rendimiento.

Proporcione una descripción de los pasos que LEA ha tomado para continuar brindando oportunidades de aprendizaje a distancia de alta calidad.

Durante la segunda etapa del cierre de la escuela, LAS cuidadosamente y sin embargo, de manera conveniente y estratégica, planeó e implementó un programa de aprendizaje a distancia "piloto" para estudiantes de TK-Gr8. Bajo los principios guadores del PACT.O de LAS (ver arriba), el personal de LAS comenzó a redefinir los conceptos tradicionales de "P = Progreso", "A = Asistencia", "C = Comunicación", "T = Trabajo en equipo" y "O = Oportunidades; esta vez, en el contexto del aprendizaje a distancia. El personal de LAS obtuvo una comprensión colectiva de la enseñanza asincrónica versus sincrónica, expectativa apropiada para el desarrollo del aprendizaje en tiempo en frente de pantalla por nivel de grado, estándares esenciales con aplicaciones interdisciplinarias y "progreso" definido como participación en línea de los estudiantes y como evaluaciones de mejora continua (formativa) versus evaluación sumativa. A nivel micro, los maestros, el equipo de SPED, los intervencionistas y las sesiones regulares de aprendizaje sincrónico establecidas a través de ZOOM - LAS compro la cuenta *ZOOM for Educators* para garantizar el cumplimiento de las leyes de privacidad de FERPA. Además, el personal utilizó plataformas de enseñanza como *Google Classroom*, *Seesaw* y herramientas en línea como *Zearn*, *Prodigy*, *Epic*, *Raz-Kids*, etc. para implementar experiencias de aprendizaje asincrónico para los estudiantes. Los maestros realizaron "reuniones de orientación" familiares para comunicar las expectativas de aprendizaje a distancia y solicitar un enfoque de trabajo en equipo para la enseñanza y el aprendizaje: maestros y padres, como realmente se ha convertido en la esencia de la palabra, durante el cierre de la escuela. Simultáneamente, el Equipo de Diseño Curricular (CDT) de LAS compuso un Perfil de Participación en el Aprendizaje a Distancia (DLEP), un documento de fin de año que servirá como un medio para comunicar a las familias sobre la participación de cada estudiante durante el aprendizaje remoto, así como una forma de averiguar qué estudiantes necesitan más apoyo para tener éxito en dicho entorno. Por ejemplo, a los estudiantes de secundaria se les permitirá recibir una calificación de "I = Incompleto" y una "N = Necesita Apoyo en DLEP". Estas calificaciones los calificarían para recibir apoyo del programa de verano, con el objetivo de eventualmente cambiar una "I" a una calificación aprobatoria después de la finalización del trabajo. Por último, LAS está llevando a cabo una encuesta entre las partes interesadas para los estudiantes y las familias durante las últimas dos semanas de instrucción, específica de sus experiencias en la implementación del aprendizaje a distancia "piloto" esta primavera. El personal de LAS anticipa una gran curva de aprendizaje al diseñar y brindar oportunidades de aprendizaje a distancia de alta calidad para los estudiantes; Sin embargo, aceptamos el desafío y la oportunidad de aprender y prosperar juntos en esta nueva era en la educación. *Datos: el 97% de los*



*participantes de la encuesta familiar y el 98% de los encuestados del personal recomendarían LAS a otros padres. 9 de cada 10 estudiantes de Gr3-Gr8 están de acuerdo con la declaración, "Me gusta mi escuela".*

Proporcione una descripción de los pasos que la LEA ha tomado para proporcionar comidas escolares mientras se mantienen las prácticas de distanciamiento social.

LAS contrata con el Distrito Escolar Unificado de la Ciudad de Sacramento (SCUSD) para servicios nutricionales. Las familias de LAS han podido acceder a las comidas escolares al tiempo que mantienen prácticas de distanciamiento social a través de los sitios de distribución de SCUSD dentro de los límites del distrito. Se informó a las familias sobre el acceso a estos sitios de distribución de comidas a través de cartas del Director Ejecutivo de LAS, el sitio web de LAS, así como los medios de comunicación social de LAS. *Datos: Durante el aprendizaje a distancia, aproximadamente 9 de cada 10 estudiantes de Gr3-Gr8 comieron después de levantarse por la mañana: 7 de cada 10 la mayor parte del tiempo y 2 de cada 10 a veces.*

Proporcione una descripción de los pasos que la LEA ha tomado para organizar la supervisión de los estudiantes durante el horario escolar normal.

LAS espera recibir más orientación del CDE, junto con el CDC y el Departamento de Salud Pública del Condado de Sacramento, sobre cómo organizar la supervisión de los estudiantes durante el horario escolar ordinario, mientras se cumple el mandato de distanciamiento social. *Datos: menos del 1% (0.4%) de las familias declararon que las necesidades de cuidado de niños son la razón principal de su preferencia en la elección de programas académicos para el próximo año: en el sitio, aprendizaje combinado o aprendizaje a distancia. Los resultados de la encuesta LAS muestran que % necesita cuidado de niños.*

Departamento de Educación de California  
mayo 2020



A California Public School

Agenda Item #IVD

**Board Meeting Date:** June 26, 2020

**Subject:** Curriculum Design Team

- Information Item Only
- Approval on Consent Agenda
- Conference/First Reading (Action Anticipated: \_\_\_\_\_)
- Conference
- 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 June 4th, 2020 and addressed the following agenda items:

- Summer School Update
  - Discussion
- Intent to Return Part2: Family Survey Updates
  - Survey Results
- Staff Survey: Draft review
  - Review draft of Staff Survey

The Curriculum Design Team (CDT) met on June 10th, 2020 and addressed the following agenda items:

- Summer School Update
  - Discussion
- Survey Data: Family and Student
  - Survey Results
- Staff Survey Updates
  - Staff Draft Survey
- 2020-2021 Planning
  - Discussion and planning

The next meeting will be during the 2020-21 School year via Zoom.

**Estimated Time of Presentation:** 5 min  
**Submitted By:** Jáuregui  
**Date:** 06232020

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



A California Public School

Agenda Item #IVD

**Fecha de la Reunión:** 26 de junio 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., de Luna M., Conant C., Dobkin S., Jáuregui G., Mendez I., Bersola T., de León E.

**Información:**

El Equipo de Diseño Curricular (CDT) se reunió el 4 de junio de 2020 y abordó los siguientes artículos de la agenda:

- Actualización de la escuela de verano
  - Discusión
- Intención de regresar Parte 2: Actualizaciones de la encuesta familiar
  - Resultados de la encuesta
- Encuesta de personal: Revisión del borrador
  - Revisar el borrador de la encuesta del personal

El Equipo de Diseño Curricular (CDT) se reunió el 10 de junio de 2020 y abordó los siguientes artículos de la agenda:

- Actualización de la escuela de verano
  - Discusión
- Datos de la encuesta: familia y estudiante
  - Resultados de la encuesta
- Actualizaciones de la encuesta del personal
  - Encuesta preliminar del personal
- Planificación 2020-2021
  - Discusión y planificación.

La próxima reunión será durante el año escolar 2020-2021, a través de Zoom.

**Tiempo estimado para la presentación:** 5 min.  
**Entregado por:** Jáuregui  
**Fecha:** 06.23.2020

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



A California Public School

Agenda Item #IVE/F

**Board Meeting Date:** June 12, 2020

**Subject:** Finance Committee: 2020-2021 Budget and Monthly Financials

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

**Committee:** Campa, de González, Castañeda, Hubbell, Macías, Kokayi, Morales, (non-voting), de León (non-voting)

**Recommendation:**

School Leadership and EdTec will present the final version of the 20-21 Budget for Governing Board approval and adoption.

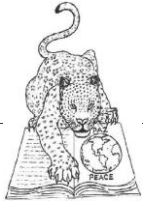
**Documents Attached:**

1. June 2020 EdTec Presentation
2. 20-21 Budget
3. May Monthly Financials

Approval of the 2020-2021 Budget				
Members	Aye	Nay	Abstain	Absent
Kathy Petree				
Nailah Kokayi				
Fernando Aceves				
Vacant				
Gemma Jáuregui				
Pedro León				
Araceli Campa				
Nadeen Ruiz				
Julissa de González				
<b>Total</b>				

**Estimated Time of Presentation:** 20 min  
**Submitted By:** School Leadership  
**Date:** 06.23.2020

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



A California Public School

Agenda Artículo #IVE/F

**Fecha de la Reunión:** 26 de junio del 2020

**Tema:** Comité de Finanzas: Presupuesto 19-20 y finanzas mensuales

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

**Comité:** Campa, de González, Castañeda, Hubbell, Macías, Kokayi, Morales, (non-voting), de León (non-voting)

**Recomendación:** El Liderazgo Escolar y EdTec presentarán información sobre el presupuesto final para 20-21 año escolar para la aprobación y adopción de la Mesa Directiva.

**Documento adjunto:**

1. Presentación de EdTec, June 2020
2. Presupuesto 2020 – 2021
3. Presupuesto Mensuales de Mayo

Approval of the 2020-2021 Budget				
Members	Aye	Nay	Abstain	Absent
Kathy Petree				
Nailah Kokayi				
Fernando Aceves				
Vacant				
Gemma Jáuregui				
Pedro León				
Araceli Campa				
Nadeen Ruiz				
Julissa de González				
<b>Total</b>				

**Tiempo estimado para la presentación:** 20 min.  
**Entregado por:** Liderazgo Escolar  
**Fecha:** 06.23.2020

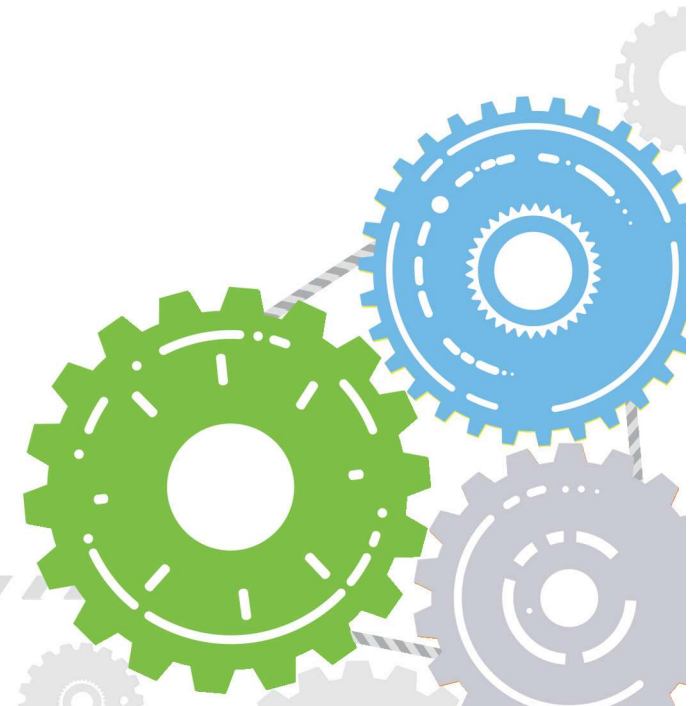
**Páginas pertinentes en:**  
 ( ) La constitución, páginas \_\_\_\_\_  
 ( ) MOU, páginas \_\_\_\_

# The Language Academy of Sacramento

JUNE 26, 2020

BRIAN HOLMES

edtec 





1. 2019-20 Forecast Update
  - A. April vs. May Forecast
  - B. Cash Flow
2. 2020-21 Budget
  - A. Assumptions
  - B. Budget Changes
  - C. Multi-Year Projection
  - D. Multi-Year Cash Flow



# 2019-2020 Forecast Update

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# April vs May Forecast



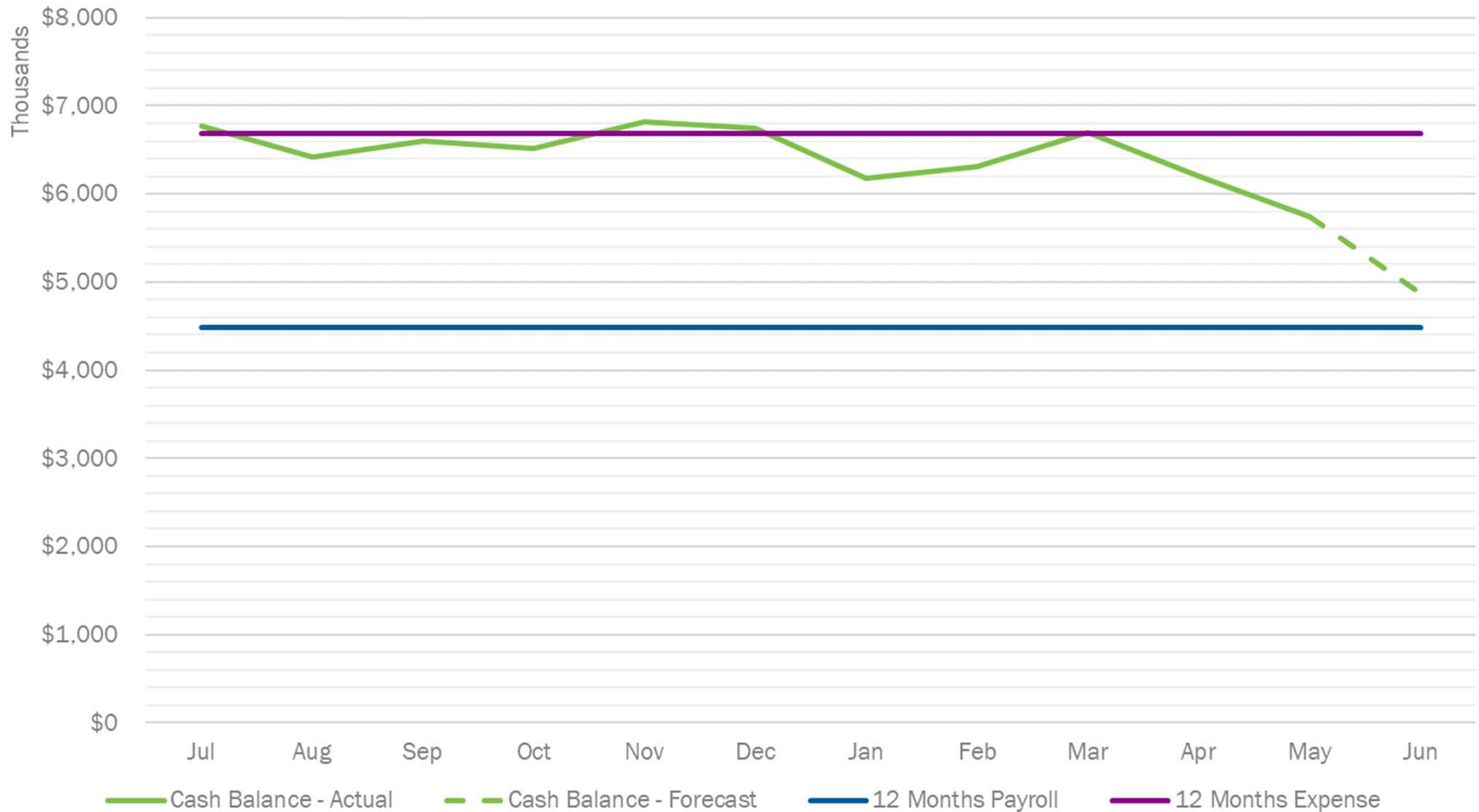
## Reductions in books and supplies drive increase in Operating Income

		2019-20	2019-20	Variance
		Previous Forecast	Current Forecast	
Revenue	LCFF Entitlement	5,943,196	5,943,196	0
	Federal Revenue	298,846	298,846	-
	Other State Revenues	653,071	653,071	-
	Local Revenues	49,800	49,800	-
	Fundraising and Grants	57,200	62,200	5,000
	<b>Total Revenue</b>	<b>7,002,114</b>	<b>7,007,114</b>	<b>5,000</b>
Expenses	Compensation and Benefits	4,494,099	4,488,111	5,988
	Books and Supplies	394,422	333,121	61,302
	Services and Other Operating	1,300,549	1,308,737	(8,188)
	Depreciation	555,000	555,000	-
	Other Outflows	-	-	-
	<b>Total Expenses</b>	<b>6,744,070</b>	<b>6,684,969</b>	<b>59,101</b>
	<b>Operating Income</b>	<b>258,043</b>	<b>322,144</b>	<b>64,101</b>
	Beginning Balance (Unaudited)	9,396,280	9,396,280	-
	Operating Income	258,043	322,144	64,101
	<b>Ending Fund Balance (incl. Depreciation)</b>	<b>9,654,323</b>	<b>9,718,424</b>	<b>64,101</b>
	<b>Ending Fund Balance as % of Expenses</b>	<b>143.2%</b>	<b>145.4%</b>	<b>2.2%</b>

# 2019-20 Cash Flow



**Update: Prop 1D return of \$1.2M returned, Full return amount is \$2.3M**



# 2020-21 Preliminary Budget

**edtec** 



# 2020-21 Assumptions



- **Student Data**
  - 614 Enrollment
  - 583 ADA (19-20 was 586)
  - 77.34% Unduplicated Pupil Rate
- **Revenue**
  - -7.92% LCFF Funding Rate (May Revise)
  - \$148K of COVID-19 relief funding (CARES Act)
- **Expenses**
  - No changes to salary schedule
  - Books & supplies and Services & Other Operating reductions

# 2020-21 Budget Changes



## Reduction in LCFF means reductions in spending

		2020-21 Prior Budget Draft	2020-21 Current Budget Draft	Variance
Revenue	LCFF Entitlement	5,410,421	5,443,081	32,660
	Federal Revenue	441,372	441,372	-
	Other State Revenues	667,398	662,285	(5,114)
	Local Revenues	48,300	33,300	(15,000)
	Fundraising and Grants	25,000	25,000	-
	<b>Total Revenue</b>	<b>6,592,491</b>	<b>6,605,038</b>	<b>12,546</b>
Expenses	Compensation and Benefits	4,558,285	4,547,425	10,859
	Books and Supplies	297,429	298,630	(1,202)
	Services and Other Operating	1,238,436	1,223,219	15,217
	Depreciation	555,000	555,000	-
	Other Outflows	-	-	-
	<b>Total Expenses</b>	<b>6,649,150</b>	<b>6,624,275</b>	<b>24,875</b>
<b>Operating Income</b>		<b>(56,658)</b>	<b>(19,237)</b>	<b>37,421</b>
	Beginning Balance	9,654,323	9,718,424	64,101
	Operating Income	(56,658)	(19,237)	37,421
<b>Ending Fund Balance (incl. Depreciation)</b>		<b>9,597,665</b>	<b>9,699,187</b>	<b>101,522</b>
<b>Ending Fund Balance as % of Expenses</b>		<b>144.3%</b>	<b>146.4%</b>	<b>2.1%</b>

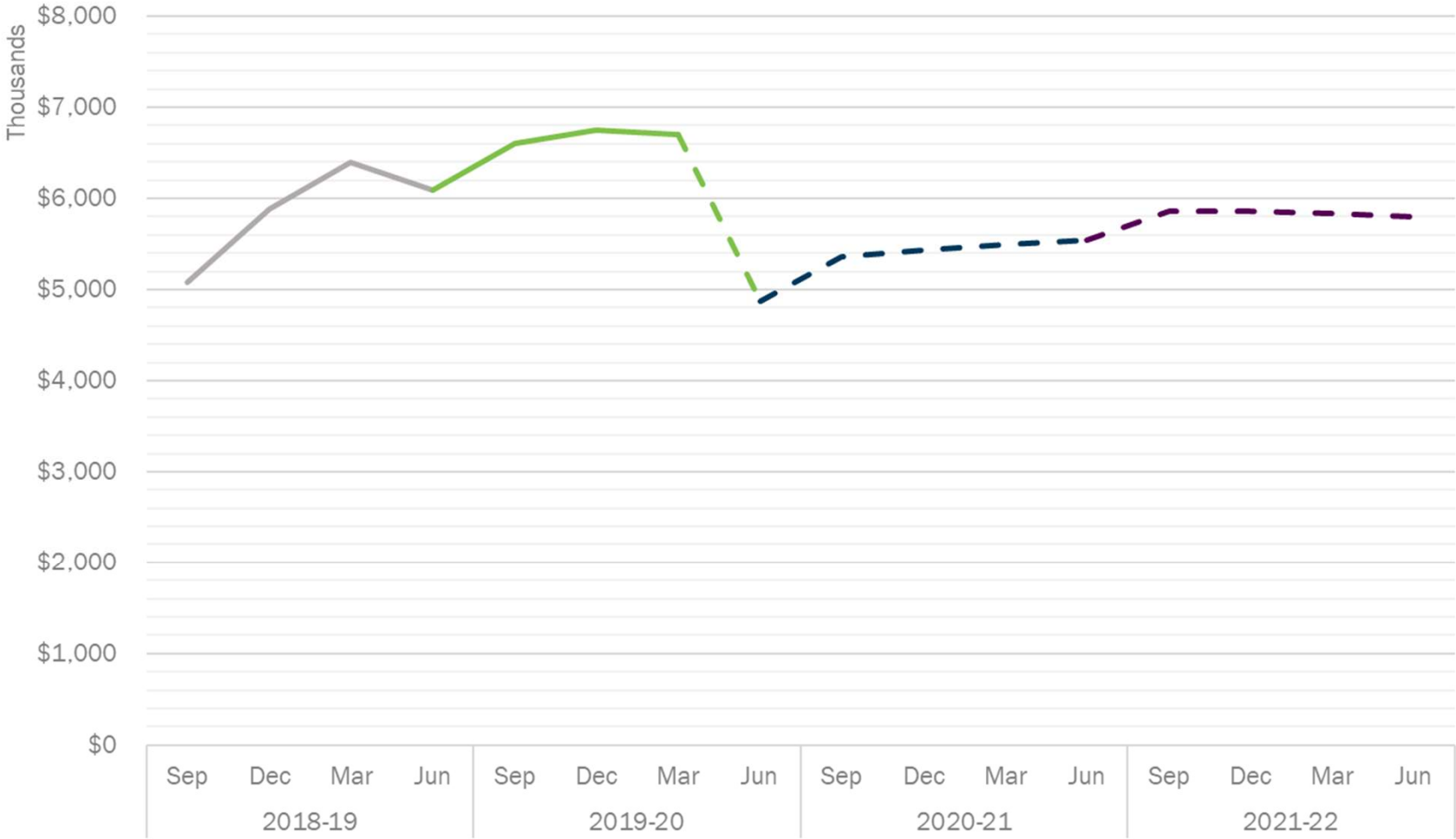
# 2020-21 Multi-Year Projection



		2019-20	2020-21	2021-22	2022-23
		<b>Current Forecast</b>	<b>Projected Budget</b>	<b>Projected Budget</b>	<b>Projected Budget</b>
Revenue	LCFF Entitlement	5,943,196	5,443,081	5,438,859	5,438,947
	Federal Revenue	298,846	441,372	294,020	294,020
	Other State Revenues	653,071	662,285	662,510	662,008
	Local Revenues	49,800	33,300	48,300	48,300
	Fundraising and Grants	62,200	25,000	25,000	25,000
	<b>Total Revenue</b>	<b>7,007,114</b>	<b>6,605,038</b>	<b>6,468,689</b>	<b>6,468,275</b>
Expenses	Compensation and Benefits	4,488,111	4,547,425	4,675,498	4,866,023
	Books and Supplies	333,121	298,630	301,803	305,039
	Services and Other Operating	1,308,737	1,223,219	1,239,015	1,253,162
	Depreciation	555,000	555,000	555,000	555,000
	Other Outflows	-	-	-	-
	<b>Total Expenses</b>	<b>6,684,969</b>	<b>6,624,275</b>	<b>6,771,315</b>	<b>6,979,224</b>
	<b>Operating Income</b>	<b>322,144</b>	<b>(19,237)</b>	<b>(302,627)</b>	<b>(510,948)</b>
	Beginning Balance (Audited)	9,396,280	9,718,424	9,699,187	9,396,561
	Operating Income	322,144	(19,237)	(302,627)	(510,948)
<b>Ending Fund Balance (incl. Depreciation)</b>		<b>9,718,424</b>	<b>9,699,187</b>	<b>9,396,561</b>	<b>8,885,613</b>
<b>Ending Fund Balance as % of Expenses</b>		<b>145.4%</b>	<b>146.4%</b>	<b>138.8%</b>	<b>127.3%</b>



# 2020-21 Multi-Year Cash Flow



# Thank you!

ADDITIONAL QUESTIONS? CONTACT US:

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



510.663.3500 • [askus@edtec.com](mailto:askus@edtec.com) • [edtec.com](http://edtec.com)



**Language Academy  
Multi-year Projection  
As of May FY2020**

	<b>Year 1 2019-20</b>	<b>Year 2 2020-21</b>	<b>Year 3 2021-22</b>	<b>Year 4 2022-23</b>	<b>Assumptions</b>
<b>SUMMARY</b>					
<b>Revenue</b>					
LCFF Entitlement	5,943,196	5,443,081	5,438,859	5,438,947	
Federal Revenue	298,846	441,372	294,020	294,020	
Other State Revenues	653,071	662,285	662,510	662,008	
Local Revenues	49,800	33,300	48,300	48,300	
Fundraising and Grants	62,200	25,000	25,000	25,000	
<b>Total Revenue</b>	<b>7,007,114</b>	<b>6,605,038</b>	<b>6,468,689</b>	<b>6,468,275</b>	
<b>Expenses</b>					
Compensation and Benefits	4,488,111	4,547,425	4,675,498	4,866,023	
Books and Supplies	333,121	298,630	301,803	305,039	
Services and Other Operating Expenditures	1,308,737	1,223,219	1,239,015	1,253,162	
Depreciation	555,000	555,000	555,000	555,000	
Other Outflows	-	-	-	-	
<b>Total Expenses</b>	<b>6,684,969</b>	<b>6,624,275</b>	<b>6,771,315</b>	<b>6,979,224</b>	
<b>Operating Income</b>	<b>322,144</b>	<b>(19,237)</b>	<b>(302,627)</b>	<b>(510,948)</b>	
<b>Fund Balance</b>					
Beginning Balance (Unaudited)	9,396,280	9,718,424	9,699,187	9,396,561	
Audit Adjustment					
Beginning Balance (Audited)	9,396,280	9,718,424	9,699,187	9,396,561	
Operating Income	322,144	(19,237)	(302,627)	(510,948)	
<b>Ending Fund Balance</b>	<b>9,718,424</b>	<b>9,699,187</b>	<b>9,396,561</b>	<b>8,885,613</b>	
<b>Total Revenue Per ADA</b>	11,963	11,324	11,090	11,089	
<b>Total Expenses Per ADA</b>	11,413	11,357	11,609	11,965	
<b>Operating Income Per ADA</b>	550	(33)	(519)	(876)	
<b>Fund Balance as a % of Expenses</b>	145%	146%	139%	127%	

**Language Academy  
Multi-year Projection  
As of May FY2020**

	<b>Year 1 2019-20</b>	<b>Year 2 2020-21</b>	<b>Year 3 2021-22</b>	<b>Year 4 2022-23</b>	<b>Assumptions</b>
<b>Key Assumptions</b>					
<b>Enrollment Breakdown</b>					
K	84	89	89	89	
1	66	66	66	66	
2	66	66	66	66	
3	66	66	66	66	
4	66	66	66	66	
5	66	66	66	66	
6	65	65	65	65	
7	65	65	65	65	
8	65	65	65	65	
<b>Total Enrolled</b>	<b>609</b>	<b>614</b>	<b>614</b>	<b>614</b>	
<b>ADA %</b>					
K-3	96.3%	95.0%	95.0%	95.0%	
4-6	97.7%	95.0%	95.0%	95.0%	
7-8	93.6%	95.0%	95.0%	95.0%	
<b>Average ADA %</b>	<b>96.2%</b>	<b>95.0%</b>	<b>95.0%</b>	<b>95.0%</b>	
<b>ADA</b>					
K-3	272	273	273	273	
4-6	192	187	187	187	
7-8	122	124	124	124	
<b>Total ADA</b>	<b>586</b>	<b>583</b>	<b>583</b>	<b>583</b>	
<b>Demographic Information</b>					
CALPADS Enrollment (for unduplicated % calc)	609	614	614	614	
# Unduplicated (CALPADS)	471	475	475	475	
# Free & Reduced Lunch (CALPADS)	456	460	460	460	
# ELL (CALPADS)	251	253	253	253	
New Students	5	5	-	-	
<b>School Information</b>					
FTE's	526.1	239.4	239.4	239.4	
Teachers	49	47	47	47	
Certificated Pay Increases	3%	3%	3%	3%	
Classified Pay Increases	3%	3%	3%	3%	
# of school days	-	-	-	-	
Default Expense Inflation Rate			2%	2%	

**Language Academy  
Multi-year Projection  
As of May FY2020**

		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Assumptions</b>
		<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	
<b>REVENUE</b>						
<b>LCFF Entitlement</b>						
8011	Charter Schools General Purpose Entitlement - State Aid	4,010,709	3,518,612	3,514,390	3,514,478	
8012	Education Protection Account Entitlement	723,253	720,252	720,252	720,252	
8096	Charter Schools in Lieu of Property Taxes	1,209,234	1,204,217	1,204,217	1,204,217	
<b>SUBTOTAL - LCFF Entitlement</b>		<b>5,943,196</b>	<b>5,443,081</b>	<b>5,438,859</b>	<b>5,438,947</b>	
<b>Federal Revenue</b>						
8181	Special Education - Entitlement	80,386	76,125	76,750	76,750	
8291	Title I	179,686	179,686	179,686	179,686	
8292	Title II	24,385	24,385	24,385	24,385	
8294	Title IV	13,199	13,199	13,199	13,199	
8297	PY Federal - Not Accrued	1,190	-	-	-	
8299	All Other Federal Revenue	-	147,977	-	-	
<b>SUBTOTAL - Federal Revenue</b>		<b>298,846</b>	<b>441,372</b>	<b>294,020</b>	<b>294,020</b>	
<b>Other State Revenue</b>						
8319	Other State Apportionments - Prior Years	5,460	-	-	-	
8381	Special Education - Entitlement (State	315,123	361,298	361,564	361,063	
8382	Special Education Reimbursement (State	18,480	-	-	-	
8550	Mandated Cost Reimbursements	9,813	9,875	9,834	9,834	
8560	State Lottery Revenue	126,637	126,111	126,111	126,111	
8596	Other State Revenue 6	177,559	165,000	165,000	165,000	
<b>SUBTOTAL - Other State Revenue</b>		<b>653,071</b>	<b>662,285</b>	<b>662,510</b>	<b>662,008</b>	
<b>Local Revenue</b>						
8636	Uniforms	12,000	12,000	12,000	12,000	
8638	Merchandise Sales	1,300	1,300	1,300	1,300	
8660	Interest	10,500	9,000	9,000	9,000	
8670	Fees and Contracts	6,000	6,000	6,000	6,000	
8693	Field Trips	15,000	-	15,000	15,000	
8699	All Other Local Revenue	5,000	5,000	5,000	5,000	
<b>SUBTOTAL - Local Revenue</b>		<b>49,800</b>	<b>33,300</b>	<b>48,300</b>	<b>48,300</b>	
<b>Fundraising and Grants</b>						
8801	Donations - Parents	17,200	5,000	5,000	5,000	
8802	Donations - Private	15,000	5,000	5,000	5,000	
8803	Fundraising	30,000	15,000	15,000	15,000	
<b>SUBTOTAL - Fundraising and Grants</b>		<b>62,200</b>	<b>25,000</b>	<b>25,000</b>	<b>25,000</b>	
<b>TOTAL REVENUE</b>		<b>7,007,114</b>	<b>6,605,038</b>	<b>6,468,689</b>	<b>6,468,275</b>	

**Language Academy  
Multi-year Projection  
As of May FY2020**

	<b>Year 1 2019-20</b>	<b>Year 2 2020-21</b>	<b>Year 3 2021-22</b>	<b>Year 4 2022-23</b>	<b>Assumptions</b>
<b>EXPENSES</b>					
<b>Compensation &amp; Benefits</b>					
<b>Certificated Salaries</b>					
1100 Teachers Salaries	1,865,033	1,909,221	1,956,951	2,005,875	
1101 Teacher - Stipends	59,663	29,500	30,237	30,993	
1102 Title I Services	-	17,325	17,758	18,202	
1103 Teacher - Substitute Pay	22,000	56,800	58,220	59,676	
1300 Certificated Supervisor & Administrator Salaries	110,905	110,905	113,678	116,520	
1311 Cert Admin - Custom 1	353,840	366,345	375,504	384,891	
1920 Other Cert - Summer	17,220	19,983	20,482	20,994	
1940 Academic Accountability & Intervention	104,166	104,166	106,770	109,439	
<b>SUBTOTAL - Certificated Salaries</b>	<b>2,532,826</b>	<b>2,614,244</b>	<b>2,679,600</b>	<b>2,746,590</b>	
<b>Classified Salaries</b>					
2100 Classified Instructional Aide Salaries	31,585	32,984	33,974	34,993	
2103 SPED Classified	107,798	113,060	116,452	119,946	
2200 Classified Support Salaries	74,371	82,998	85,488	88,053	
2300 Classified Supervisor & Administrator Salaries	140,443	108,334	111,584	114,932	
2400 Classified Clerical & Office Salaries	108,554	160,853	165,679	170,649	
2900 Classified Other Salaries	52,416	-	-	-	
2905 Other Classified - After School	174,140	180,633	186,052	191,633	
2925 Other Classified - Childcare	2,080	2,142	2,207	2,273	
2930 Other Classified - Maintenance/grounds	104,513	107,648	110,878	114,204	
<b>SUBTOTAL - Classified Salaries</b>	<b>795,899</b>	<b>788,653</b>	<b>812,313</b>	<b>836,682</b>	
<b>Employee Benefits</b>					
3100 STRS	429,344	406,932	413,748	479,155	
3300 OASDI-Medicare-Alternative	97,888	102,154	104,744	107,406	
3400 Health & Welfare Benefits	560,000	560,000	588,000	617,400	
3500 Unemployment Insurance	17,680	17,331	17,396	17,462	
3600 Workers Comp Insurance	39,945	40,835	41,903	42,999	
3900 Other Employee Benefits	14,528	17,276	17,794	18,328	
<b>SUBTOTAL - Employee Benefits</b>	<b>1,159,385</b>	<b>1,144,528</b>	<b>1,183,585</b>	<b>1,282,750</b>	
<b>Books &amp; Supplies</b>					
4100 Approved Textbooks & Core Curricula Materials	50,547	37,454	37,454	37,454	
4101 SPED Textbooks	7,308	7,000	7,140	7,283	
4200 Books & Other Reference Materials	108,402	79,820	79,820	79,820	
4201 Library Resources	14,616	7,552	7,703	7,857	
4315 Custodial Supplies	18,360	21,360	21,787	22,223	
4325 Instructional Materials & Supplies	28,898	22,718	22,718	22,718	
4330 Office Supplies	23,400	19,500	19,890	20,288	
4335 PE Supplies	6,090	3,000	3,060	3,121	
4340 Professional Development Supplies	1,000	4,794	4,890	4,988	

**Language Academy  
Multi-year Projection  
As of May FY2020**

	<b>Year 1 2019-20</b>	<b>Year 2 2020-21</b>	<b>Year 3 2021-22</b>	<b>Year 4 2022-23</b>	<b>Assumptions</b>
4352 Garden	2,000	1,000	1,020	1,040	
4354 ASES Materials	9,000	3,000	3,060	3,121	
4355 Summer Preschool	200	2,700	2,754	2,809	
4356 SPED Consumables	10,200	9,782	9,978	10,177	
4410 Classroom Furniture, Equipment & Supplies	5,000	10,200	10,404	10,612	
4420 Computers: individual items less than \$5k	33,000	51,750	52,785	53,841	
4423 Classroom Noncapitalized items 1	5,100	10,000	10,200	10,404	
4430 Non Classroom Related Furniture, Equipment & Supplies	10,000	7,000	7,140	7,283	
<b>SUBTOTAL - Books and Supplies</b>	<b>333,121</b>	<b>298,630</b>	<b>301,803</b>	<b>305,039</b>	
<b>Services &amp; Other Operating Expenses</b>					
5210 Conference Fees	5,000	5,000	5,100	5,202	
5215 Travel - Mileage, Parking, Tolls	7,000	7,000	7,140	7,283	
5220 Travel and Lodging	8,000	8,000	8,160	8,323	
5305 Dues & Membership - Professional	10,200	10,404	10,612	10,824	
5450 Insurance - Other	55,249	51,000	52,020	53,060	
5515 Janitorial, Gardening Services & Supplies	165,084	165,084	165,084	165,084	
5535 Utilities - All Utilities	97,920	97,920	97,920	97,920	
5605 Equipment Leases	34,639	34,639	34,639	34,639	
5610 Rent	99,210	99,210	99,210	99,210	
5615 Repairs and Maintenance - Building	10,200	10,200	10,404	10,612	
5616 Repairs and Maintenance - Computers	2,550	2,550	2,550	2,550	
5617 Repairs and Maintenance - Other Equipment	2,550	2,550	2,550	2,550	
5803 Accounting Fees	12,720	11,220	11,444	11,673	
5804 Parent Trainings	1,000	1,020	1,040	1,061	
5805 Administrative Fees	30,000	19,132	19,514	19,904	
5806 Assemblies	3,774	3,060	3,121	3,184	
5809 Banking Fees	428	428	428	428	
5812 Business Services	77,000	78,600	80,400	80,400	
5813 Board Development	4,000	4,000	4,000	4,000	
5818 SPED Legal Fees	1,000	1,000	1,000	1,000	
5824 District Oversight Fees	64,232	55,519	56,586	57,719	
5826 Directors Contingency	-	20,000	-	-	
5830 Field Trips Expenses	40,000	(0)	20,573	20,985	
5833 Fines and Penalties	563	563	563	563	
5836 Fingerprinting	816	816	816	816	
5839 Fundraising Expenses	49,000	36,700	37,434	38,183	
5843 Interest - Loans Less than 1 Year	110,370	110,370	112,578	114,829	
5845 Legal Fees	10,200	10,200	10,404	10,612	
5851 Marketing and Student Recruiting	1,224	1,224	1,248	1,273	
5857 Payroll Fees	15,300	15,300	15,606	15,918	
5860 Printing and Reproduction	28,000	28,000	28,560	29,131	
5861 Prior Yr Exp (not accrued)	4,924	-	-	-	
5863 Professional Development	34,500	20,000	20,400	20,808	
5869 Special Education Contract Instructors	171,000	163,914	167,192	170,536	
5874 Sports	15,530	-	-	-	
5875 Staff Recruiting	1,020	1,020	1,020	1,020	



**Language Academy  
Multi-year Projection  
As of May FY2020**

	<b>Year 1 2019-20</b>	<b>Year 2 2020-21</b>	<b>Year 3 2021-22</b>	<b>Year 4 2022-23</b>	<b>Assumptions</b>
5878 Student Assessment	12,789	12,280	12,526	12,776	
5880 Student Health Services	3,106	3,131	3,131	3,131	
5881 Student Information System	16,443	15,964	16,283	16,609	
5884 Substitutes	31,000	56,000	57,120	58,262	
5887 Technology Services	30,000	20,000	20,400	20,808	
5910 Communications - Internet / Website Fees	19,200	19,200	19,200	19,200	
5915 Postage and Delivery	2,796	1,800	1,836	1,873	
5920 Communications - Telephone & Fax	19,200	19,200	19,200	19,200	
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>1,308,737</b>	<b>1,223,219</b>	<b>1,239,015</b>	<b>1,253,162</b>	
<b>Depreciation Expense</b>					
6900 Depreciation	555,000	555,000	555,000	555,000	
<b>SUBTOTAL - Depreciation Expense</b>	<b>555,000</b>	<b>555,000</b>	<b>555,000</b>	<b>555,000</b>	
<b>Other Outflows</b>					
<b>SUBTOTAL - Other Outflows</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>TOTAL EXPENSES</b>	<b>6,684,969</b>	<b>6,624,275</b>	<b>6,771,315</b>	<b>6,979,224</b>	

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

	2019-20													Forecast	Remaining Balance
	Actuals & Forecast														
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Forecast			
<b>Beginning Cash</b>	<b>6,090,438</b>	<b>6,774,506</b>	<b>6,424,041</b>	<b>6,601,969</b>	<b>6,510,588</b>	<b>6,821,534</b>	<b>6,748,756</b>	<b>6,177,087</b>	<b>6,305,063</b>	<b>6,701,606</b>	<b>6,205,761</b>	<b>5,739,896</b>			
<b>REVENUE</b>															
LCFF Entitlement	-	-	610,913	337,265	745,800	337,265	-	573,399	946,786	844,767	-	839,450	5,943,196	707,552	
Federal Revenue	-	-	-	-	-	-	-	81,038	3,300	110,506	-	9,492	298,846	94,511	
Other State Revenue	15,815	15,215	27,611	27,386	27,386	152,612	27,386	36,275	73,468	101,419	27,465	3,874	653,071	117,159	
Other Local Revenue	5,088	2,814	7,662	2,632	3,080	19,492	1,634	2,553	2,979	2,516	651	(1,300)	49,800	-	
Fundraising & Grants	567	47	8,417	6,949	112	22,640	-	592	8,203	90	39	14,545	62,200	-	
<b>TOTAL REVENUE</b>	<b>21,470</b>	<b>18,076</b>	<b>654,603</b>	<b>374,231</b>	<b>776,378</b>	<b>532,010</b>	<b>29,020</b>	<b>693,858</b>	<b>1,034,736</b>	<b>1,059,298</b>	<b>28,154</b>	<b>866,060</b>	<b>7,007,114</b>	<b>919,221</b>	
<b>EXPENSES</b>															
Certificated Salaries	16,522	27,366	243,874	232,343	255,441	248,283	242,445	248,649	247,321	245,617	244,851	280,114	2,532,826	-	
Classified Salaries	24,458	69,362	68,488	71,586	85,040	9,105	9,952	65,662	71,096	94,249	69,318	157,583	795,899	-	
Employee Benefits	135,391	73,565	77,383	93,606	96,514	86,742	114,751	115,134	98,744	77,296	73,150	117,108	1,159,385	-	
Books & Supplies	67,853	30,245	21,828	39,549	7,244	8,169	25,419	14,149	12,099	5,782	5,260	95,523	333,121	-	
Services & Other Operating Expenses	131,901	53,959	46,701	64,745	42,897	111,180	180,196	71,541	185,818	(691)	59,007	356,987	1,308,737	4,496	
Capital Outlay & Depreciation	-	92,537	45,718	44,300	69,000	62,540	43,729	146,221	61,044	1,247,640	120,126	65,199	555,000	(1,443,053)	
Other Outflows	7	1,555	2,422	2,812	-	52,364	403	2,800	10,238	643	24,321	(97,566)	-	-	
<b>TOTAL EXPENSES</b>	<b>376,132</b>	<b>348,590</b>	<b>506,413</b>	<b>548,942</b>	<b>556,137</b>	<b>578,383</b>	<b>616,897</b>	<b>664,158</b>	<b>686,360</b>	<b>1,670,536</b>	<b>596,033</b>	<b>974,948</b>	<b>6,684,969</b>	<b>(1,438,557)</b>	
<b>Operating Cash Inflow (Outflow)</b>	<b>(354,662)</b>	<b>(330,514)</b>	<b>148,189</b>	<b>(174,710)</b>	<b>220,241</b>	<b>(46,373)</b>	<b>(587,877)</b>	<b>29,700</b>	<b>348,376</b>	<b>(611,237)</b>	<b>(567,878)</b>	<b>(108,888)</b>	<b>322,144</b>	<b>2,357,779</b>	
Revenues - Prior Year Accruals	1,042,139	87,043	10,100	53,750	7,945	-	-	337	4,824	10,968	-	252,455	-	-	
Accounts Receivable - Current Year	154	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Assets	51,162	-	-	-	-	-	-	-	-	-	(9,105)	-	-	-	
Fixed Assets	-	92,537	45,718	44,300	44,300	44,300	43,729	43,729	43,729	43,729	43,729	65,199	-	-	
Expenses - Prior Year Accruals	(8,573)	-	-	(36,605)	-	-	-	-	-	-	-	(100,228)	-	-	
Accounts Payable - Current Year	66,592	(87,337)	(50,848)	(1,578)	12,568	(14,358)	(52,339)	30,010	(24,522)	36,290	49,585	(15,650)	-	-	
Summerholdback for Teachers	(112,744)	(112,194)	24,768	23,463	25,893	24,656	24,818	24,200	24,136	24,405	17,803	-	-	-	
Loans Payable (Long Term)	-	-	-	-	-	(81,004)	-	-	-	-	-	-	-	-	
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	(966,766)	-	-	
<b>Ending Cash</b>	<b>6,774,506</b>	<b>6,424,041</b>	<b>6,601,969</b>	<b>6,510,588</b>	<b>6,821,534</b>	<b>6,748,756</b>	<b>6,177,087</b>	<b>6,305,063</b>	<b>6,701,606</b>	<b>6,205,761</b>	<b>5,739,896</b>	<b>4,866,016</b>			

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

	2020-21													
	Actuals & Forecast													Remaining Balance
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	
<b>Beginning Cash</b>	<b>4,866,016</b>	<b>5,354,715</b>	<b>5,489,108</b>	<b>5,356,273</b>	<b>5,552,415</b>	<b>5,515,677</b>	<b>5,434,497</b>	<b>5,517,323</b>	<b>5,511,378</b>	<b>5,493,310</b>	<b>5,654,061</b>	<b>5,642,912</b>		
<b>REVENUE</b>														
LCFF Entitlement	-	249,218	321,772	595,546	414,733	414,733	595,546	414,733	482,683	577,436	398,873	398,873	5,443,081	578,936
Federal Revenue	-	-	14,798	14,798	69,115	14,798	14,798	69,115	14,798	52,860	69,115	14,798	441,372	92,380
Other State Revenue	-	15,756	15,756	135,611	28,361	38,236	28,361	60,020	37,596	78,846	69,255	37,596	662,285	116,889
Other Local Revenue	-	-	3,330	3,330	3,330	3,330	3,330	3,330	3,330	3,330	3,330	3,330	33,300	-
Fundraising & Grants	-	-	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	25,000	-
<b>TOTAL REVENUE</b>	<b>-</b>	<b>264,974</b>	<b>358,155</b>	<b>751,785</b>	<b>518,039</b>	<b>473,597</b>	<b>644,535</b>	<b>549,698</b>	<b>540,907</b>	<b>714,972</b>	<b>543,073</b>	<b>457,097</b>	<b>6,605,038</b>	<b>788,205</b>
<b>EXPENSES</b>														
Certificated Salaries	68,459	68,459	247,733	247,733	247,733	247,733	247,733	247,733	247,733	247,733	247,733	247,733	2,614,244	-
Classified Salaries	65,721	65,721	65,721	65,721	65,721	65,721	65,721	65,721	65,721	65,721	65,721	65,721	788,653	-
Employee Benefits	69,044	69,044	105,150	99,951	99,084	99,084	106,017	99,951	99,951	99,084	99,084	99,084	1,144,528	-
Books & Supplies	24,886	24,886	24,886	24,886	24,886	24,886	24,886	24,886	24,886	24,886	24,886	24,886	298,630	-
Services & Other Operating Expenses	19,293	22,624	119,574	117,353	117,353	117,353	117,353	117,353	120,684	116,798	116,798	116,798	1,223,219	3,886
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	555,000	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>	<b>293,652</b>	<b>296,983</b>	<b>609,313</b>	<b>601,893</b>	<b>601,027</b>	<b>601,027</b>	<b>607,959</b>	<b>601,893</b>	<b>605,225</b>	<b>600,472</b>	<b>600,472</b>	<b>600,472</b>	<b>6,624,275</b>	<b>3,886</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>(293,652)</b>	<b>(32,009)</b>	<b>(251,158)</b>	<b>149,892</b>	<b>(82,988)</b>	<b>(127,430)</b>	<b>36,576</b>	<b>(52,195)</b>	<b>(64,318)</b>	<b>114,500</b>	<b>(57,398)</b>	<b>(143,375)</b>	<b>(19,237)</b>	<b>784,319</b>
Revenues - Prior Year Accruals	726,996	120,152	72,073	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Assets	9,105	-	-	-	-	-	-	-	-	-	-	-	-	-
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	46,250	-
Expenses - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Ending Cash</b>	<b>5,354,715</b>	<b>5,489,108</b>	<b>5,356,273</b>	<b>5,552,415</b>	<b>5,515,677</b>	<b>5,434,497</b>	<b>5,517,323</b>	<b>5,511,378</b>	<b>5,493,310</b>	<b>5,654,061</b>	<b>5,642,912</b>	<b>5,545,787</b>		

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

	2021-22													
	Actuals & Forecast													Remaining Balance
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	
<b>Beginning Cash</b>	<b>5,545,787</b>	<b>5,801,668</b>	<b>6,013,280</b>	<b>5,853,296</b>	<b>6,024,150</b>	<b>5,962,877</b>	<b>5,857,122</b>	<b>5,914,637</b>	<b>5,884,023</b>	<b>5,836,474</b>	<b>5,969,149</b>	<b>5,927,982</b>		
<b>REVENUE</b>														
LCFF Entitlement	-	247,973	320,226	592,696	412,632	412,632	592,696	412,632	484,885	580,653	400,590	400,590	5,438,859	580,653
Federal Revenue	-	-	-	-	54,318	-	-	54,318	-	38,375	54,318	-	294,020	92,693
Other State Revenue	-	18,065	18,065	139,767	32,517	42,351	32,517	64,045	32,570	73,820	64,098	32,570	662,510	112,126
Other Local Revenue	-	-	4,830	4,830	4,830	4,830	4,830	4,830	4,830	4,830	4,830	4,830	48,300	-
Fundraising & Grants	-	-	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	25,000	-
<b>TOTAL REVENUE</b>	<b>-</b>	<b>266,037</b>	<b>345,620</b>	<b>739,792</b>	<b>506,797</b>	<b>462,314</b>	<b>632,542</b>	<b>538,325</b>	<b>524,785</b>	<b>700,178</b>	<b>526,336</b>	<b>440,490</b>	<b>6,468,689</b>	<b>785,472</b>
<b>EXPENSES</b>														
Certificated Salaries	70,170	70,170	253,926	253,926	253,926	253,926	253,926	253,926	253,926	253,926	253,926	253,926	2,679,600	-
Classified Salaries	67,693	67,693	67,693	67,693	67,693	67,693	67,693	67,693	67,693	67,693	67,693	67,693	812,313	-
Employee Benefits	71,844	71,844	108,512	103,294	102,424	102,424	109,382	103,294	103,294	102,424	102,424	102,424	1,183,585	-
Books & Supplies	25,150	25,150	25,150	25,150	25,150	25,150	25,150	25,150	25,150	25,150	25,150	25,150	301,803	-
Services & Other Operating Expenses	19,468	22,863	121,140	118,876	118,876	118,876	118,876	118,876	122,271	118,310	118,310	118,310	1,239,015	3,961
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	555,000	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>	<b>300,575</b>	<b>303,971</b>	<b>622,671</b>	<b>615,189</b>	<b>614,319</b>	<b>614,319</b>	<b>621,277</b>	<b>615,189</b>	<b>618,584</b>	<b>613,753</b>	<b>613,753</b>	<b>613,753</b>	<b>6,771,315</b>	<b>3,961</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>(300,575)</b>	<b>(37,933)</b>	<b>(277,051)</b>	<b>124,603</b>	<b>(107,522)</b>	<b>(152,005)</b>	<b>11,265</b>	<b>(76,864)</b>	<b>(93,799)</b>	<b>86,425</b>	<b>(87,418)</b>	<b>(173,263)</b>	<b>(302,627)</b>	<b>781,511</b>
Revenues - Prior Year Accruals	512,149	205,238	70,818	-	-	-	-	-	-	-	-	-	-	-
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	46,250	-
Expenses - Prior Year Accruals	(1,943)	(1,943)	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Ending Cash</b>	<b>5,801,668</b>	<b>6,013,280</b>	<b>5,853,296</b>	<b>6,024,150</b>	<b>5,962,877</b>	<b>5,857,122</b>	<b>5,914,637</b>	<b>5,884,023</b>	<b>5,836,474</b>	<b>5,969,149</b>	<b>5,927,982</b>	<b>5,800,969</b>		

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

	2022-23													
	Actuals & Forecast													Remaining Balance
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	
<b>Beginning Cash</b>	<b>5,800,969</b>	<b>6,044,922</b>	<b>6,248,522</b>	<b>6,069,434</b>	<b>6,221,262</b>	<b>6,140,967</b>	<b>6,016,189</b>	<b>6,054,655</b>	<b>6,005,016</b>	<b>5,938,220</b>	<b>6,051,731</b>	<b>5,991,399</b>		
<b>REVENUE</b>														
LCFF Entitlement	-	247,977	320,230	592,703	412,640	412,640	592,703	412,640	484,893	580,661	400,598	400,598	5,438,947	580,661
Federal Revenue	-	-	-	-	54,318	-	-	54,318	-	38,375	54,318	-	294,020	92,693
Other State Revenue	-	18,078	18,078	139,791	32,541	42,375	32,541	64,069	32,440	73,690	63,968	32,440	662,008	111,996
Other Local Revenue	-	-	4,830	4,830	4,830	4,830	4,830	4,830	4,830	4,830	4,830	4,830	48,300	-
Fundraising & Grants	-	-	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	25,000	-
<b>TOTAL REVENUE</b>	<b>-</b>	<b>266,055</b>	<b>345,638</b>	<b>739,824</b>	<b>506,829</b>	<b>462,346</b>	<b>632,574</b>	<b>538,356</b>	<b>524,664</b>	<b>700,057</b>	<b>526,214</b>	<b>440,369</b>	<b>6,468,275</b>	<b>785,350</b>
<b>EXPENSES</b>														
Certificated Salaries	71,924	71,924	260,274	260,274	260,274	260,274	260,274	260,274	260,274	260,274	260,274	260,274	2,746,590	-
Classified Salaries	69,724	69,724	69,724	69,724	69,724	69,724	69,724	69,724	69,724	69,724	69,724	69,724	836,682	-
Employee Benefits	76,304	76,304	117,554	112,316	111,443	111,443	118,428	112,316	112,316	111,443	111,443	111,443	1,282,750	-
Books & Supplies	25,420	25,420	25,420	25,420	25,420	25,420	25,420	25,420	25,420	25,420	25,420	25,420	305,039	-
Services & Other Operating Expenses	19,494	22,957	122,572	120,263	120,263	120,263	120,263	120,263	123,726	119,686	119,686	119,686	1,253,162	4,040
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	555,000	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>	<b>309,116</b>	<b>312,579</b>	<b>641,794</b>	<b>634,246</b>	<b>633,373</b>	<b>633,373</b>	<b>640,358</b>	<b>634,246</b>	<b>637,709</b>	<b>632,796</b>	<b>632,796</b>	<b>632,796</b>	<b>6,979,224</b>	<b>4,040</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>(309,116)</b>	<b>(46,524)</b>	<b>(296,156)</b>	<b>105,578</b>	<b>(126,545)</b>	<b>(171,028)</b>	<b>(7,784)</b>	<b>(95,890)</b>	<b>(113,046)</b>	<b>67,261</b>	<b>(106,582)</b>	<b>(192,427)</b>	<b>(510,948)</b>	<b>781,310</b>
Revenues - Prior Year Accruals	508,799	205,855	70,818	-	-	-	-	-	-	-	-	-	-	-
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	46,250	-
Expenses - Prior Year Accruals	(1,981)	(1,981)	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Ending Cash</b>	<b>6,044,922</b>	<b>6,248,522</b>	<b>6,069,434</b>	<b>6,221,262</b>	<b>6,140,967</b>	<b>6,016,189</b>	<b>6,054,655</b>	<b>6,005,016</b>	<b>5,938,220</b>	<b>6,051,731</b>	<b>5,991,399</b>	<b>5,845,221</b>		

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

	2023-24													
	Actuals & Forecast													Remaining Balance
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	
<b>Beginning Cash</b>	<b>5,845,221</b>	<b>6,081,630</b>	<b>6,277,713</b>	<b>6,084,154</b>	<b>6,221,556</b>	<b>6,126,840</b>	<b>5,987,641</b>	<b>6,011,658</b>	<b>5,947,593</b>	<b>5,866,403</b>	<b>5,965,604</b>	<b>5,890,962</b>		
<b>REVENUE</b>														
LCFF Entitlement	-	247,977	320,230	592,703	412,640	412,640	592,703	412,640	484,893	580,661	400,598	400,598	5,438,947	580,661
Federal Revenue	-	-	-	-	54,318	-	-	54,318	-	38,375	54,318	-	294,020	92,693
Other State Revenue	-	18,053	18,053	139,746	32,496	42,330	32,496	64,023	32,496	73,746	64,023	32,496	662,008	112,051
Other Local Revenue	-	-	4,830	4,830	4,830	4,830	4,830	4,830	4,830	4,830	4,830	4,830	48,300	-
Fundraising & Grants	-	-	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	25,000	-
<b>TOTAL REVENUE</b>	<b>-</b>	<b>266,030</b>	<b>345,613</b>	<b>739,779</b>	<b>506,783</b>	<b>462,300</b>	<b>632,529</b>	<b>538,311</b>	<b>524,719</b>	<b>700,112</b>	<b>526,269</b>	<b>440,424</b>	<b>6,468,275</b>	<b>785,405</b>
<b>EXPENSES</b>														
Certificated Salaries	73,723	73,723	266,781	266,781	266,781	266,781	266,781	266,781	266,781	266,781	266,781	266,781	2,815,255	-
Classified Salaries	71,815	71,815	71,815	71,815	71,815	71,815	71,815	71,815	71,815	71,815	71,815	71,815	861,783	-
Employee Benefits	79,495	79,495	121,667	116,408	115,531	115,531	122,543	116,408	116,408	115,531	115,531	115,531	1,330,079	-
Books & Supplies	25,695	25,695	25,695	25,695	25,695	25,695	25,695	25,695	25,695	25,695	25,695	25,695	308,340	-
Services & Other Operating Expenses	19,521	23,053	124,032	121,678	121,678	121,678	121,678	121,678	125,210	121,089	121,089	121,089	1,267,591	4,121
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	555,000	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>	<b>316,499</b>	<b>320,031</b>	<b>656,240</b>	<b>648,626</b>	<b>647,750</b>	<b>647,750</b>	<b>654,762</b>	<b>648,626</b>	<b>652,159</b>	<b>647,161</b>	<b>647,161</b>	<b>647,161</b>	<b>7,138,047</b>	<b>4,121</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>(316,499)</b>	<b>(54,001)</b>	<b>(310,627)</b>	<b>91,153</b>	<b>(140,966)</b>	<b>(185,449)</b>	<b>(22,233)</b>	<b>(110,315)</b>	<b>(127,440)</b>	<b>52,951</b>	<b>(120,892)</b>	<b>(206,737)</b>	<b>(669,772)</b>	<b>781,284</b>
Revenues - Prior Year Accruals	508,678	205,855	70,818	-	-	-	-	-	-	-	-	-	-	-
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	46,250	-
Expenses - Prior Year Accruals	(2,020)	(2,020)	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Ending Cash</b>	<b>6,081,630</b>	<b>6,277,713</b>	<b>6,084,154</b>	<b>6,221,556</b>	<b>6,126,840</b>	<b>5,987,641</b>	<b>6,011,658</b>	<b>5,947,593</b>	<b>5,866,403</b>	<b>5,965,604</b>	<b>5,890,962</b>	<b>5,730,475</b>		

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

	2024-25													
	Actuals & Forecast													Remaining Balance
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	
<b>Beginning Cash</b>	<b>5,730,475</b>	<b>5,972,691</b>	<b>6,174,455</b>	<b>5,990,320</b>	<b>6,132,099</b>	<b>6,040,910</b>	<b>5,905,237</b>	<b>5,939,576</b>	<b>5,879,887</b>	<b>5,803,003</b>	<b>5,905,743</b>	<b>5,834,639</b>		
<b>REVENUE</b>														
LCFF Entitlement	-	247,977	320,230	592,703	412,640	412,640	592,703	412,640	484,893	580,661	400,598	400,598	5,438,947	580,661
Federal Revenue	-	-	-	-	54,318	-	-	54,318	-	38,375	54,318	-	294,020	92,693
Other State Revenue	-	18,053	18,053	139,746	32,496	42,330	32,496	64,023	32,496	73,746	64,023	32,496	662,008	112,051
Other Local Revenue	-	-	4,830	4,830	4,830	4,830	4,830	4,830	4,830	4,830	4,830	4,830	48,300	-
Fundraising & Grants	-	-	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	25,000	-
<b>TOTAL REVENUE</b>	<b>-</b>	<b>266,030</b>	<b>345,613</b>	<b>739,779</b>	<b>506,783</b>	<b>462,300</b>	<b>632,529</b>	<b>538,311</b>	<b>524,719</b>	<b>700,112</b>	<b>526,269</b>	<b>440,424</b>	<b>6,468,275</b>	<b>785,405</b>
<b>EXPENSES</b>														
Certificated Salaries	73,723	73,723	266,781	266,781	266,781	266,781	266,781	266,781	266,781	266,781	266,781	266,781	2,815,255	-
Classified Salaries	71,815	71,815	71,815	71,815	71,815	71,815	71,815	71,815	71,815	71,815	71,815	71,815	861,783	-
Employee Benefits	73,396	73,396	110,471	110,308	110,281	110,281	110,498	110,308	110,308	110,281	110,281	110,281	1,250,089	-
Books & Supplies	25,976	25,976	25,976	25,976	25,976	25,976	25,976	25,976	25,976	25,976	25,976	25,976	311,707	-
Services & Other Operating Expenses	19,548	23,151	125,522	123,120	123,120	123,120	123,120	123,120	126,723	122,520	122,520	122,520	1,282,308	4,204
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>	<b>264,457</b>	<b>268,060</b>	<b>600,565</b>	<b>598,000</b>	<b>597,973</b>	<b>597,973</b>	<b>598,190</b>	<b>598,000</b>	<b>601,603</b>	<b>597,372</b>	<b>597,372</b>	<b>597,372</b>	<b>6,521,142</b>	<b>4,204</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>(264,457)</b>	<b>(2,030)</b>	<b>(254,952)</b>	<b>141,779</b>	<b>(91,189)</b>	<b>(135,672)</b>	<b>34,339</b>	<b>(59,689)</b>	<b>(76,884)</b>	<b>102,740</b>	<b>(71,103)</b>	<b>(156,949)</b>	<b>(52,867)</b>	<b>781,202</b>
Revenues - Prior Year Accruals	508,733	205,855	70,818	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fixed Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	(2,061)	(2,061)	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Ending Cash</b>	<b>5,972,691</b>	<b>6,174,455</b>	<b>5,990,320</b>	<b>6,132,099</b>	<b>6,040,910</b>	<b>5,905,237</b>	<b>5,939,576</b>	<b>5,879,887</b>	<b>5,803,003</b>	<b>5,905,743</b>	<b>5,834,639</b>	<b>5,677,691</b>		



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

	Actual			YTD	Budget			Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
	Mar	Apr	May	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast			
<b>SUMMARY</b>										
<b>Revenue</b>										
LCFF Entitlement	946,786	844,767	-	4,396,195	5,914,181	5,943,196	5,943,196	-	1,547,001	74%
Federal Revenue	3,300	110,506	-	194,844	287,250	298,846	298,846	-	104,002	65%
Other State Revenues	73,468	101,419	27,465	532,038	607,610	653,071	653,071	-	121,033	81%
Local Revenues	2,979	2,516	651	51,100	48,300	49,800	49,800	-	(1,300)	103%
Fundraising and Grants	8,203	90	39	47,655	57,200	57,200	62,200	5,000	14,545	77%
<b>Total Revenue</b>	<b>1,034,736</b>	<b>1,059,298</b>	<b>28,154</b>	<b>5,221,833</b>	<b>6,914,541</b>	<b>7,002,114</b>	<b>7,007,114</b>	<b>5,000</b>	<b>1,785,281</b>	<b>75%</b>
<b>Expenses</b>										
Compensation and Benefits	417,161	417,162	387,319	3,933,307	4,481,092	4,494,099	4,488,111	5,988	554,805	88%
Books and Supplies	12,099	5,782	5,260	237,597	373,855	394,422	333,121	61,302	95,523	71%
Services and Other Operating Expenditures	185,818	(691)	59,007	947,254	1,365,719	1,300,549	1,308,737	(8,188)	361,483	72%
Depreciation	61,044	1,247,640	120,126	1,932,854	555,000	555,000	555,000	-	(1,377,854)	348%
Other Outflows	10,238	643	24,321	97,566	-	-	-	-	(97,566)	
<b>Total Expenses</b>	<b>686,360</b>	<b>1,670,536</b>	<b>596,033</b>	<b>7,148,578</b>	<b>6,775,665</b>	<b>6,744,070</b>	<b>6,684,969</b>	<b>59,101</b>	<b>(463,609)</b>	<b>107%</b>
<b>Operating Income</b>	<b>348,376</b>	<b>(611,237)</b>	<b>(567,878)</b>	<b>(1,926,746)</b>	<b>138,876</b>	<b>258,043</b>	<b>322,144</b>	<b>64,101</b>	<b>2,248,890</b>	
<b>Fund Balance</b>										
Beginning Balance (Unaudited)					9,247,014	9,396,280	9,396,280			
Operating Income					138,876	258,043	322,144			
<b>Ending Fund Balance</b>					<b>9,385,889</b>	<b>9,654,323</b>	<b>9,718,424</b>			
Fund Balance as a % of Expenses					139%	143%	145%			

Language Academy  
Income Statement  
As of May FY2020

	Actual			YTD	Budget					
	Mar	Apr	May	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast 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	197	197	-		
7-8					132	130	130	-		
<b>Total Enrolled</b>					<b>612</b>	<b>609</b>	<b>609</b>	-		
<b>ADA %</b>										
K-3					95.0%	96.3%	96.3%	0.0%		
4-6					95.0%	97.7%	97.7%	0.0%		
7-8					95.0%	93.6%	93.6%	0.0%		
<b>Average ADA %</b>					<b>95.0%</b>	<b>96.2%</b>	<b>96.2%</b>	<b>0.0%</b>		
<b>ADA</b>										
K-3					267.90	271.59	271.59	-		
4-6					188.10	192.41	192.41	-		
7-8					125.40	121.73	121.73	-		
<b>Total ADA</b>					<b>581.40</b>	<b>585.73</b>	<b>585.73</b>	-		

**Language Academy**  
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	Actual			YTD	Budget			Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent	
	Mar	Apr	May	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast				
<b>REVENUE</b>											
<b>LCFF Entitlement</b>											
8011	Charter Schools General Purpose Entitlement - State Aid	658,408	321,143	-	2,703,351	3,911,341	3,810,067	4,010,780	200,714	1,307,429	67%
8012	Education Protection Account Entitlement	-	258,731	-	730,999	858,517	923,895	723,182	(200,714)	(7,817)	101%
8096	Charter Schools in Lieu of Property Taxes	288,378	264,893	-	961,845	1,144,323	1,209,234	1,209,234	-	247,389	80%
	<b>SUBTOTAL - LCFF Entitlement</b>	<b>946,786</b>	<b>844,767</b>	<b>-</b>	<b>4,396,195</b>	<b>5,914,181</b>	<b>5,943,196</b>	<b>5,943,196</b>	<b>0</b>	<b>1,547,001</b>	<b>74%</b>
<b>Federal Revenue</b>											
8181	Special Education - Entitlement	-	-	-	-	76,125	80,386	80,386	-	80,386	0%
8291	Title I	-	99,920	-	179,686	177,789	179,686	179,686	-	-	100%
8292	Title II	-	6,096	-	7,368	23,336	24,385	24,385	-	17,017	30%
8294	Title IV	3,300	3,300	-	6,600	10,000	13,199	13,199	-	6,599	50%
8297	PY Federal - Not Accrued	-	1,190	-	1,190	-	1,190	1,190	-	-	100%
	<b>SUBTOTAL - Federal Revenue</b>	<b>3,300</b>	<b>110,506</b>	<b>-</b>	<b>194,844</b>	<b>287,250</b>	<b>298,846</b>	<b>298,846</b>	<b>-</b>	<b>104,002</b>	<b>65%</b>
<b>Other State Revenue</b>											
8319	Other State Apportionments - Prior Years	-	-	-	5,460	-	5,460	5,460	-	(0)	100%
8381	Special Education - Entitlement (State	54,988	27,494	27,465	277,307	315,700	315,123	315,123	-	37,816	88%
8382	Special Education Reimbursement (State	18,480	-	-	18,480	-	18,480	18,480	-	-	100%
8550	Mandated Cost Reimbursements	-	-	-	9,813	9,504	9,813	9,813	-	(0)	100%
8560	State Lottery Revenue	-	29,535	-	60,048	118,606	126,637	126,637	-	66,589	47%
8596	Other State Revenue 6	-	44,390	-	160,930	163,800	177,559	177,559	-	16,629	91%
	<b>SUBTOTAL - Other State Revenue</b>	<b>73,468</b>	<b>101,419</b>	<b>27,465</b>	<b>532,038</b>	<b>607,610</b>	<b>653,071</b>	<b>653,071</b>	<b>-</b>	<b>121,033</b>	<b>81%</b>
<b>Local Revenue</b>											
8636	Uniforms	-	-	-	6,611	12,000	12,000	12,000	-	5,389	55%
8638	Merchandise Sales	-	-	-	-	1,300	1,300	1,300	-	1,300	0%
8650	Leases and Rentals	500	250	-	1,250	-	-	-	-	(1,250)	
8660	Interest	657	1,624	651	11,148	9,000	10,500	10,500	-	(648)	106%
8670	Fees and Contracts	262	-	-	2,262	6,000	6,000	6,000	-	3,738	38%
8693	Field Trips	-	-	-	44	15,000	15,000	15,000	-	14,956	0%
8699	All Other Local Revenue	344	-	-	3,125	5,000	5,000	5,000	-	1,875	63%
8999	Uncategorized Revenue	1,216	643	-	26,659	-	-	-	-	(26,659)	
	<b>SUBTOTAL - Local Revenue</b>	<b>2,979</b>	<b>2,516</b>	<b>651</b>	<b>51,100</b>	<b>48,300</b>	<b>49,800</b>	<b>49,800</b>	<b>-</b>	<b>(1,300)</b>	<b>103%</b>
<b>Fundraising and Grants</b>											
8801	Donations - Parents	1,261	-	-	17,093	17,200	17,200	17,200	-	107	99%
8802	Donations - Private	300	-	-	1,480	15,000	15,000	15,000	-	13,520	10%
8803	Fundraising	6,642	90	39	29,082	25,000	25,000	30,000	5,000	918	97%
	<b>SUBTOTAL - Fundraising and Grants</b>	<b>8,203</b>	<b>90</b>	<b>39</b>	<b>47,655</b>	<b>57,200</b>	<b>57,200</b>	<b>62,200</b>	<b>5,000</b>	<b>14,545</b>	<b>77%</b>
<b>TOTAL REVENUE</b>											
		<b>1,034,736</b>	<b>1,059,298</b>	<b>28,154</b>	<b>5,221,833</b>	<b>6,914,541</b>	<b>7,002,114</b>	<b>7,007,114</b>	<b>5,000</b>	<b>1,785,281</b>	<b>75%</b>

**Language Academy**  
**Income Statement**  
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	Actual			YTD	Budget			Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent	
	Mar	Apr	May	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast				
<b>EXPENSES</b>											
<b>Compensation &amp; Benefits</b>											
<b>Certificated Salaries</b>											
1100	Teachers Salaries	178,328	181,065	181,702	1,633,602	1,865,033	1,865,033	1,865,033	-	231,431	88%
1101	Teacher - Stipends	6,265	4,415	8,700	67,217	38,633	39,663	59,663	(20,000)	(7,554)	113%
1103	Teacher - Substitute Pay	6,272	5,688	-	21,675	72,000	47,000	22,000	25,000	325	99%
1300	Certificated Supervisor & Administrator Salaries	9,405	9,405	9,405	103,289	110,905	110,905	110,905	-	7,616	93%
1311	Cert Admin - Custom 1	36,535	34,528	34,528	330,537	353,840	353,840	353,840	-	23,303	93%
1920	Other Cert - Summer	-	-	-	1,745	17,220	17,220	17,220	-	15,475	10%
1940	Academic Accountability & Intervention	10,517	10,517	10,517	94,649	156,582	104,166	104,166	-	9,517	91%
	<b>SUBTOTAL - Certificated Salaries</b>	<b>247,321</b>	<b>245,617</b>	<b>244,851</b>	<b>2,252,713</b>	<b>2,614,212</b>	<b>2,537,826</b>	<b>2,532,826</b>	<b>5,000</b>	<b>280,114</b>	<b>89%</b>
<b>Classified Salaries</b>											
2100	Classified Instructional Aide Salaries	4,152	5,501	4,222	30,362	31,585	31,585	31,585	-	1,222	96%
2103	SPED Classified	10,631	15,645	11,008	85,990	107,798	107,798	107,798	-	21,808	80%
2200	Classified Support Salaries	7,111	10,792	7,205	52,664	74,371	74,371	74,371	-	21,707	71%
2300	Classified Supervisor & Administrator Salaries	9,025	10,934	8,205	119,378	140,443	140,443	140,443	-	21,065	85%
2400	Classified Clerical & Office Salaries	10,395	12,162	10,320	88,082	109,584	108,554	108,554	-	20,471	81%
2900	Classified Other Salaries	2,348	1,911	2,184	28,160	-	52,416	52,416	-	24,256	54%
2905	Other Classified - After School	17,929	23,207	16,487	144,624	174,140	174,140	174,140	-	29,516	83%
2925	Other Classified - Childcare	-	-	-	52	2,080	2,080	2,080	-	2,028	3%
2930	Other Classified - Maintenance/grounds	9,504	14,097	9,688	89,004	104,513	104,513	104,513	-	15,509	85%
	<b>SUBTOTAL - Classified Salaries</b>	<b>71,096</b>	<b>94,249</b>	<b>69,318</b>	<b>638,317</b>	<b>744,513</b>	<b>795,899</b>	<b>795,899</b>	<b>-</b>	<b>157,583</b>	<b>80%</b>
<b>Employee Benefits</b>											
3100	STRS	41,544	40,515	40,725	377,261	424,311	430,199	429,344	855	52,083	88%
3300	OASDI-Medicare-Alternative	9,388	11,230	8,838	82,170	98,026	97,961	97,888	73	15,718	84%
3400	Health & Welfare Benefits	43,564	22,778	21,464	540,053	527,310	560,000	560,000	-	19,947	96%
3500	Unemployment Insurance	156	169	156	1,429	17,886	17,680	17,680	-	16,251	8%
3600	Workers Comp Insurance	2,135	-	-	23,477	40,305	40,005	39,945	60	16,468	59%
3700	Retiree Benefits	1,957	2,604	1,967	8,345	-	-	-	-	(8,345)	-
3900	Other Employee Benefits	-	-	-	9,542	14,528	14,528	14,528	-	4,986	66%
	<b>SUBTOTAL - Employee Benefits</b>	<b>98,744</b>	<b>77,296</b>	<b>73,150</b>	<b>1,042,277</b>	<b>1,122,366</b>	<b>1,160,373</b>	<b>1,159,385</b>	<b>988</b>	<b>117,108</b>	<b>90%</b>
<b>Books &amp; Supplies</b>											
4100	Approved Textbooks & Core Curricula Materials	-	-	4,840	36,800	112,500	111,949	50,547	61,402	13,747	73%
4101	SPED Textbooks	335	-	-	2,557	7,344	7,308	7,308	-	4,751	35%
4200	Books & Other Reference Materials	3,990	4,764	220	69,300	79,160	108,402	108,402	-	39,102	64%
4201	Library Resources	531	-	-	14,373	12,485	14,616	14,616	-	243	98%
4315	Custodial Supplies	1,991	39	461	12,794	18,360	18,360	18,360	-	5,566	70%
4325	Instructional Materials & Supplies	1,558	892	-	18,831	29,040	28,898	28,898	-	10,067	65%
4330	Office Supplies	999	87	(378)	16,878	18,360	23,400	23,400	-	6,522	72%
4335	PE Supplies	43	-	-	2,767	6,090	6,090	6,090	-	3,323	45%
4340	Professional Development Supplies	102	-	-	650	4,794	1,000	1,000	-	350	65%
4352	Garden	-	-	-	-	2,000	2,000	2,000	-	2,000	0%
4354	ASES Materials	324	-	-	8,694	2,000	9,000	9,000	-	306	97%
4355	Summer Preschool	-	-	-	163	1,200	200	200	-	37	82%

**Language Academy**  
**Income Statement**  
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	Actual			YTD	Budget					
	Mar	Apr	May	Actual YTD	Approved	Previous	Current	Previous	Current	% Current
					Budget v1	Forecast	Forecast	Forecast vs. Current	Forecast Remaining	Forecast Spent
4356 SPED Consumables	1,225	-	116	10,153	9,782	10,100	10,200	(100)	47	100%
4410 Classroom Furniture, Equipment & Supplies	-	-	-	4,777	10,200	5,000	5,000	-	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	999	-	-	2,024	5,100	5,100	5,100	-	3,076	40%
4430 Non Classroom Related Furniture, Equipment & Supplies	-	-	-	5,625	22,440	10,000	10,000	-	4,375	56%
<b>SUBTOTAL - Books and Supplies</b>	<b>12,099</b>	<b>5,782</b>	<b>5,260</b>	<b>237,597</b>	<b>373,855</b>	<b>394,422</b>	<b>333,121</b>	<b>61,302</b>	<b>95,523</b>	<b>71%</b>
<b>Services &amp; Other Operating Expenses</b>										
5210 Conference Fees	-	(16,975)	-	(13,579)	20,000	5,000	5,000	-	18,579	-272%
5215 Travel - Mileage, Parking, Tolls	2,741	-	-	5,664	9,588	7,000	7,000	-	1,336	81%
5220 Travel and Lodging	950	-	-	4,312	28,970	8,000	8,000	-	3,688	54%
5305 Dues & Membership - Professional	-	-	-	7,938	10,200	10,200	10,200	-	2,262	78%
5450 Insurance - Other	5,022	-	-	55,249	51,000	55,249	55,249	-	-	100%
5515 Janitorial, Gardening Services & Supplies	8,454	-	-	79,026	165,084	165,084	165,084	-	86,058	48%
5535 Utilities - All Utilities	-	-	-	86,540	97,920	97,920	97,920	-	11,380	88%
5605 Equipment Leases	2,624	-	2,624	27,311	34,639	34,639	34,639	-	7,328	79%
5610 Rent	41,813	-	-	70,839	99,210	99,210	99,210	-	28,371	71%
5615 Repairs and Maintenance - Building	-	-	-	1,775	10,200	10,200	10,200	-	8,425	17%
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	-	-	-	11,495	11,220	12,720	12,720	-	1,225	90%
5804 Parent Trainings	-	-	-	-	1,000	1,000	1,000	-	1,000	0%
5805 Administrative Fees	-	115	6,298	29,387	19,132	23,000	30,000	(7,000)	613	98%
5806 Assemblies	-	-	520	520	3,774	3,774	3,774	-	3,254	14%
5809 Banking Fees	32	1	57	211	428	428	428	-	218	49%
5810 Service 4	-	-	-	8	-	-	-	-	(8)	
5812 Business Services	6,417	-	6,417	57,750	95,000	77,000	77,000	-	19,250	75%
5813 Board Development	-	-	-	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	39,711	-	-	64,220	59,142	64,004	64,232	(228)	12	100%
5830 Field Trips Expenses	4,355	(1,572)	-	34,135	56,304	40,000	40,000	-	5,865	85%
5833 Fines and Penalties	-	-	-	226	563	563	563	-	337	40%
5836 Fingerprinting	96	64	-	768	816	816	816	-	48	94%
5839 Fundraising Expenses	16,030	1,637	11,821	51,325	36,700	38,000	49,000	(11,000)	(2,325)	105%
5843 Interest - Loans Less than 1 Year	-	-	-	-	110,370	110,370	110,370	-	110,370	0%
5845 Legal Fees	88	-	510	3,525	10,200	10,200	10,200	-	6,675	35%
5851 Marketing and Student Recruiting	-	-	-	-	1,224	1,224	1,224	-	1,224	0%
5857 Payroll Fees	1,354	1,163	1,349	14,314	15,300	15,300	15,300	-	986	94%
5860 Printing and Reproduction	9	1,110	585	23,512	28,000	28,000	28,000	-	4,488	84%
5861 Prior Yr Exp (not accrued)	-	-	-	2,803	-	4,924	4,924	-	2,121	57%
5863 Professional Development	500	-	270	30,198	34,500	34,500	34,500	-	4,302	88%
5869 Special Education Contract Instructors	35,196	7,647	23,442	170,048	165,240	165,240	171,000	(5,760)	952	99%
5874 Sports	1,071	-	-	4,186	15,530	15,530	15,530	-	11,343	27%
5875 Staff Recruiting	-	-	-	750	1,020	1,020	1,020	-	270	74%
5878 Student Assessment	47	-	269	10,968	12,852	12,789	12,789	-	1,821	86%
5880 Student Health Services	-	-	-	-	3,121	3,106	3,106	-	3,106	0%
5881 Student Information System	-	-	-	12,661	16,524	16,443	16,443	-	3,782	77%
5884 Substitutes	11,285	-	745	29,589	25,000	50,000	31,000	19,000	1,411	95%
5887 Technology Services	3,390	4,748	1,845	29,757	20,000	28,000	30,000	(2,000)	243	99%

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

	Actual			YTD	Budget			Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
	Mar	Apr	May	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast			
5893 Transportation - Student	-	-	-	-	51,000	-	-	-	-	-
5910 Communications - Internet / Website Fees	107	-	547	16,069	4,896	19,200	19,200	-	3,131	84%
5915 Postage and Delivery	354	220	556	2,724	1,800	2,796	2,796	-	73	97%
5920 Communications - Telephone & Fax	4,173	1,152	1,152	18,907	28,152	18,000	19,200	(1,200)	293	98%
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>185,818</b>	<b>(691)</b>	<b>59,007</b>	<b>947,254</b>	<b>1,365,719</b>	<b>1,300,549</b>	<b>1,308,737</b>	<b>(8,188)</b>	<b>361,483</b>	<b>72%</b>
<b>Capital Outlay &amp; Depreciation</b>										
6100 Sites & Improvement of Sites	17,315	1,203,910	76,397	1,443,053	-	-	-	-	(1,443,053)	-
6900 Depreciation	43,729	43,729	43,729	489,801	555,000	555,000	555,000	-	65,199	88%
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>	<b>61,044</b>	<b>1,247,640</b>	<b>120,126</b>	<b>1,932,854</b>	<b>555,000</b>	<b>555,000</b>	<b>555,000</b>	<b>-</b>	<b>(1,377,854)</b>	<b>348%</b>
<b>Other Outflows</b>										
7438 Long term debt - Interest	-	-	-	52,218	-	-	-	-	(52,218)	-
7999 Uncategorized Expense	10,238	643	24,321	45,349	-	-	-	-	(45,349)	-
<b>SUBTOTAL - Other Outflows</b>	<b>10,238</b>	<b>643</b>	<b>24,321</b>	<b>97,566</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(97,566)</b>	<b>-</b>
<b>TOTAL EXPENSES</b>	<b>686,360</b>	<b>1,670,536</b>	<b>596,033</b>	<b>7,148,578</b>	<b>6,775,665</b>	<b>6,744,070</b>	<b>6,684,969</b>	<b>59,101</b>	<b>(463,609)</b>	<b>107%</b>

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

	2019-20												Forecast	Remaining Balance
	Actuals & Forecast													
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Forecast		
<b>Beginning Cash</b>	<b>6,090,438</b>	<b>6,774,506</b>	<b>6,424,041</b>	<b>6,601,969</b>	<b>6,510,588</b>	<b>6,821,534</b>	<b>6,748,756</b>	<b>6,177,087</b>	<b>6,305,063</b>	<b>6,701,606</b>	<b>6,205,761</b>	<b>5,739,896</b>		
<b>REVENUE</b>														
LCFF Entitlement	-	-	610,913	337,265	745,800	337,265	-	573,399	946,786	844,767	-	839,450	5,943,196	707,552
Federal Revenue	-	-	-	-	-	-	-	81,038	3,300	110,506	-	9,492	298,846	94,511
Other State Revenue	15,815	15,215	27,611	27,386	27,386	152,612	27,386	36,275	73,468	101,419	27,465	3,874	653,071	117,159
Other Local Revenue	5,088	2,814	7,662	2,632	3,080	19,492	1,634	2,553	2,979	2,516	651	(1,300)	49,800	-
Fundraising & Grants	567	47	8,417	6,949	112	22,640	-	592	8,203	90	39	14,545	62,200	-
<b>TOTAL REVENUE</b>	<b>21,470</b>	<b>18,076</b>	<b>654,603</b>	<b>374,231</b>	<b>776,378</b>	<b>532,010</b>	<b>29,020</b>	<b>693,858</b>	<b>1,034,736</b>	<b>1,059,298</b>	<b>28,154</b>	<b>866,060</b>	<b>7,007,114</b>	<b>919,221</b>
<b>EXPENSES</b>														
Certificated Salaries	16,522	27,366	243,874	232,343	255,441	248,283	242,445	248,649	247,321	245,617	244,851	280,114	2,532,826	-
Classified Salaries	24,458	69,362	68,488	71,586	85,040	9,105	9,952	65,662	71,096	94,249	69,318	157,583	795,899	-
Employee Benefits	135,391	73,565	77,383	93,606	96,514	86,742	114,751	115,134	98,744	77,296	73,150	117,108	1,159,385	-
Books & Supplies	67,853	30,245	21,828	39,549	7,244	8,169	25,419	14,149	12,099	5,782	5,260	95,523	333,121	-
Services & Other Operating Expenses	131,901	53,959	46,701	64,745	42,897	111,180	180,196	71,541	185,818	(691)	59,007	356,987	1,308,737	4,496
Capital Outlay & Depreciation	-	92,537	45,718	44,300	69,000	62,540	43,729	146,221	61,044	1,247,640	120,126	65,199	555,000	(1,443,053)
Other Outflows	7	1,555	2,422	2,812	-	52,364	403	2,800	10,238	643	24,321	(97,566)	-	-
<b>TOTAL EXPENSES</b>	<b>376,132</b>	<b>348,590</b>	<b>506,413</b>	<b>548,942</b>	<b>556,137</b>	<b>578,383</b>	<b>616,897</b>	<b>664,158</b>	<b>686,360</b>	<b>1,670,536</b>	<b>596,033</b>	<b>974,948</b>	<b>6,684,969</b>	<b>(1,438,557)</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>(354,662)</b>	<b>(330,514)</b>	<b>148,189</b>	<b>(174,710)</b>	<b>220,241</b>	<b>(46,373)</b>	<b>(587,877)</b>	<b>29,700</b>	<b>348,376</b>	<b>(611,237)</b>	<b>(567,878)</b>	<b>(108,888)</b>	<b>322,144</b>	<b>2,357,779</b>
Revenues - Prior Year Accruals	1,042,139	87,043	10,100	53,750	7,945	-	-	337	4,824	10,968	-	252,455		
Accounts Receivable - Current Year	154	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	51,162	-	-	-	-	-	-	-	-	-	(9,105)	-		
Fixed Assets	-	92,537	45,718	44,300	44,300	44,300	43,729	43,729	43,729	43,729	43,729	65,199		
Expenses - Prior Year Accruals	(8,573)	-	-	(36,605)	-	-	-	-	-	-	-	(100,228)		
Accounts Payable - Current Year	66,592	(87,337)	(50,848)	(1,578)	12,568	(14,358)	(52,339)	30,010	(24,522)	36,290	49,585	(15,650)		
Summerholdback for Teachers	(112,744)	(112,194)	24,768	23,463	25,893	24,656	24,818	24,200	24,136	24,405	17,803	-		
Loans Payable (Long Term)	-	-	-	-	-	(81,004)	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	(966,766)		
<b>Ending Cash</b>	<b>6,774,506</b>	<b>6,424,041</b>	<b>6,601,969</b>	<b>6,510,588</b>	<b>6,821,534</b>	<b>6,748,756</b>	<b>6,177,087</b>	<b>6,305,063</b>	<b>6,701,606</b>	<b>6,205,761</b>	<b>5,739,896</b>	<b>4,866,016</b>		

**Language Academy**  
**Balance Sheet**  
**As of May FY2020**

	<b>Jun FY2019</b>	<b>May FY2020</b>
<b>ASSETS</b>		
Cash Balance	6,090,438	5,739,896
Accounts Receivable	1,469,714	252,455
Prepays	51,162	9,105
Fixed Assets, Net	8,331,067	7,841,266
<b>TOTAL ASSETS</b>	<b>15,942,381</b>	<b>13,842,721</b>
<b>LIABILITIES &amp; EQUITY</b>		
Accounts Payable	223,209	165,090
Deferred Revenue	966,766	966,766
Current Loans and Other Payables	189,333	155,542
Long-Term Loans and Other Liabilities	5,221,757	5,140,754
Beginning Net Assets	8,340,713	9,396,280
Net Income (Loss) to Date	1,000,602	(1,981,711)
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<b>15,942,381</b>	<b>13,842,721</b>





A California Public School

Agenda Item# IVG

**Board Meeting Date:** June 26, 2020

**Subject:** May 2020 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 May 2020 check register.

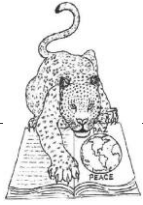
**Documents Attached:**

1. May 2020 Check Register

<b>May 2020</b>				
<b>Members</b>	Aye	Nay	Abstain	Absent
Campa, Aracely				
Ruiz, Nadeen				
De Gonzalez, Julissa				
Petree, Kathy				
Kokayi, Nailah				
Aceves, Fernando				
Vacant				
Jáuregui, Gemma				
Leon, Pedro				
Totals:				

**Estimated Time of Presentation:** 5 min  
**Submitted By:** School Leadership  
**Date:** 6.22.2020

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



A California Public School

Agenda Artículo# IVG

**Fecha de la Reunión:** 26 de junio 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 mayo 2020.

**Documento adjunto:**

1. Registros de la cuenta bancaria del mes de mayo 2020

Mayo 2020				
Members	Aye	Nay	Abstain	Absent
Campa, Aracely				
Ruiz, Nadeen				
De Gonzalez, Julissa				
Petree, Kathy				
Kokayi, Nailah				
Aceves, Fernando				
Vacante				
Jáuregui, Gemma				
Leon, Pedro				
Totals:				

**Tiempo estimado para la presentación:** 5 min.  
**Entregado por:** Liderazgo Escolar  
**Fecha:** 06/22/2020

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

**Language Academy of Sacramento  
Check Register  
May 2020**

Check Date	Check Number	Vendor	Inv Description (Bill)	Amount
5/7/2020	8512	Amour Florist and Bridal	Teacher Appreciation	1,125.00
5/7/2020	8513	AMS.NET	Network Upgrades	250.00
5/7/2020	8514	AT&T	Internet Services	341.07
5/7/2020	8515	De Lage Landen Financial Services	Copy Machine Lease	2,623.56
5/7/2020	8516	Diverse Network Associates, Inc. (CatapultK12)	Website Hosting	99.00
5/7/2020	8517	EdTec Inc.	Back Office Service	6,416.67
5/7/2020	8518	Fagen Friedman & Fulfroost LLP	SPED Legal Services	510.00
5/7/2020	8519 (VOID)	Greg Garcia	Soccer Apparel	1,121.32
5/7/2020	8520	K12 Health	SPED Services	5,074.96
5/7/2020	8521	Learning Solutions	SPED Services	448.88
5/7/2020	8522	Newsela	Curriculum Materials	4,840.00
5/7/2020	8523	Office Depot	Copy Paper	343.55
5/7/2020	8524	Rainforth Grau Architects	Construction Services	76,146.63
5/7/2020	8525	ReadySub	Substitute services	745.00
5/7/2020	8526	Cynthia Suarez	Professional Development	250.00
5/7/2020	8527	Total Education Solutions	SPED Services	7,725.00
5/4/2020	904201904	California Credit Union	Various	3,743.54
5/28/2020	904201905	California Credit Union	Various	10,670.35
<b>Total for May 2020</b>				<b>122,474.53</b>



A California Public School

Agenda Item# IVH

**Board Meeting Date:** June 26, 2020

**Subject: EPA Resolution**

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

**Committee:** School Leadership

**Information:**

The new revenues generated from Proposition 30 are deposited into a newly created state account called the Education Protection Account (EPA). Of the funds in the account, 89 percent is provided to K-12 education.

The table below delineates the estimated EPA funding for the Language Academy of Sacramento for FY 2020-2021 and the proposed spending allocation.

	<b>Estimated Allocation</b>	<b>Approved EPA Spending</b>
<b>FY 2020</b>	726,624	Account Code 1100 - Teacher Salaries

**Recommendation:**

School Leadership requests that the Governing Board review and approve the attached EPA resolution.

**Documents Attached:**

1. EPA Resolution

	Aye	Nay	Abstain	Absent
<b>Members</b>				
Kathy Petree				
Nailah Kokayi				
Fernando Aceves				
Vacant				
Gemma Jáuregui				
Pedro León				
Araceli Campa				
Nadeen Ruiz				
Julissa de González				
<b>Total</b>				

**Estimated Time of Presentation:** 5 min.  
**Submitted By:** School Leadership  
**Date:** 06.22.2020

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



A California Public School

Agenda Artículo# IVH

**Fecha de la Reunión:** 26 de junio del 2020

**Tema: Resolución de EPA**

- 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:** Los ingresos generados mediante la proposición 30 son depositados en una cuenta nueva llamada, cuenta de protección de educación. De los fondos en la cuenta, el 89% es para educación de K-12.

La siguiente imagen delinea los fondos estimados para La Academia de Idiomas para el año fiscal 2020-2021, así como los gastos asignados.

	<b>Asignación estimada</b>	<b>Gastos aprobados por la EPA</b>
<b>FY 2020</b>	726,624	Código de cuenta 1100 – Salarios de los maestros

**Recomendación:**

El Liderazgo Escolar solicita que la Mesa Directiva revise y apruebe la resolución de EPA.

**Documentos adjunto:**

1. Resolución de EPA

<b>MIEMBROS</b>	<b>Aye</b>	<b>Nay</b>	<b>Abstain</b>	<b>Absent</b>
Kathy Petree				
Nailah Kokayi				
Fernando Aceves				
Vacante				
Gemma Jáuregui				
Pedro León				
Araceli Campa				
Nadeen Ruiz				
Julissa de González				
<b>Total</b>				

**Tiempo estimado para la presentación:** 5 min.  
**Entregado por:** School Leadership  
**Fecha:** 06.22.2020

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

**LANGUAGE ACADEMY OF SACRAMENTO RESOLUTION REGARDING THE  
EDUCATION PROTECTION ACCOUNT FOR FY 2021**

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30<sup>th</sup> of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the LANGUAGE ACADEMY OF SACRAMENTO shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of LANGUAGE ACADEMY OF SACRAMENTO;

2. In compliance with Article XIII, Section 36 (e), with the California Constitution, the governing board of LANGUAGE ACADEMY OF SACRAMENTO has determined to spend the monies received from the Education Protection Act as noted below.

	<b>Estimated Allocation</b>	<b>Approved EPA Spending</b>
<b>FY 2021</b>	726,624	Account Code 1100 - Teacher Salaries

Approval of resolution this \_\_\_\_\_, 2020

\_\_\_\_\_  
Pedro León, Secretary or Board Chair



**Language Academy of Sacramento Education Protection Account (EPA) Spending Determination\***

**Estimated Expenditures July 1, 2020 - June 30, 2021**

Education Protection Account (Object Code 8012, Resource Code 1400-0)

	<b>Object Codes</b>	<b>Amount</b>
<b>Amount Available for this Fiscal Year</b>		
Education Protection Account	8012	\$726,624
<b>Expenditures</b>		
Certificated Salaries	1000s	
Teacher Salaries	1100	\$726,624
Administrator Salaries	1300	\$0
Classified Salaries	2000s	\$0
Employee Benefits	3000s	\$0
Books and Supplies	4000s	\$0
Services and Other Operating Expenses	5000s	\$0
Capital Outlay	6000s	\$0
<b>Total Expenditures</b>		<b>\$726,624</b>

\*Estimated EPA Spending based on FCMAT LCFF assumptions per the May Revision to the Governor's Proposed State Budget.

\*Per Proposition 30 and as extended by Proposition 55, EPA funds may not be used for salaries or benefits of administrators or any other administrative costs.



A California Public School

Agenda Item# III

**Board Meeting Date:** June 26, 2020

**Subject:** Board Development

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

**Information:**

Governing Board to complete the following:

1. Governing Board Year End Survey
2. Form 700 for exiting members
3. End of year survey and reflections/recommendations by exiting and continuing board members

Governing Board will need to establish dates for the following:

1. Board meeting dates (2020-2021)
2. Retreats and leadership development

**Attachments:**

- 1) Governing Board Year End Survey

**Estimated Time of Presentation:** 15 min  
**Submitted By:** Board President  
**Date:** 6.23.20

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



A California Public School

Agenda Artículo# III

**Fecha de la Reunión:** 26 de junio de 2020

**Tema: Desarrollo de la Mesa Directiva**

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

**Información:**

Mesa Directiva completará lo siguiente:

1. Encuesta de fin de año de la Mesa Directiva
2. Formulario 700 para miembros salientes.
3. Encuesta de fin de año y reflexiones/recomendaciones por miembros salientes y continuando en la Mesa

La Mesa Directiva deberá establecer fechas para lo siguiente:

1. Fechas de reuniones de la Mesa (2020-21)
2. Retiros y desarrollo de liderazgo.

**Documentos adjuntos:**

- 1) Encuesta de fin de año de la Mesa Directiva

<p><b>Tiempo estimado para la presentación:</b> 15 min.  <b>Entregado por:</b> Presidente de la Mesa Directiva  <b>Fecha:</b> 6.23.20</p>
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<p><b>Páginas pertinentes en:</b>  ( ) La constitución, páginas _____  ( ) MOU, páginas _____</p>
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Board Member Name:

Date:

Issue/Concept	Complete	In Progress	Little/No Progress	Not Applicable	Unknown
Board committees have clear scope of responsibility and charges					
Individuals board members prepare for meetings and participate constructively					
Board has a process for addressing ineffective, destructive, or absentee board members					
Meeting minutes record each board meeting and are distributed promptly after each meeting					
<b>Relationship With Executive Director</b>					
Board selects the Executive Director					
Board develops performance goals\targets and evaluates Executive Director performance each year					
Board has established a plan for succession in the event the Executive Director leaves\retires					
Board has clear understanding with staff regarding where board responsibilities leave off and staff responsibilities begin					
<b>Personnel &amp; Staffing</b>					
Board has adopted\approved a comprehensive set of personnel policies that are in line with all applicable state\federal laws & regulations. Policies are updated at least every third year.					
Clear job description and staffing plans are in place					
<b>Budget &amp; Finance</b>					
Board adopts an annual budget that maximizes the schools resources in support of mission\vision					
Board monitors budget throughout the year					
Board contracts with independent auditor each year, reviews audit report, and takes any needed follow-up action					
Board has adopted an long-term (e.g., 3-year) financial plan in coordination with the school’s overall long-term plans					
Board has adopted a comprehensive set of fiscal management and control policies					
Board oversees all fund-raising activities on behalf of the school					
<b>Instruction and Assessment</b>					
Board has adopted\approval the school’s curriculum and instructional program including Local Accountability Plan					
Board has adopted\approved student achievement goals\standards					
A broad-based assessment system is in place to measure progress toward instructional goals\standards					
Instructional program is in alignment with state requirements and terms of charter					
Student assessment data is assembled in a comprehensive, coherent fashion, presented to the board, and reviewed and analyzed in-depth on a regular basis					
School reports on student achievement to charter granting agency on a regular basis as part of ongoing oversight and renewal process					

Nombre del Miembro de la Mesa:

Fecha:

Asunto/Concepto	Completo	En progreso	Poco/Sin Progreso	No aplica	Desconocido
Los comités de la Mesa tienen un claro alcance de responsabilidad y cargos.					
Los miembros de la Mesa individual se preparan para las reuniones y participan constructivamente					
La Mesa tiene un proceso para abordar a los miembros de la Mesa ineficaces, destructivos o en ausencia					
Minutas de las juntas son registradas en cada reunión y se distribuyen puntualmente después de cada reunión					
<b>Relación con el Director Ejecutivo</b>					
La Mesa selecciona al Director Ejecutivo.					
La Mesa desarrolla objetivos\metas de desempeño y evalúa el desempeño del Director Ejecutivo cada año					
La Mesa ha establecido un plan para la sucesión en caso de que el Director Ejecutivo renuncie\se retire.					
La Mesa tiene un claro entendimiento con el personal sobre dónde se dejan las responsabilidades de la Mesa y dónde comienzan las responsabilidades del personal					
<b>Personal</b>					
La Mesa ha adoptado\aprobado un conjunto integral de pólizas de personal que están en línea con todas las normas aplicables del estado\leyes y reglamentos federales. Las pólizas se actualizan al menos cada tres años.					
Hay una clara descripción del trabajo y planes de personal					
<b>Presupuesto y finanzas</b>					
La Mesa adopta un presupuesto anual que maximiza los recursos de las escuelas para apoyar la misión\visión					
La Mesa supervisa el presupuesto durante todo el año.					
La Mesa contrata a un auditor independiente cada año, revisa el informe de auditoría y toma las medidas de seguimiento necesarias.					
La Mesa ha adoptado un plan financiero a largo plazo (por ejemplo, de 3 años) en coordinación con los planes generales a largo plazo de la escuela					
La Mesa ha adoptado un conjunto integral de pólizas de control y gestión fiscal.					
La Mesa supervisa todas las actividades de recaudación de fondos en nombre de la escuela					
<b>Instrucción y Evaluación</b>					
La Mesa ha adoptado\aprobado el plan de estudios y el programa de instrucción de la escuela, incluido el Plan de Responsabilidad Local					
La Mesa ha adoptado\aprobado metas\estándares de logro estudiantiles					
Se ha implementado un sistema de evaluación de base amplia para medir el progreso hacia los objetivos\estándares de instrucción					
El programa de instrucción está alineado con los requisitos estatales y los términos de los estatutos					
Los datos de evaluación de los estudiantes se recopilan de manera integral y coherente, se presentan a la Mesa, y se revisan y analizan en profundidad periódicamente.					
La escuela informa sobre el rendimiento de los estudiantes a la agencia que otorga los estatutos de forma regular como parte del proceso continuo de supervisión y renovación.					

# 2019-2020 Statement of Economic Interests



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## Form 700

A Public Document

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### ***Helpful Resources***

- Video Tutorials
- Reference Pamphlet
- Excel Version
- FAQs
- Gift and Travel Fact Sheet for State and Local Officials

## California Fair Political Practices Commission

1102 Q Street, Suite 3000 • Sacramento, CA 95811

Email Advice: [advice@fppc.ca.gov](mailto:advice@fppc.ca.gov)

Toll-free advice line: 1 (866) ASK-FPPC • 1 (866) 275-3772

Telephone: (916) 322-5660 • Website: [www.fppc.ca.gov](http://www.fppc.ca.gov)

December 2019

## Quick Start Guide

Detailed instructions begin on page 3.

### WHEN IS THE ANNUAL STATEMENT DUE?

- March 2 – Elected State Officers, Judges and Court Commissioners, State Board and Commission members listed in Government Code Section 87200
- April 1 – Most other filers

### WHERE DO I FILE?

Most people file the Form 700 with their agency. If you're not sure where to file your Form 700, contact your filing officer or the person who asked you to complete it.

### ITEMS TO NOTE!

- The Form 700 is a public document.
- Only filers serving in active military duty may receive an extension on the filing deadline.
- You must also report interests held by your spouse or registered domestic partner.
- Your agency's conflict of interest code will help you to complete the Form 700. You are encouraged to get your conflict of interest code from the person who asked you to complete the Form 700.

### NOTHING TO REPORT?

Mark the "No reportable interests" box on Part 4 of the Cover Page, and submit only the signed Cover Page. Please review each schedule carefully!

Schedule	Common Reportable Interests	Common Non-Reportable Interests
A-1: Investments	Stocks, including those held in an IRA or 401K. Each stock must be listed.	Insurance policies, government bonds, diversified mutual funds, funds similar to diversified mutual funds.
A-2: Business Entities/Trusts	Business entities, sole proprietorships, partnerships, LLCs, corporations and trusts. (e.g., Form 1099 filers).	Savings and checking accounts, and annuities.
B: Real Property	Rental property in filer's jurisdiction, or within two miles of the boundaries of the jurisdiction.	A residence used exclusively as a personal residence (such as a home or vacation property).
C: Income	Non-governmental salaries. Note that filers are required to report only half of their spouse's or partner's salary.	Governmental salary (from school district, for example).
D: Gifts	Gifts from businesses, vendors, or other contractors (meals, tickets, etc.).	Gifts from family members.
E: Travel Payments	Travel payments from third parties (not your employer).	Travel paid by your government agency.

**Note:** Like reportable interests, non-reportable interests may also create conflicts of interest and could be grounds for disqualification from certain decisions.

### QUESTIONS?

- [advice@fppc.ca.gov](mailto:advice@fppc.ca.gov)
- (866) 275-3772 Mon-Thurs, 9-11:30 a.m.

### E-FILING ISSUES?

- If using your agency's system, please contact technical support at your agency.
- If using FPPC's e-filing system, write to [form700@fppc.ca.gov](mailto:form700@fppc.ca.gov).

## What's New

### Gift Limit Increase

The gift limit increased to **\$500** for calendar years 2019 and **2020**.

### Who must file:

- Elected and appointed officials and candidates listed in Government Code Section 87200
- Employees, appointed officials, and consultants filing pursuant to a conflict of interest code (“code filers”).  
**Obtain your disclosure categories, which describe the interests you must report, from your agency;** they are not part of the Form 700
- Candidates running for local elective offices that are designated in a conflict of interest code (e.g., county sheriffs, city clerks, school board trustees, and water board members)

#### Exception:

- Candidates for a county central committee are not required to file the Form 700.
- Members of newly created boards and commissions not yet covered under a conflict of interest code
- Employees in newly created positions of existing agencies

For more information, see Reference Pamphlet, page 3, at [www.fppc.ca.gov](http://www.fppc.ca.gov).

### Where to file:

#### 87200 Filers

State offices	⇒	Your agency
Judicial offices	⇒	The clerk of your court
Retired Judges	⇒	Directly with FPPC
County offices	⇒	Your county filing official
City offices	⇒	Your city clerk
Multi-County offices	⇒	Your agency

#### Code Filers — State and Local Officials, Employees, and Consultants Designated in a Conflict of Interest

**Code:** File with your agency, board, or commission unless otherwise specified in your agency’s code (e.g., Legislative staff files directly with FPPC). In most cases, the agency, board, or commission will retain the statements.

#### Members of Boards and Commissions of Newly Created Agencies:

File with your newly created agency or with your agency’s code reviewing body.

#### Employees in Newly Created Positions of Existing Agencies:

File with your agency or with your agency’s code reviewing body. (See Reference Pamphlet, page 3.)

**Candidates:** File with your local elections office.

### How to file:

The Form 700 is available at [www.fppc.ca.gov](http://www.fppc.ca.gov). Form 700 schedules are also available in Excel format. All

statements must have an original “wet” signature or be duly authorized by your filing officer to file electronically under Government Code Section 87500.2.

### When to file:

#### Annual Statements

##### ⇒ March 2, 2020

- Elected State Officers
- Judges and Court Commissioners
- State Board and State Commission Members listed in Government Code Section 87200

##### ⇒ April 1, 2020

- Most other filers

Individuals filing under conflict of interest codes in city and county jurisdictions should verify the annual filing date with their local filing officers.

Statements postmarked by the filing deadline are considered filed on time.

Statements of 30 pages or less may be emailed or faxed by the deadline as long as the originally signed paper version is sent by first class mail to the filing official within 24 hours.

#### Assuming Office and Leaving Office Statements

Most filers file within 30 days of assuming or leaving office or within 30 days of the effective date of a newly adopted or amended conflict of interest code.

#### Exception:

If you assumed office between October 1, 2019, and December 31, 2019, and filed an assuming office statement, you are not required to file an annual statement until March 2, 2021, or April 1, 2021, whichever is applicable. The annual statement will cover the day after you assumed office through December 31, 2020. (See Reference Pamphlet, page 6, for additional exceptions.)

#### Candidate Statements

File no later than the final filing date for the declaration of candidacy or nomination documents. A candidate statement is not required if you filed an assuming office or annual statement for the same jurisdiction within 60 days before filing a declaration of candidacy or other nomination documents.

#### Late Statements

**There is no provision for filing deadline extensions unless the filer is serving in active military duty. (See page 19 for information on penalties and fines.)**

#### Amendments

Statements may be amended at any time. You are only required to amend the schedule that needs to be revised. It is not necessary to amend the entire filed form. Obtain amendment schedules at [www.fppc.ca.gov](http://www.fppc.ca.gov).



## Types of Statements

### Assuming Office Statement:

If you are a newly appointed official or are newly employed in a position designated, or that will be designated, in a state or local agency's conflict of interest code, your assuming office date is the date you were sworn in or otherwise authorized to serve in the position. If you are a newly elected official, your assuming office date is the date you were sworn in.

- Report: Investments, interests in real property, and business positions held on the date you assumed the office or position must be reported. In addition, income (including loans, gifts, and travel payments) received during the 12 months prior to the date you assumed the office or position.

For positions subject to confirmation by the State Senate or the Commission on Judicial Appointments, your assuming office date is the date you were appointed or nominated to the position.

- Example: Maria Lopez was nominated by the Governor to serve on a state agency board that is subject to state Senate confirmation. The assuming office date is the date Maria's nomination is submitted to the Senate. Maria must report investments, interests in real property, and business positions she holds on that date, and income (including loans, gifts, and travel payments) received during the 12 months prior to that date.

If your office or position has been added to a newly adopted or newly amended conflict of interest code, use the effective date of the code or amendment, whichever is applicable.

- Report: Investments, interests in real property, and business positions held on the effective date of the code or amendment must be reported. In addition, income (including loans, gifts, and travel payments) received during the 12 months prior to the effective date of the code or amendment.

### Annual Statement:

Generally, the period covered is January 1, 2019, through December 31, 2019. If the period covered by the statement is different than January 1, 2019, through December 31, 2019, (for example, you assumed office between October 1, 2018, and December 31, 2018 or you are combining statements), you must specify the period covered.

- Investments, interests in real property, business positions held, and income (including loans, gifts, and travel payments) received during the period covered by the statement must be reported. Do not change the preprinted dates on Schedules A-1, A-2, and B unless you are required to report the acquisition or disposition of an interest that did not occur in 2019.

- If your disclosure category changes during a reporting period, disclose under the old category until the effective date of the conflict of interest code amendment and disclose under the new disclosure category through the end of the reporting period.

### Leaving Office Statement:

Generally, the period covered is January 1, 2019, through the date you stopped performing the duties of your position. If the period covered differs from January 1, 2019, through the date you stopped performing the duties of your position (for example, you assumed office between October 1, 2018, and December 31, 2018, or you are combining statements), the period covered must be specified. The reporting period can cover parts of two calendar years.

- Report: Investments, interests in real property, business positions held, and income (including loans, gifts, and travel payments) received during the period covered by the statement. Do not change the preprinted dates on Schedules A-1, A-2, and B unless you are required to report the acquisition or disposition of an interest that did not occur in 2019.

### Candidate Statement:

If you are filing a statement in connection with your candidacy for state or local office, investments, interests in real property, and business positions held on the date of filing your declaration of candidacy must be reported. In addition, income (including loans, gifts, and travel payments) received during the 12 months prior to the date of filing your declaration of candidacy is reportable. Do not change the preprinted dates on Schedules A-1, A-2, and B.

Candidates running for local elective offices (e.g., county sheriffs, city clerks, school board trustees, or water district board members) must file candidate statements, as required by the conflict of interest code for the elected position. The code may be obtained from the agency of the elected position.

### Amendments:

If you discover errors or omissions on any statement, file an amendment as soon as possible. You are only required to amend the schedule that needs to be revised; it is not necessary to refile the entire form. Obtain amendment schedules from the FPPC website at [www.fppc.ca.gov](http://www.fppc.ca.gov).

**Note:** Once you file your statement, you may not withdraw it. All changes must be noted on amendment schedules.

**STATEMENT OF ECONOMIC INTERESTS  
COVER PAGE**  
*A PUBLIC DOCUMENT*

Please type or print in ink.

NAME OF FILER (LAST) (FIRST) (MIDDLE)

**1. Office, Agency, or Court**

Agency Name (Do not use acronyms)

Division, Board, Department, District, if applicable Your Position

► If filing for multiple positions, list below or on an attachment. (Do not use acronyms)

Agency: Position:

**2. Jurisdiction of Office (Check at least one box)**

State Judge, Retired Judge, Pro Tem Judge, or Court Commissioner (Statewide Jurisdiction)  
Multi-County County of  
City of Other

**3. Type of Statement (Check at least one box)**

Annual: The period covered is January 1, 2019, through December 31, 2019. Leaving Office: Date Left (Check one circle.)  
-or- The period covered is through December 31, 2019. The period covered is January 1, 2019, through the date of leaving office.  
-or- Assuming Office: Date assumed through the date of leaving office.  
Candidate: Date of Election and office sought, if different than Part 1:

**4. Schedule Summary (must complete) ► Total number of pages including this cover page:**

**Schedules attached**

- Schedule A-1 - Investments – schedule attached
- Schedule A-2 - Investments – schedule attached
- Schedule B - Real Property – schedule attached
- Schedule C - Income, Loans, & Business Positions – schedule attached
- Schedule D - Income – Gifts – schedule attached
- Schedule E - Income – Gifts – Travel Payments – schedule attached

-or- **None - No reportable interests on any schedule**

**5. Verification**

MAILING ADDRESS STREET CITY STATE ZIP CODE  
(Business or Agency Address Recommended - Public Document)

DAYTIME TELEPHONE NUMBER EMAIL ADDRESS  
( )

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed Signature  
(month, day, year) (File the originally signed paper statement with your filing official.)

# Instructions Cover Page

Enter your name, mailing address, and daytime telephone number in the spaces provided. **Because the Form 700 is a public document, you may list your business/office address instead of your home address.**

## Part 1. Office, Agency, or Court

- Enter the name of the office sought or held, or the agency or court. Consultants must enter the public agency name rather than their private firm's name. (Examples: State Assembly; Board of Supervisors; Office of the Mayor; Department of Finance; Hope County Superior Court)
- Indicate the name of your division, board, or district, if applicable. (Examples: Division of Waste Management; Board of Accountancy; District 45). **Do not use acronyms.**
- Enter your position title. (Examples: Director; Chief Counsel; City Council Member; Staff Services Analyst)
- If you hold multiple positions (i.e., a city council member who also is a member of a county board or commission), you may be required to file statements with each agency. To simplify your filing obligations, you may complete an expanded statement.
  - To do this, enter the name of the other agency(ies) with which you are required to file and your position title(s) in the space provided. **Do not use acronyms.** Attach an additional sheet if necessary. Complete one statement covering the disclosure requirements for all positions. Each copy must contain an original signature. Therefore, before signing the statement, make a copy for each agency. Sign each copy with an original signature and file with each agency.

If you assume or leave a position after a filing deadline, you must complete a separate statement. For example, a city council member who assumes a position with a county special district after the April annual filing deadline must file a separate assuming office statement. In subsequent years, the city council member may expand his or her annual filing to include both positions.

### Example:

Brian Bourne is a city council member for the City of Lincoln and a board member for the Camp Far West Irrigation District – a multi-county agency that covers Placer and Yuba counties. Brian will complete one Form 700 using full disclosure (as required for the city position) and covering interests in both Placer and Yuba counties (as required for the multi-county position) and list both positions on the Cover Page. Before signing the statement, Brian will make a copy and sign both statements. One statement will be filed with City of Lincoln and the other will be filed with Camp Far West Irrigation District. Both will contain an original signature.

## Part 2. Jurisdiction of Office

- Check the box indicating the jurisdiction of your agency and, if applicable, identify the jurisdiction. Judges, judicial candidates, and court commissioners have statewide jurisdiction. All other filers should review the Reference Pamphlet, page 13, to determine their jurisdiction.

- If your agency is a multi-county office, list each county in which your agency has jurisdiction.
- If your agency is not a state office, court, county office, city office, or multi-county office (e.g., school districts, special districts and JPAs), check the “other” box and enter the county or city in which the agency has jurisdiction.

### Example:

This filer is a member of a water district board with jurisdiction in portions of Yuba and Sutter Counties.

<b>1. Office, Agency, or Court</b>	
Agency Name (Do not use acronyms) Feather River Irrigation District	
Division, Board, Department, District, if applicable N/A	Your Position Board Member
► If filing for multiple positions, list below or on an attachment. (Do not use acronyms)	
Agency: N/A	Position:
<b>2. Jurisdiction of Office (Check at least one box)</b>	
<input type="checkbox"/> State	<input type="checkbox"/> Judge or Court Commissioner (Statewide Jurisdiction)
<input checked="" type="checkbox"/> Multi-County Yuba & Sutter Counties	<input type="checkbox"/> County of _____
<input type="checkbox"/> City of _____	<input type="checkbox"/> Other _____

## Part 3. Type of Statement

Check at least one box. The period covered by a statement is determined by the type of statement you are filing. If you are completing a 2019 annual statement, **do not** change the pre-printed dates to reflect 2020. Your annual statement is used for reporting the **previous year's** economic interests. Economic interests for your annual filing covering January 1, 2020, through December 31, 2020, will be disclosed on your statement filed in 2021. See Reference Pamphlet, page 4.

Combining Statements: Certain types of statements may be combined. For example, if you leave office after January 1, but before the deadline for filing your annual statement, you may combine your annual and leaving office statements. File by the earliest deadline. Consult your filing officer or the FPPC.

## Part 4. Schedule Summary

- Complete the Schedule Summary after you have reviewed each schedule to determine if you have reportable interests.
- Enter the total number of completed pages including the cover page and either check the box for each schedule you use to disclose interests; **or** if you have nothing to disclose on any schedule, check the “No reportable interests” box. Please **do not** attach any blank schedules.

## Part 5. Verification

Complete the verification by signing the statement and entering the date signed. All statements must have an original “wet” signature or be duly authorized by your filing officer to file electronically under Government Code Section 87500.2.

**When you sign your statement, you are stating, under penalty of perjury, that it is true and correct.** Only the filer has authority to sign the statement. An unsigned statement is not considered filed and you may be subject to late filing penalties.

# SCHEDULE A-1

## Investments

### Stocks, Bonds, and Other Interests (Ownership Interest is Less Than 10%)

Investments must be itemized.

<b>CALIFORNIA FORM 700</b> FAIR POLITICAL PRACTICES COMMISSION
Name _____

▶ NAME OF BUSINESS ENTITY \_\_\_\_\_

GENERAL DESCRIPTION OF THIS BUSINESS \_\_\_\_\_

---

FAIR MARKET VALUE

\$2,000 - \$10,000	\$10,001 - \$100,000
\$100,001 - \$1,000,000	Over \$1,000,000

NATURE OF INVESTMENT

Stock Other \_\_\_\_\_  
(Describe)

Partnership Income Received of \$0 - \$499  
Income Received of \$500 or More (Report on Schedule C)

IF APPLICABLE, LIST DATE:

\_\_\_\_/\_\_\_\_/19      \_\_\_\_/\_\_\_\_/19  
ACQUIRED                  DISPOSED

▶ NAME OF BUSINESS ENTITY \_\_\_\_\_

GENERAL DESCRIPTION OF THIS BUSINESS \_\_\_\_\_

---

FAIR MARKET VALUE

\$2,000 - \$10,000	\$10,001 - \$100,000
\$100,001 - \$1,000,000	Over \$1,000,000

NATURE OF INVESTMENT

Stock Other \_\_\_\_\_  
(Describe)

Partnership Income Received of \$0 - \$499  
Income Received of \$500 or More (Report on Schedule C)

IF APPLICABLE, LIST DATE:

\_\_\_\_/\_\_\_\_/19      \_\_\_\_/\_\_\_\_/19  
ACQUIRED                  DISPOSED

▶ NAME OF BUSINESS ENTITY \_\_\_\_\_

GENERAL DESCRIPTION OF THIS BUSINESS \_\_\_\_\_

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FAIR MARKET VALUE

\$2,000 - \$10,000	\$10,001 - \$100,000
\$100,001 - \$1,000,000	Over \$1,000,000

NATURE OF INVESTMENT

Stock Other \_\_\_\_\_  
(Describe)

Partnership Income Received of \$0 - \$499  
Income Received of \$500 or More (Report on Schedule C)

IF APPLICABLE, LIST DATE:

\_\_\_\_/\_\_\_\_/19      \_\_\_\_/\_\_\_\_/19  
ACQUIRED                  DISPOSED

▶ NAME OF BUSINESS ENTITY \_\_\_\_\_

GENERAL DESCRIPTION OF THIS BUSINESS \_\_\_\_\_

---

FAIR MARKET VALUE

\$2,000 - \$10,000	\$10,001 - \$100,000
\$100,001 - \$1,000,000	Over \$1,000,000

NATURE OF INVESTMENT

Stock Other \_\_\_\_\_  
(Describe)

Partnership Income Received of \$0 - \$499  
Income Received of \$500 or More (Report on Schedule C)

IF APPLICABLE, LIST DATE:

\_\_\_\_/\_\_\_\_/19      \_\_\_\_/\_\_\_\_/19  
ACQUIRED                  DISPOSED

▶ NAME OF BUSINESS ENTITY \_\_\_\_\_

GENERAL DESCRIPTION OF THIS BUSINESS \_\_\_\_\_

---

FAIR MARKET VALUE

\$2,000 - \$10,000	\$10,001 - \$100,000
\$100,001 - \$1,000,000	Over \$1,000,000

NATURE OF INVESTMENT

Stock Other \_\_\_\_\_  
(Describe)

Partnership Income Received of \$0 - \$499  
Income Received of \$500 or More (Report on Schedule C)

IF APPLICABLE, LIST DATE:

\_\_\_\_/\_\_\_\_/19      \_\_\_\_/\_\_\_\_/19  
ACQUIRED                  DISPOSED

▶ NAME OF BUSINESS ENTITY \_\_\_\_\_

GENERAL DESCRIPTION OF THIS BUSINESS \_\_\_\_\_

---

FAIR MARKET VALUE

\$2,000 - \$10,000	\$10,001 - \$100,000
\$100,001 - \$1,000,000	Over \$1,000,000

NATURE OF INVESTMENT

Stock Other \_\_\_\_\_  
(Describe)

Partnership Income Received of \$0 - \$499  
Income Received of \$500 or More (Report on Schedule C)

IF APPLICABLE, LIST DATE:

\_\_\_\_/\_\_\_\_/19      \_\_\_\_/\_\_\_\_/19  
ACQUIRED                  DISPOSED

Comments: \_\_\_\_\_

## Instructions – Schedules A-1 and A-2 Investments

“Investment” means a financial interest in any business entity (including a consulting business or other independent contracting business) that is located in, doing business in, planning to do business in, or that has done business during the previous two years in your agency’s jurisdiction in which you, your spouse or registered domestic partner, or your dependent children had a direct, indirect, or beneficial interest totaling \$2,000 or more at any time during the reporting period. (See Reference Pamphlet, page 13.)

### Reportable investments include:

- Stocks, bonds, warrants, and options, including those held in margin or brokerage accounts and managed investment funds (See Reference Pamphlet, page 13.)
- Sole proprietorships
- Your own business or your spouse’s or registered domestic partner’s business (See Reference Pamphlet, page 8, for the definition of “business entity.”)
- Your spouse’s or registered domestic partner’s investments even if they are legally separate property
- Partnerships (e.g., a law firm or family farm)
- Investments in reportable business entities held in a retirement account (See Reference Pamphlet, page 15.)
- If you, your spouse or registered domestic partner, and dependent children together had a 10% or greater ownership interest in a business entity or trust (including a living trust), you must disclose investments held by the business entity or trust. (See Reference Pamphlet, page 16, for more information on disclosing trusts.)
- Business trusts

### You are not required to disclose:

- Government bonds, diversified mutual funds, certain funds similar to diversified mutual funds (such as exchange traded funds) and investments held in certain retirement accounts. (See Reference Pamphlet, page 13.) (Regulation 18237)
- Bank accounts, savings accounts, money market accounts and certificates of deposits
- Insurance policies
- Annuities
- Commodities
- Shares in a credit union
- Government bonds (including municipal bonds)
- Retirement accounts invested in non-reportable interests (e.g., insurance policies, mutual funds, or government bonds) (See Reference Pamphlet, page 15.)

- Government defined-benefit pension plans (such as CalPERS and CalSTRS plans)
- Certain interests held in a blind trust (See Reference Pamphlet, page 16.)

**Use Schedule A-1** to report ownership of less than 10% (e.g., stock). Schedule C (Income) may also be required if the investment is not a stock or corporate bond. (See second example below.)

**Use Schedule A-2** to report ownership of 10% or greater (e.g., a sole proprietorship).

### To Complete Schedule A-1:

Do not attach brokerage or financial statements.

- Disclose the name of the business entity.
- Provide a general description of the business activity of the entity (e.g., pharmaceuticals, computers, automobile manufacturing, or communications).
- Check the box indicating the highest fair market value of your investment during the reporting period. If you are filing a candidate or an assuming office statement, indicate the fair market value on the filing date or the date you took office, respectively. (See page 20 for more information.)
- Identify the nature of your investment (e.g., stocks, warrants, options, or bonds).
- An acquired or disposed of date is only required if you initially acquired or entirely disposed of the investment interest during the reporting period. The date of a stock dividend reinvestment or partial disposal is not required. Generally, these dates will not apply if you are filing a candidate or an assuming office statement.

### Examples:

Frank Byrd holds a state agency position. His conflict of interest code requires full disclosure of investments. Frank must disclose his stock holdings of \$2,000 or more in any company that is located in or does business in California, as well as those stocks held by his spouse or registered domestic partner and dependent children.

Alice Lance is a city council member. She has a 4% interest, worth \$5,000, in a limited partnership located in the city. Alice must disclose the partnership on Schedule A-1 and income of \$500 or more received from the partnership on Schedule C.

### Reminders

- Do you know your agency’s jurisdiction?
- Did you hold investments at any time during the period covered by this statement?
- Code filers – your disclosure categories may only require disclosure of specific investments.

# SCHEDULE A-2

## Investments, Income, and Assets of Business Entities/Trusts

(Ownership Interest is 10% or Greater)

**CALIFORNIA FORM 700**

FAIR POLITICAL PRACTICES COMMISSION

Name \_\_\_\_\_

**▶ 1. BUSINESS ENTITY OR TRUST**

Name \_\_\_\_\_

Address (Business Address Acceptable) \_\_\_\_\_

Check one  
 Trust, go to 2       Business Entity, complete the box, then go to 2

GENERAL DESCRIPTION OF THIS BUSINESS

---

FAIR MARKET VALUE      IF APPLICABLE, LIST DATE:

\$0 - \$1,999		____/____/19	____/____/19
\$2,000 - \$10,000		ACQUIRED	DISPOSED
\$10,001 - \$100,000			
\$100,001 - \$1,000,000			
Over \$1,000,000			

NATURE OF INVESTMENT  
 Partnership     Sole Proprietorship    \_\_\_\_\_ Other

YOUR BUSINESS POSITION \_\_\_\_\_

**▶ 1. BUSINESS ENTITY OR TRUST**

Name \_\_\_\_\_

Address (Business Address Acceptable) \_\_\_\_\_

Check one  
 Trust, go to 2       Business Entity, complete the box, then go to 2

GENERAL DESCRIPTION OF THIS BUSINESS

---

FAIR MARKET VALUE      IF APPLICABLE, LIST DATE:

\$0 - \$1,999		____/____/19	____/____/19
\$2,000 - \$10,000		ACQUIRED	DISPOSED
\$10,001 - \$100,000			
\$100,001 - \$1,000,000			
Over \$1,000,000			

NATURE OF INVESTMENT  
 Partnership     Sole Proprietorship    \_\_\_\_\_ Other

YOUR BUSINESS POSITION \_\_\_\_\_

**▶ 2. IDENTIFY THE GROSS INCOME RECEIVED (INCLUDE YOUR PRO RATA SHARE OF THE GROSS INCOME TO THE ENTITY/TRUST)**

\$0 - \$499	\$10,001 - \$100,000
\$500 - \$1,000	OVER \$100,000
\$1,001 - \$10,000	

**▶ 2. IDENTIFY THE GROSS INCOME RECEIVED (INCLUDE YOUR PRO RATA SHARE OF THE GROSS INCOME TO THE ENTITY/TRUST)**

\$0 - \$499	\$10,001 - \$100,000
\$500 - \$1,000	OVER \$100,000
\$1,001 - \$10,000	

**▶ 3. LIST THE NAME OF EACH REPORTABLE SINGLE SOURCE OF INCOME OF \$10,000 OR MORE (Attach a separate sheet if necessary.)**

None    or    Names listed below \_\_\_\_\_

**▶ 3. LIST THE NAME OF EACH REPORTABLE SINGLE SOURCE OF INCOME OF \$10,000 OR MORE (Attach a separate sheet if necessary.)**

None    or    Names listed below \_\_\_\_\_

**▶ 4. INVESTMENTS AND INTERESTS IN REAL PROPERTY HELD OR LEASED BY THE BUSINESS ENTITY OR TRUST**

Check one box:  
 INVESTMENT       REAL PROPERTY

Name of Business Entity, if Investment, or Assessor's Parcel Number or Street Address of Real Property \_\_\_\_\_

Description of Business Activity or City or Other Precise Location of Real Property \_\_\_\_\_

FAIR MARKET VALUE	IF APPLICABLE, LIST DATE:		
\$2,000 - \$10,000		____/____/19	____/____/19
\$10,001 - \$100,000		ACQUIRED	DISPOSED
\$100,001 - \$1,000,000			
Over \$1,000,000			

NATURE OF INTEREST  
 Property Ownership/Deed of Trust       Stock       Partnership

Leasehold \_\_\_\_\_ Other \_\_\_\_\_  
Yrs. remaining

Check box if additional schedules reporting investments or real property are attached

**▶ 4. INVESTMENTS AND INTERESTS IN REAL PROPERTY HELD OR LEASED BY THE BUSINESS ENTITY OR TRUST**

Check one box:  
 INVESTMENT       REAL PROPERTY

Name of Business Entity, if Investment, or Assessor's Parcel Number or Street Address of Real Property \_\_\_\_\_

Description of Business Activity or City or Other Precise Location of Real Property \_\_\_\_\_

FAIR MARKET VALUE	IF APPLICABLE, LIST DATE:		
\$2,000 - \$10,000		____/____/19	____/____/19
\$10,001 - \$100,000		ACQUIRED	DISPOSED
\$100,001 - \$1,000,000			
Over \$1,000,000			

NATURE OF INTEREST  
 Property Ownership/Deed of Trust       Stock       Partnership

Leasehold \_\_\_\_\_ Other \_\_\_\_\_  
Yrs. remaining

Check box if additional schedules reporting investments or real property are attached

Comments: \_\_\_\_\_

## Instructions – Schedule A-2

### Investments, Income, and Assets of Business Entities/Trusts

---

Use Schedule A-2 to report investments in a business entity (including a consulting business or other independent contracting business) or trust (including a living trust) in which you, your spouse or registered domestic partner, and your dependent children, together or separately, had a 10% or greater interest, totaling \$2,000 or more, during the reporting period and which is located in, doing business in, planning to do business in, or which has done business during the previous two years in your agency's jurisdiction. (See Reference Pamphlet, page 13.) A trust located outside your agency's jurisdiction is reportable if it holds assets that are located in or doing business in the jurisdiction. Do not report a trust that contains non-reportable interests. For example, a trust containing only your personal residence not used in whole or in part as a business, your savings account, and some municipal bonds, is not reportable.

Also report on Schedule A-2 investments and real property held by that entity or trust if your pro rata share of the investment or real property interest was \$2,000 or more during the reporting period.

#### To Complete Schedule A-2:

**Part 1.** Disclose the name and address of the business entity or trust. If you are reporting an interest in a business entity, check "Business Entity" and complete the box as follows:

- Provide a general description of the business activity of the entity.
- Check the box indicating the highest fair market value of your investment during the reporting period.
- If you initially acquired or entirely disposed of this interest during the reporting period, enter the date acquired or disposed.
- Identify the nature of your investment.
- Disclose the job title or business position you held with the entity, if any (i.e., if you were a director, officer, partner, trustee, employee, or held any position of management). A business position held by your spouse is not reportable.

**Part 2.** Check the box indicating **your pro rata** share of the **gross** income received **by** the business entity or trust. This amount includes your pro rata share of the **gross** income **from** the business entity or trust, as well as your community property interest in your spouse's or registered domestic partner's share. Gross income is the total amount of income before deducting expenses, losses, or taxes.

**Part 3.** Disclose the name of each source of income that is located in, doing business in, planning to do business in, or that has done business during the previous two years in your agency's jurisdiction, as follows:

- Disclose each source of income and outstanding loan **to the business entity or trust** identified in Part 1 if your pro rata share of the **gross** income (including your community property interest in your spouse's or registered domestic partner's share) to the business entity or trust from that source was \$10,000 or more during the reporting

period. (See Reference Pamphlet, page 11, for examples.) Income from governmental sources may be reportable if not considered salary. See Regulation 18232. Loans from commercial lending institutions made in the lender's regular course of business on terms available to members of the public without regard to your official status are not reportable.

- Disclose each individual or entity that was a source of commission income of \$10,000 or more during the reporting period through the business entity identified in Part 1. (See Reference Pamphlet, page 8.)

You may be required to disclose sources of income located outside your jurisdiction. For example, you may have a client who resides outside your jurisdiction who does business on a regular basis with you. Such a client, if a reportable source of \$10,000 or more, must be disclosed.

Mark "None" if you do not have any reportable \$10,000 sources of income to disclose. Phrases such as "various clients" or "not disclosing sources pursuant to attorney-client privilege" are not adequate disclosure. (See Reference Pamphlet, page 14, for information on procedures to request an exemption from disclosing privileged information.)

**Part 4.** Report any investments or interests in real property held or leased **by the entity or trust** identified in Part 1 if your pro rata share of the interest held was \$2,000 or more during the reporting period. Attach additional schedules or use FPPC's Form 700 Excel spreadsheet if needed.

- Check the applicable box identifying the interest held as real property or an investment.
- If investment, provide the name and description of the business entity.
- If real property, report the precise location (e.g., an assessor's parcel number or address).
- Check the box indicating the highest fair market value of your interest in the real property or investment during the reporting period. (Report the fair market value of the portion of your residence claimed as a tax deduction if you are utilizing your residence for business purposes.)
- Identify the nature of your interest.
- Enter the date acquired or disposed only if you initially acquired or entirely disposed of your interest in the property or investment during the reporting period.

**SCHEDULE B**  
**Interests in Real Property**  
 (Including Rental Income)

Name \_\_\_\_\_

▶ ASSESSOR'S PARCEL NUMBER OR STREET ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_

---

FAIR MARKET VALUE      IF APPLICABLE, LIST DATE:

\$2,000 - \$10,000			
\$10,001 - \$100,000	____/____/19	____/____/19	
\$100,001 - \$1,000,000	ACQUIRED	DISPOSED	
Over \$1,000,000			

NATURE OF INTEREST

Ownership/Deed of Trust	Easement
Leasehold _____	_____
Yrs. remaining	Other

IF RENTAL PROPERTY, GROSS INCOME RECEIVED

\$0 - \$499	\$500 - \$1,000	\$1,001 - \$10,000
\$10,001 - \$100,000	OVER \$100,000	

SOURCES OF RENTAL INCOME: If you own a 10% or greater interest, list the name of each tenant that is a single source of income of \$10,000 or more.

None

▶ ASSESSOR'S PARCEL NUMBER OR STREET ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_

---

FAIR MARKET VALUE      IF APPLICABLE, LIST DATE:

\$2,000 - \$10,000			
\$10,001 - \$100,000	____/____/19	____/____/19	
\$100,001 - \$1,000,000	ACQUIRED	DISPOSED	
Over \$1,000,000			

NATURE OF INTEREST

Ownership/Deed of Trust	Easement
Leasehold _____	_____
Yrs. remaining	Other

IF RENTAL PROPERTY, GROSS INCOME RECEIVED

\$0 - \$499	\$500 - \$1,000	\$1,001 - \$10,000
\$10,001 - \$100,000	OVER \$100,000	

SOURCES OF RENTAL INCOME: If you own a 10% or greater interest, list the name of each tenant that is a single source of income of \$10,000 or more.

None

\* You are not required to report loans from a commercial lending institution made in the lender's regular course of business on terms available to members of the public without regard to your official status. Personal loans and loans received not in a lender's regular course of business must be disclosed as follows:

NAME OF LENDER\* \_\_\_\_\_

ADDRESS (Business Address Acceptable) \_\_\_\_\_

BUSINESS ACTIVITY, IF ANY, OF LENDER \_\_\_\_\_

INTEREST RATE      TERM (Months/Years)

_____%	None	_____
--------	------	-------

HIGHEST BALANCE DURING REPORTING PERIOD

\$500 - \$1,000	\$1,001 - \$10,000
\$10,001 - \$100,000	OVER \$100,000

Guarantor, if applicable \_\_\_\_\_

NAME OF LENDER\* \_\_\_\_\_

ADDRESS (Business Address Acceptable) \_\_\_\_\_

BUSINESS ACTIVITY, IF ANY, OF LENDER \_\_\_\_\_

INTEREST RATE      TERM (Months/Years)

_____%	None	_____
--------	------	-------

HIGHEST BALANCE DURING REPORTING PERIOD

\$500 - \$1,000	\$1,001 - \$10,000
\$10,001 - \$100,000	OVER \$100,000

Guarantor, if applicable \_\_\_\_\_

Comments: \_\_\_\_\_



## Instructions – Schedule B Interests in Real Property

Report interests in real property located in your agency's jurisdiction in which you, your spouse or registered domestic partner, or your dependent children had a direct, indirect, or beneficial interest totaling \$2,000 or more any time during the reporting period. Real property is also considered to be "within the jurisdiction" of a local government agency if the property or any part of it is located within two miles outside the boundaries of the jurisdiction or within two miles of any land owned or used by the local government agency. (See Reference Pamphlet, page 13.)

### Interests in real property include:

- An ownership interest (including a beneficial ownership interest)
- A deed of trust, easement, or option to acquire property
- A leasehold interest (See Reference Pamphlet, page 14.)
- A mining lease
- An interest in real property held in a retirement account (See Reference Pamphlet, page 15.)
- An interest in real property held by a business entity or trust in which you, your spouse or registered domestic partner, and your dependent children together had a 10% or greater ownership interest (Report on Schedule A-2.)
- Your spouse's or registered domestic partner's interests in real property that are legally held separately by him or her

### You are **not** required to report:

- A residence, such as a home or vacation cabin, used exclusively as a personal residence (However, a residence in which you rent out a room or for which you claim a business deduction may be reportable. If reportable, report the fair market value of the portion claimed as a tax deduction.)
- Some interests in real property held through a blind trust (See Reference Pamphlet, page 16.)
  - **Please note:** A non-reportable property can still be grounds for a conflict of interest and may be disqualifying.

### To Complete Schedule B:

- Report the precise location (e.g., an assessor's parcel number or address) of the real property.
- Check the box indicating the fair market value of your interest in the property (regardless of what you owe on the property).
- Enter the date acquired or disposed only if you initially acquired or entirely disposed of your interest in the property during the reporting period.
- Identify the nature of your interest. If it is a leasehold,

#### Reminders

- Income and loans already reported on Schedule B are not also required to be reported on Schedule C.
- Real property already reported on Schedule A-2, Part 4 is not also required to be reported on Schedule B.
- Code filers – do your disclosure categories require disclosure of real property?

disclose the number of years remaining on the lease.

- If you received rental income, check the box indicating the gross amount you received.
- If you had a 10% or greater interest in real property and received rental income, list the name of the source(s) if your pro rata share of the gross income from any single tenant was \$10,000 or more during the reporting period. If you received a total of \$10,000 or more from two or more tenants acting in concert (in most cases, this will apply to married couples), disclose the name of each tenant. Otherwise, mark "None."
- Loans from a private lender that total \$500 or more and are secured by real property may be reportable. **Loans from commercial lending institutions made in the lender's regular course of business on terms available to members of the public without regard to your official status are not reportable.**

When reporting a loan:

- Provide the name and address of the lender.
- Describe the lender's business activity.
- Disclose the interest rate and term of the loan. For variable interest rate loans, disclose the conditions of the loan (e.g., Prime + 2) or the average interest rate paid during the reporting period. The term of a loan is the total number of months or years given for repayment of the loan at the time the loan was established.
- Check the box indicating the highest balance of the loan during the reporting period.
- Identify a guarantor, if applicable.

If you have more than one reportable loan on a single piece of real property, report the additional loan(s) on Schedule C.

### Example:

Allison Gande is a city planning commissioner. During the reporting period, she received rental income of \$12,000, from a single tenant who rented property she owned in the city's jurisdiction. If Allison received \$6,000 each from two tenants, the tenants' names would not be required because no single tenant paid her \$10,000 or more. A married couple is considered a single tenant.

ASSESSOR'S PARCEL NUMBER OR STREET ADDRESS <b>4600 24th Street</b>	
CITY <b>Sacramento</b>	
FAIR MARKET VALUE <input type="checkbox"/> \$2,000 - \$10,000 <input type="checkbox"/> \$10,001 - \$100,000 <input checked="" type="checkbox"/> \$100,001 - \$1,000,000 <input type="checkbox"/> Over \$1,000,000	IF APPLICABLE, LIST DATE: ACQUIRED _____ / ____ / <b>18</b> DISPOSED _____ / ____ / <b>18</b>
NATURE OF INTEREST <input type="checkbox"/> Ownership/Deed of Trust <input type="checkbox"/> Easement <input type="checkbox"/> Leasehold _____ Yrs. remaining _____ Other _____	
IF RENTAL PROPERTY, GROSS INCOME RECEIVED <input type="checkbox"/> \$0 - \$499 <input type="checkbox"/> \$500 - \$1,000 <input type="checkbox"/> \$1,001 - \$10,000 <input checked="" type="checkbox"/> \$10,001 - \$100,000 <input type="checkbox"/> OVER \$100,000	
SOURCES OF RENTAL INCOME: If you own a 10% or greater interest, list the name of each tenant that is a single source of income of \$10,000 or more. <input type="checkbox"/> None <b>Henry Wells</b>	
NAME OF LENDER* <b>Sophia Petroillo</b>	
ADDRESS (Business Address Acceptable) <b>2121 Blue Sky Parkway, Sacramento</b>	
BUSINESS ACTIVITY, IF ANY, OF LENDER <b>Restaurant Owner</b>	
INTEREST RATE <b>8</b> % <input type="checkbox"/> None	TERM (Months/Years) <b>15</b> Years
HIGHEST BALANCE DURING REPORTING PERIOD <input type="checkbox"/> \$500 - \$1,000 <input type="checkbox"/> \$1,001 - \$10,000 <input checked="" type="checkbox"/> \$10,001 - \$100,000 <input type="checkbox"/> OVER \$100,000	
<input type="checkbox"/> Guarantor, if applicable	
Comments: _____	

# SCHEDULE C

## Income, Loans, & Business Positions

(Other than Gifts and Travel Payments)

**CALIFORNIA FORM 700**

FAIR POLITICAL PRACTICES COMMISSION

Name \_\_\_\_\_

▶ 1. INCOME RECEIVED	▶ 1. INCOME RECEIVED												
<p>NAME OF SOURCE OF INCOME _____</p> <p>ADDRESS <i>(Business Address Acceptable)</i> _____</p> <p>BUSINESS ACTIVITY, IF ANY, OF SOURCE _____</p> <p>YOUR BUSINESS POSITION _____</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">GROSS INCOME RECEIVED</td> <td style="width: 50%; border: none;">No Income - Business Position Only</td> </tr> <tr> <td style="border: none;">\$500 - \$1,000</td> <td style="border: none;">\$1,001 - \$10,000</td> </tr> <tr> <td style="border: none;">\$10,001 - \$100,000</td> <td style="border: none;">OVER \$100,000</td> </tr> </table> <p>CONSIDERATION FOR WHICH INCOME WAS RECEIVED</p> <p>Salary      Spouse's or registered domestic partner's income (For self-employed use Schedule A-2.)</p> <p>Partnership (Less than 10% ownership. For 10% or greater use Schedule A-2.)</p> <p>Sale of _____ <i>(Real property, car, boat, etc.)</i></p> <p>Loan repayment</p> <p>Commission or      Rental Income, list each source of \$10,000 or more</p> <p>_____ <i>(Describe)</i></p> <p>Other _____ <i>(Describe)</i></p>	GROSS INCOME RECEIVED	No Income - Business Position Only	\$500 - \$1,000	\$1,001 - \$10,000	\$10,001 - \$100,000	OVER \$100,000	<p>NAME OF SOURCE OF INCOME _____</p> <p>ADDRESS <i>(Business Address Acceptable)</i> _____</p> <p>BUSINESS ACTIVITY, IF ANY, OF SOURCE _____</p> <p>YOUR BUSINESS POSITION _____</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">GROSS INCOME RECEIVED</td> <td style="width: 50%; border: none;">No Income - Business Position Only</td> </tr> <tr> <td style="border: none;">\$500 - \$1,000</td> <td style="border: none;">\$1,001 - \$10,000</td> </tr> <tr> <td style="border: none;">\$10,001 - \$100,000</td> <td style="border: none;">OVER \$100,000</td> </tr> </table> <p>CONSIDERATION FOR WHICH INCOME WAS RECEIVED</p> <p>Salary      Spouse's or registered domestic partner's income (For self-employed use Schedule A-2.)</p> <p>Partnership (Less than 10% ownership. For 10% or greater use Schedule A-2.)</p> <p>Sale of _____ <i>(Real property, car, boat, etc.)</i></p> <p>Loan repayment</p> <p>Commission or      Rental Income, list each source of \$10,000 or more</p> <p>_____ <i>(Describe)</i></p> <p>Other _____ <i>(Describe)</i></p>	GROSS INCOME RECEIVED	No Income - Business Position Only	\$500 - \$1,000	\$1,001 - \$10,000	\$10,001 - \$100,000	OVER \$100,000
GROSS INCOME RECEIVED	No Income - Business Position Only												
\$500 - \$1,000	\$1,001 - \$10,000												
\$10,001 - \$100,000	OVER \$100,000												
GROSS INCOME RECEIVED	No Income - Business Position Only												
\$500 - \$1,000	\$1,001 - \$10,000												
\$10,001 - \$100,000	OVER \$100,000												

**▶ 2. LOANS RECEIVED OR OUTSTANDING DURING THE REPORTING PERIOD**

\* You are not required to report loans from a commercial lending institution, or any indebtedness created as part of a retail installment or credit card transaction, made in the lender's regular course of business on terms available to members of the public without regard to your official status. Personal loans and loans received not in a lender's regular course of business must be disclosed as follows:

<p>NAME OF LENDER* _____</p> <p>ADDRESS <i>(Business Address Acceptable)</i> _____</p> <p>BUSINESS ACTIVITY, IF ANY, OF LENDER _____</p> <p>HIGHEST BALANCE DURING REPORTING PERIOD</p> <p>\$500 - \$1,000</p> <p>\$1,001 - \$10,000</p> <p>\$10,001 - \$100,000</p> <p>OVER \$100,000</p>	<p>INTEREST RATE      TERM (Months/Years)</p> <p>_____ %      None      _____</p> <p>SECURITY FOR LOAN</p> <p>None      Personal residence</p> <p>Real Property _____ <i>Street address</i></p> <p>_____ <i>City</i></p> <p>Guarantor _____</p> <p>Other _____ <i>(Describe)</i></p>
--	--

**Comments:** \_\_\_\_\_

# Instructions – Schedule C

## Income, Loans, & Business Positions

### (Income Other Than Gifts and Travel Payments)

#### Reporting Income:

Report the source and amount of gross income of \$500 or more you received during the reporting period. Gross income is the total amount of income before deducting expenses, losses, or taxes and includes loans other than loans from a commercial lending institution. (See Reference Pamphlet, page 11.) You must also report the source of income to your spouse or registered domestic partner if your community property share was \$500 or more during the reporting period.

The source and income must be reported only if the source is located in, doing business in, planning to do business in, or has done business during the previous two years in your agency's jurisdiction. (See Reference Pamphlet, page 13.) Reportable sources of income may be further limited by your disclosure category located in your agency's conflict of interest code.

#### Reporting Business Positions:

You must report your job title with each reportable business entity even if you received no income during the reporting period. Use the comments section to indicate that no income was received.

#### Commonly reportable income and loans include:

- Salary/wages, per diem, and reimbursement for expenses including travel payments provided by your employer
- Community property interest (50%) in your spouse's or registered domestic partner's income - **report the employer's name and all other required information**
- Income from investment interests, such as partnerships, reported on Schedule A-1
- Commission income not required to be reported on Schedule A-2 (See Reference Pamphlet, page 8.)
- Gross income from any sale, including the sale of a house or car (Report your pro rata share of the total sale price.)
- Rental income not required to be reported on Schedule B
- Prizes or awards not disclosed as gifts
- Payments received on loans you made to others
- An honorarium received prior to becoming a public official (See Reference Pamphlet, page 10.)
- Incentive compensation (See Reference Pamphlet, page 12.)

#### Reminders

- Code filers – your disclosure categories may not require disclosure of all sources of income.
- If you or your spouse or registered domestic partner are self-employed, report the business entity on Schedule A-2.
- Do not disclose on Schedule C income, loans, or business positions already reported on Schedules A-2 or B.

#### You are not required to report:

- Salary, reimbursement for expenses or per diem, or social security, disability, or other similar benefit payments received by you or your spouse or registered domestic partner from a federal, state, or local government agency.
- Stock dividends and income from the sale of stock unless the source can be identified.
- Income from a PERS retirement account.

(See Reference Pamphlet, page 12.)

#### To Complete Schedule C:

##### Part 1. Income Received/Business Position Disclosure

- Disclose the name and address of each source of income or each business entity with which you held a business position.
- Provide a general description of the business activity if the source is a business entity.
- Check the box indicating the amount of gross income received.
- Identify the consideration for which the income was received.
- For income from commission sales, check the box indicating the gross income received and list the name of each source of commission income of \$10,000 or more. (See Reference Pamphlet, page 8.) **Note: If you receive commission income on a regular basis or have an ownership interest of 10% or more, you must disclose the business entity and the income on Schedule A-2.**
- Disclose the job title or business position, if any, that you held with the business entity, even if you did not receive income during the reporting period.

##### Part 2. Loans Received or Outstanding During the Reporting Period

- Provide the name and address of the lender.
- Provide a general description of the business activity if the lender is a business entity.
- Check the box indicating the highest balance of the loan during the reporting period.
- Disclose the interest rate and the term of the loan.
  - For variable interest rate loans, disclose the conditions of the loan (e.g., Prime + 2) or the average interest rate paid during the reporting period.
  - The term of the loan is the total number of months or years given for repayment of the loan at the time the loan was entered into.
- Identify the security, if any, for the loan.

**SCHEDULE D**  
**Income – Gifts**

Name \_\_\_\_\_

▶ NAME OF SOURCE *(Not an Acronym)*

\_\_\_\_\_

ADDRESS *(Business Address Acceptable)*

\_\_\_\_\_

BUSINESS ACTIVITY, IF ANY, OF SOURCE

\_\_\_\_\_

DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____

▶ NAME OF SOURCE *(Not an Acronym)*

\_\_\_\_\_

ADDRESS *(Business Address Acceptable)*

\_\_\_\_\_

BUSINESS ACTIVITY, IF ANY, OF SOURCE

\_\_\_\_\_

DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____

▶ NAME OF SOURCE *(Not an Acronym)*

\_\_\_\_\_

ADDRESS *(Business Address Acceptable)*

\_\_\_\_\_

BUSINESS ACTIVITY, IF ANY, OF SOURCE

\_\_\_\_\_

DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____

▶ NAME OF SOURCE *(Not an Acronym)*

\_\_\_\_\_

ADDRESS *(Business Address Acceptable)*

\_\_\_\_\_

BUSINESS ACTIVITY, IF ANY, OF SOURCE

\_\_\_\_\_

DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____

▶ NAME OF SOURCE *(Not an Acronym)*

\_\_\_\_\_

ADDRESS *(Business Address Acceptable)*

\_\_\_\_\_

BUSINESS ACTIVITY, IF ANY, OF SOURCE

\_\_\_\_\_

DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____

▶ NAME OF SOURCE *(Not an Acronym)*

\_\_\_\_\_

ADDRESS *(Business Address Acceptable)*

\_\_\_\_\_

BUSINESS ACTIVITY, IF ANY, OF SOURCE

\_\_\_\_\_

DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____

**Comments:** \_\_\_\_\_

## Instructions – Schedule D Income – Gifts

A gift is anything of value for which you have not provided equal or greater consideration to the donor. A gift is reportable if its fair market value is \$50 or more. In addition, multiple gifts totaling \$50 or more received during the reporting period from a single source must be reported.

It is the acceptance of a gift, not the ultimate use to which it is put, that imposes your reporting obligation. Except as noted below, you must report a gift even if you never used it or if you gave it away to another person.

If the exact amount of a gift is unknown, you must make a good faith estimate of the item's fair market value. Listing the value of a gift as "over \$50" or "value unknown" is not adequate disclosure. In addition, if you received a gift through an intermediary, you must disclose the name, address, and business activity of both the donor and the intermediary. You may indicate an intermediary either in the "source" field after the name or in the "comments" section at the bottom of Schedule D.

### Commonly reportable gifts include:

- Tickets/passes to sporting or entertainment events
- Tickets/passes to amusement parks
- Parking passes not used for official agency business
- Food, beverages, and accommodations, including those provided in direct connection with your attendance at a convention, conference, meeting, social event, meal, or like gathering
- Rebates/discounts not made in the regular course of business to members of the public without regard to official status
- Wedding gifts (See Reference Pamphlet, page 16)
- An honorarium received prior to assuming office (You may report an honorarium as income on Schedule C, rather than as a gift on Schedule D, if you provided services of equal or greater value than the payment received. See Reference Pamphlet, page 10.)
- Transportation and lodging (See Schedule E.)
- Forgiveness of a loan received by you

### Reminders

- Gifts from a single source are subject to a \$500 limit in 2019. (See Reference Pamphlet, page 10.)
- Code filers – you only need to report gifts from reportable sources.

### Gift Tracking Mobile Application

- FPPC has created a gift tracking app for mobile devices that helps filers track gifts and provides a quick and easy way to upload the information to the Form 700. Visit FPPC's website to download the app.

### You are not required to disclose:

- Gifts that were not used and that, within 30 days after receipt, were returned to the donor or delivered to a charitable organization or government agency without being claimed by you as a charitable contribution for tax purposes
- Gifts from your spouse or registered domestic partner, child, parent, grandparent, grandchild, brother, sister, and certain other family members (See Regulation 18942 for a complete list.). The exception does not apply if the donor was acting as an agent or intermediary for a reportable source who was the true donor.
- Gifts of similar value exchanged between you and an individual, other than a lobbyist registered to lobby your state agency, on holidays, birthdays, or similar occasions
- Gifts of informational material provided to assist you in the performance of your official duties (e.g., books, pamphlets, reports, calendars, periodicals, or educational seminars)
- A monetary bequest or inheritance (However, inherited investments or real property may be reportable on other schedules.)
- Personalized plaques or trophies with an individual value of less than \$250
- Campaign contributions
- Up to two tickets, for your own use, to attend a fundraiser for a campaign committee or candidate, or to a fundraiser for an organization exempt from taxation under Section 501(c)(3) of the Internal Revenue Code. The ticket must be received from the organization or committee holding the fundraiser.
- Gifts given to members of your immediate family if the source has an established relationship with the family member and there is no evidence to suggest the donor had a purpose to influence you. (See Regulation 18943.)
- Free admission, food, and nominal items (such as a pen, pencil, mouse pad, note pad or similar item) available to all attendees, at the event at which the official makes a speech (as defined in Regulation 18950(b)(2)), so long as the admission is provided by the person who organizes the event.
- Any other payment not identified above, that would otherwise meet the definition of gift, where the payment is made by an individual who is not a lobbyist registered to lobby the official's state agency, where it is clear that the gift was made because of an existing personal or business relationship unrelated to the official's position and there is no evidence whatsoever at the time the gift is made to suggest the donor had a purpose to influence you.

### To Complete Schedule D:

- Disclose the full name (not an acronym), address, and, if a business entity, the business activity of the source.
- Provide the date (month, day, and year) of receipt, and disclose the fair market value and description of the gift.

**SCHEDULE E**  
**Income – Gifts**  
**Travel Payments, Advances,**  
**and Reimbursements**

Name \_\_\_\_\_

- Mark either the gift or income box.
- Mark the “501(c)(3)” box for a travel payment received from a nonprofit 501(c)(3) organization or the “Speech” box if you made a speech or participated in a panel. Per Government Code Section 89506, these payments may not be subject to the gift limit. However, they may result in a disqualifying conflict of interest.
- For gifts of travel, provide the travel destination.

▶ NAME OF SOURCE *(Not an Acronym)* \_\_\_\_\_

ADDRESS *(Business Address Acceptable)* \_\_\_\_\_

CITY AND STATE \_\_\_\_\_

501 (c)(3) or DESCRIBE BUSINESS ACTIVITY, IF ANY, OF SOURCE \_\_\_\_\_

DATE(S): \_\_\_\_/\_\_\_\_/\_\_\_\_ - \_\_\_\_/\_\_\_\_/\_\_\_\_ AMT: \$ \_\_\_\_\_  
*(If gift)*

▶ MUST CHECK ONE:      Gift **-or-**      Income

    Made a Speech/Participated in a Panel \_\_\_\_\_

    Other - Provide Description \_\_\_\_\_

▶ If Gift, Provide Travel Destination \_\_\_\_\_

▶ NAME OF SOURCE *(Not an Acronym)* \_\_\_\_\_

ADDRESS *(Business Address Acceptable)* \_\_\_\_\_

CITY AND STATE \_\_\_\_\_

501 (c)(3) or DESCRIBE BUSINESS ACTIVITY, IF ANY, OF SOURCE \_\_\_\_\_

DATE(S): \_\_\_\_/\_\_\_\_/\_\_\_\_ - \_\_\_\_/\_\_\_\_/\_\_\_\_ AMT: \$ \_\_\_\_\_  
*(If gift)*

▶ MUST CHECK ONE:      Gift **-or-**      Income

    Made a Speech/Participated in a Panel \_\_\_\_\_

    Other - Provide Description \_\_\_\_\_

▶ If Gift, Provide Travel Destination \_\_\_\_\_

▶ NAME OF SOURCE *(Not an Acronym)* \_\_\_\_\_

ADDRESS *(Business Address Acceptable)* \_\_\_\_\_

CITY AND STATE \_\_\_\_\_

501 (c)(3) or DESCRIBE BUSINESS ACTIVITY, IF ANY, OF SOURCE \_\_\_\_\_

DATE(S): \_\_\_\_/\_\_\_\_/\_\_\_\_ - \_\_\_\_/\_\_\_\_/\_\_\_\_ AMT: \$ \_\_\_\_\_  
*(If gift)*

▶ MUST CHECK ONE:      Gift **-or-**      Income

    Made a Speech/Participated in a Panel \_\_\_\_\_

    Other - Provide Description \_\_\_\_\_

▶ If Gift, Provide Travel Destination \_\_\_\_\_

▶ NAME OF SOURCE *(Not an Acronym)* \_\_\_\_\_

ADDRESS *(Business Address Acceptable)* \_\_\_\_\_

CITY AND STATE \_\_\_\_\_

501 (c)(3) or DESCRIBE BUSINESS ACTIVITY, IF ANY, OF SOURCE \_\_\_\_\_

DATE(S): \_\_\_\_/\_\_\_\_/\_\_\_\_ - \_\_\_\_/\_\_\_\_/\_\_\_\_ AMT: \$ \_\_\_\_\_  
*(If gift)*

▶ MUST CHECK ONE:      Gift **-or-**      Income

    Made a Speech/Participated in a Panel \_\_\_\_\_

    Other - Provide Description \_\_\_\_\_

▶ If Gift, Provide Travel Destination \_\_\_\_\_

**Comments:** \_\_\_\_\_

## Instructions – Schedule E Travel Payments, Advances, and Reimbursements

Travel payments reportable on Schedule E include advances and reimbursements for travel and related expenses, including lodging and meals.

Gifts of travel may be subject to the gift limit. In addition, certain travel payments are reportable gifts, but are not subject to the gift limit. To avoid possible misinterpretation or the perception that you have received a gift in excess of the gift limit, you may wish to provide a specific description of the purpose of your travel. (See the FPPC fact sheet entitled “Limitations and Restrictions on Gifts, Honoraria, Travel, and Loans” to read about travel payments under section 89506(a).)

### You are not required to disclose:

- Travel payments received from any state, local, or federal government agency for which you provided services equal or greater in value than the payments received, such as reimbursement for travel on agency business from your government agency employer.
- A payment for travel from another local, state, or federal government agency and related per diem expenses when the travel is for education, training or other inter-agency programs or purposes.
- Travel payments received from your employer in the normal course of your employment that are included in the income reported on Schedule C.
- A travel payment that was received from a nonprofit entity exempt from taxation under Internal Revenue Code Section 501(c)(3) for which you provided equal or greater consideration, such as reimbursement for travel on business for a 501(c)(3) organization for which you are a board member.

**Note: Certain travel payments may not be reportable if reported via email on Form 801 by your agency.**

### To Complete Schedule E:

- Disclose the full name (not an acronym) and address of the source of the travel payment.
- Identify the business activity if the source is a business entity.
- Check the box to identify the payment as a gift or income, report the amount, and disclose the date(s).
  - **Travel payments are gifts** if you did not provide services that were equal to or greater in value than the payments received. You must disclose gifts totaling \$500 or more from a single source during the period covered by the statement.

When reporting travel payments that are gifts, you must provide a description of the gift, the **date(s)** received, and the **travel destination**.

- **Travel payments are income** if you provided services that were equal to or greater in value than the

payments received. You must disclose income totaling \$500 or more from a single source during the period covered by the statement. You have the burden of proving the payments are income rather than gifts. When reporting travel payments as income, you must describe the services you provided in exchange for the payment. You are not required to disclose the date(s) for travel payments that are income.

### Example:

City council member MaryClaire Chandler is the chair of a 501(c)(6) trade association, and the association pays for her travel to attend its meetings. Because MaryClaire is deemed to be providing equal or greater consideration for the travel payment by virtue of serving on the board, this payment may be reported as income. Payments for MaryClaire to attend other events for which she is not providing services are likely considered gifts. Note that the same payment from a 501(c)3 would NOT be reportable.

▶ NAME OF SOURCE (Not an Acronym)	
Health Services Trade Association	
ADDRESS (Business Address Acceptable)	
1230 K Street, Suite 610	
CITY AND STATE	
Sacramento, CA	
<input type="checkbox"/> 501 (c)(3) or DESCRIBE BUSINESS ACTIVITY, IF ANY, OF SOURCE	
Association of Healthcare Workers	
DATE(S):	AMT: \$ 550.00
(if gift)	
▶ MUST CHECK ONE: <input type="checkbox"/> Gift -or- <input checked="" type="checkbox"/> Income	
<input type="radio"/> Made a Speech/Participated in a Panel	
<input checked="" type="radio"/> Other - Provide Description <u>Travel reimbursement for board meeting.</u>	
▶ If Gift, Provide Travel Destination _____	

### Example:

Mayor Kim travels to China on a trip organized by China Silicon Valley Business Development, a California nonprofit, 501(c)(6) organization. The Chengdu Municipal People’s Government pays for Mayor Kim’s airfare and travel costs, as well as his meals and lodging during the trip. The trip’s agenda shows that the trip’s purpose is to promote job creation and economic activity in China and in Silicon Valley, so the trip is reasonably related to a governmental purpose. Thus, Mayor Kim must report the gift of travel,

▶ NAME OF SOURCE (Not an Acronym)	
Chengdu Municipal People’s Government	
ADDRESS (Business Address Acceptable)	
2 Caoshi St. CaoShiJie, Qingyang Qu, Chengdu Shi,	
CITY AND STATE	
Sichuan Sheng, China, 610000	
<input type="checkbox"/> 501 (c)(3) or DESCRIBE BUSINESS ACTIVITY, IF ANY, OF SOURCE	
DATE(S):	AMT: \$ 3,874.38
(if gift)	
▶ MUST CHECK ONE: <input checked="" type="checkbox"/> Gift -or- <input type="checkbox"/> Income	
<input type="radio"/> Made a Speech/Participated in a Panel	
<input checked="" type="radio"/> Other - Provide Description <u>Travel reimbursement for trip to China.</u>	
▶ If Gift, Provide Travel Destination <u>Sichuan Sheng, China</u>	

but the gift is exempt from the gift limit. In this case, the travel payments are not subject to the gift limit because the source is a foreign government and because the travel is reasonably related to a governmental purpose. (Section 89506(a)(2).) Note that Mayor Kim could be disqualified from participating in or making decisions about The Chengdu Municipal People’s Government for 12 months. Also note that if China Silicon Valley Business Development (a 501(c)(6) organization) paid for the travel costs rather than the governmental organization, the payments would be subject to the gift limits. (See the FPPC fact sheet, Limitations and Restrictions on Gifts, Honoraria, Travel and Loans, at [www.fppc.ca.gov](http://www.fppc.ca.gov).)

## Restrictions and Prohibitions

The Political Reform Act (Gov. Code Sections 81000-91014) requires most state and local government officials and employees to publicly disclose their personal assets and income. They also must disqualify themselves from participating in decisions that may affect their personal economic interests. The Fair Political Practices Commission (FPPC) is the state agency responsible for issuing the attached Statement of Economic Interests, Form 700, and for interpreting the law's provisions.

### Gift Prohibition

Gifts received by most state and local officials, employees, and candidates are subject to a limit. In 2019-2020, the gift limit is \$500 from a single source during a calendar year.

Additionally, state officials, state candidates, and certain state employees are subject to a \$10 limit per calendar month on gifts from lobbyists and lobbying firms registered with the Secretary of State. See Reference Pamphlet, page 10.

State and local officials and employees should check with their agency to determine if other restrictions apply.

### Disqualification

Public officials are, under certain circumstances, required to disqualify themselves from making, participating in, or attempting to influence governmental decisions that will affect their economic interests. This may include interests they are not required to disclose. For example, a personal residence is often not reportable, but may be grounds for disqualification. Specific disqualification requirements apply to 87200 filers (e.g., city councilmembers, members of boards of supervisors, planning commissioners, etc.). These officials must publicly identify the economic interest that creates a conflict of interest and leave the room before a discussion or vote takes place at a public meeting. For more information, consult Government Code Section 87105, Regulation 18707, and the Guide to Recognizing Conflicts of Interest page at [www.fppc.ca.gov](http://www.fppc.ca.gov).

### Honorarium Ban

Most state and local officials, employees, and candidates are prohibited from accepting an honorarium for any speech given, article published, or attendance at a conference, convention, meeting, or like gathering. (See Reference Pamphlet, page 10.)

### Loan Restrictions

Certain state and local officials are subject to restrictions on loans. (See Reference Pamphlet, page 14.)

### Post-Governmental Employment

There are restrictions on representing clients or employers before former agencies. The provisions apply to elected state officials, most state employees, local elected officials, county chief administrative officers, city managers, including the chief administrator of a city, and general managers or chief administrators of local special districts and JPAs. The FPPC website has fact sheets explaining the provisions.

### Late Filing

The filing officer who retains originally-signed or electronically filed statements of economic interests may impose on an individual a fine for any statement that is filed late. The fine is \$10 per day up to a maximum of \$100. Late filing penalties may be reduced or waived under certain circumstances.

Persons who fail to timely file their Form 700 may be referred to the FPPC's Enforcement Division (and, in some cases, to the Attorney General or district attorney) for investigation and possible prosecution. In addition to the late filing penalties, a fine of up to \$5,000 per violation may be imposed.

**For assistance** concerning reporting, prohibitions, and restrictions under the Act:

- Email questions to [advice@fppc.ca.gov](mailto:advice@fppc.ca.gov).
- Call the FPPC toll-free at (866) 275-3772.

### Form 700 is a Public Document Public Access Must Be Provided

Statements of Economic Interests are public documents. The filing officer must permit any member of the public to inspect and receive a copy of any statement.

- Statements must be available as soon as possible during the agency's regular business hours, but in any event not later than the second business day after the statement is received. Access to the Form 700 is not subject to the Public Records Act procedures.
- No conditions may be placed on persons seeking access to the forms.
- No information or identification may be required from persons seeking access.
- Reproduction fees of no more than 10 cents per page may be charged.



## Questions and Answers

### General

- Q. What is the reporting period for disclosing interests on an assuming office statement or a candidate statement?
- A. On an assuming office statement, disclose all reportable investments, interests in real property, and business positions held on the date you assumed office. In addition, you must disclose income (including loans, gifts and travel payments) received during the 12 months prior to the date you assumed office.
- On a candidate statement, disclose all reportable investments, interests in real property, and business positions held on the date you file your declaration of candidacy. You must also disclose income (including loans, gifts and travel payments) received during the 12 months prior to the date you file your declaration of candidacy.
- Q. I hold two other board positions in addition to my position with the county. Must I file three statements of economic interests?
- A. Yes, three are required. However, you may complete one statement listing the county and the two boards on the Cover Page or an attachment as the agencies for which you will be filing. Report your economic interests using the largest jurisdiction and highest disclosure requirements assigned to you by the three agencies. Make two copies of the entire statement before signing it, sign each copy with an original signature, and distribute one original to the county and to each of the two boards. Remember to complete separate statements for positions that you leave or assume during the year.
- Q. I am a department head who recently began acting as city manager. Should I file as the city manager?
- A. Yes. File an assuming office statement as city manager. Persons serving as “acting,” “interim,” or “alternate” must file as if they hold the position because they are or may be performing the duties of the position.
- Q. My spouse and I are currently separated and in the process of obtaining a divorce. Must I still report my spouse’s income, investments, and interests in real property?
- A. Yes. A public official must continue to report a spouse’s economic interests until such time as dissolution of marriage proceedings is final. However, if a separate property agreement has been reached prior to that time, your estranged spouse’s income may not have to be reported. Contact the FPPC for more information.

- Q. As a designated employee, I left one state agency to work for another state agency. Must I file a leaving office statement?
- A. Yes. You may also need to file an assuming office statement for the new agency.

### Investment Disclosure

- Q. I have an investment interest in shares of stock in a company that does not have an office in my jurisdiction. Must I still disclose my investment interest in this company?
- A. Probably. The definition of “doing business in the jurisdiction” is not limited to whether the business has an office or physical location in your jurisdiction. (See Reference Pamphlet, page 13.)
- Q. My spouse and I have a living trust. The trust holds rental property in my jurisdiction, our primary residence, and investments in diversified mutual funds. I have full disclosure. How is this trust disclosed?
- A. Disclose the name of the trust, the rental property and its income on Schedule A-2. Your primary residence and investments in diversified mutual funds registered with the SEC are not reportable.
- Q. I am required to report all investments. I have an IRA that contains stocks through an account managed by a brokerage firm. Must I disclose these stocks even though they are held in an IRA and I did not decide which stocks to purchase?
- A. Yes. Disclose on Schedule A-1 or A-2 any stock worth \$2,000 or more in a business entity located in or doing business in your jurisdiction.
- Q. The value of my stock changed during the reporting period. How do I report the value of the stock?
- A. You are required to report the highest value that the stock reached during the reporting period. You may use your monthly statements to determine the highest value. You may also use the entity’s website to determine the highest value. You are encouraged to keep a record of where you found the reported value. Note that for an assuming office statement, you must report the value of the stock on the date you assumed office.

## Questions and Answers Continued

Q. I am the sole owner of my business, an S-Corporation. I believe that the nature of the business is such that it cannot be said to have any "fair market value" because it has no assets. I operate the corporation under an agreement with a large insurance company. My contract does not have resale value because of its nature as a personal services contract. Must I report the fair market value for my business on Schedule A-2 of the Form 700?

A. Yes. Even if there are no *tangible* assets, intangible assets, such as relationships with companies and clients are commonly sold to qualified professionals. The "fair market value" is often quantified for other purposes, such as marital dissolutions or estate planning. In addition, the IRS presumes that "personal services corporations" have a fair market value. A professional "book of business" and the associated goodwill that generates income are not without a determinable value. The Form 700 does not require a precise fair market value; it is only necessary to check a box indicating the broad range within which the value falls.

Q. I own stock in IBM and must report this investment on Schedule A-1. I initially purchased this stock in the early 1990s; however, I am constantly buying and selling shares. Must I note these dates in the "Acquired" and "Disposed" fields?

A. No. You must only report dates in the "Acquired" or "Disposed" fields when, during the reporting period, you initially purchase a reportable investment worth \$2,000 or more or when you dispose of the entire investment. You are not required to track the partial trading of an investment.

Q. On last year's filing I reported stock in Encoe valued at \$2,000 - \$10,000. Late last year the value of this stock fell below and remains at less than \$2,000. How should this be reported on this year's statement?

A. You are not required to report an investment if the value was less than \$2,000 during the **entire** reporting period. However, because a disposed date is not required for stocks that fall below \$2,000, you may want to report the stock and note in the "comments" section that the value fell below \$2,000. This would be for informational purposes only; it is not a requirement.

Q. We have a Section 529 account set up to save money for our son's college education. Is this reportable?

A. If the Section 529 account contains reportable interests (e.g., common stock valued at \$2,000 or more), those interests are reportable (not the actual Section 529 account). If the account contains solely mutual funds, then nothing is reported.

### Income Disclosure

Q. I reported a business entity on Schedule A-2. Clients of my business are located in several states. Must I report all clients from whom my pro rata share of income is \$10,000 or more on Schedule A-2, Part 3?

A. No, only the clients located in or doing business on a regular basis in your jurisdiction must be disclosed.

Q. I believe I am not required to disclose the names of clients from whom my pro rata share of income is \$10,000 or more on Schedule A-2 because of their right to privacy. Is there an exception for reporting clients' names?

A. Regulation 18740 provides a procedure for requesting an exemption to allow a client's name not to be disclosed if disclosure of the name would violate a legally recognized privilege under California or Federal law. This regulation may be obtained from our website at [www.fppc.ca.gov](http://www.fppc.ca.gov). (See Reference Pamphlet, page 14.)

Q. I am sole owner of a private law practice that is not reportable based on my limited disclosure category. However, some of the sources of income to my law practice are from reportable sources. Do I have to disclose this income?

A. Yes, even though the law practice is not reportable, reportable sources of income to the law practice of \$10,000 or more must be disclosed. This information would be disclosed on Schedule C with a note in the "comments" section indicating that the business entity is not a reportable investment. The note would be for informational purposes only; it is not a requirement.

## Questions and Answers Continued

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Q. I am the sole owner of my business. Where do I disclose my income - on Schedule A-2 or Schedule C?

A. Sources of income to a business in which you have an ownership interest of 10% or greater are disclosed on Schedule A-2. (See Reference Pamphlet, page 8.)

Q. My husband is a partner in a four-person firm where all of his business is based on his own billings and collections from various clients. How do I report my community property interest in this business and the income generated in this manner?

A. If your husband's investment in the firm is 10% or greater, disclose 100% of his share of the business on Schedule A-2, Part 1 and 50% of his income on Schedule A-2, Parts 2 and 3. For example, a client of your husband's must be a source of at least \$20,000 during the reporting period before the client's name is reported.

Q. How do I disclose my spouse's or registered domestic partner's salary?

A. Report the name of the employer as a source of income on Schedule C.

Q. I am a doctor. For purposes of reporting \$10,000 sources of income on Schedule A-2, Part 3, are the patients or their insurance carriers considered sources of income?

A. If your patients exercise sufficient control by selecting you instead of other doctors, then your patients, rather than their insurance carriers, are sources of income to you. (See Reference Pamphlet, page 14.)

Q. I received a loan from my grandfather to purchase my home. Is this loan reportable?

A. No. Loans received from family members are not reportable.

Q. Many years ago, I loaned my parents several thousand dollars, which they paid back this year. Do I need to report this loan repayment on my Form 700?

A. No. Payments received on a loan made to a family member are not reportable.

### Real Property Disclosure

Q. During this reporting period we switched our principal place of residence into a rental. I have full disclosure and the property is located in my agency's jurisdiction, so it is now reportable. Because I have not reported this property before, do I need to show an "acquired" date?

A. No, you are not required to show an "acquired" date because you previously owned the property. However, you may want to note in the "comments" section that the property was not previously reported because it was used exclusively as your residence. This would be for informational purposes only; it is not a requirement.

Q. I am a city manager, and I own a rental property located in an adjacent city, but one mile from the city limit. Do I need to report this property interest?

A. Yes. You are required to report this property because it is located within 2 miles of the boundaries of the city you manage.

Q. Must I report a home that I own as a personal residence for my daughter?

A. You are not required to disclose a home used as a personal residence for a family member unless you receive income from it, such as rental income.

Q. I am a co-signer on a loan for a rental property owned by a friend. Since I am listed on the deed of trust, do I need to report my friend's property as an interest in real property on my Form 700?

A. No. Simply being a co-signer on a loan for property does not create a reportable interest in real property for you.

### Gift Disclosure

Q. If I received a reportable gift of two tickets to a concert valued at \$100 each, but gave the tickets to a friend because I could not attend the concert, do I have any reporting obligations?

A. Yes. Since you accepted the gift and exercised discretion and control of the use of the tickets, you must disclose the gift on Schedule D.

## Questions and Answers Continued

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- Q. Julia and Jared Benson, a married couple, want to give a piece of artwork to a county supervisor. Is each spouse considered a separate source for purposes of the gift limit and disclosure?
- A. Yes, each spouse may make a gift valued at the gift limit during a calendar year. For example, during 2019 the gift limit was \$500, so the Bensons may have given the supervisor artwork valued at no more than \$1,000. The supervisor must identify Jared and Julia Benson as the sources of the gift.
- Q. I received free admission to an educational conference related to my official duties. Part of the conference fees included a round of golf. Is the value of the golf considered informational material?
- A. No. The value of personal benefits, such as golf, attendance at a concert, or sporting event, are gifts subject to reporting and limits.
- Q. I am a Form 700 filer with full disclosure. Our agency holds a holiday raffle to raise funds for a local charity. I bought \$10 worth of raffle tickets and won a gift basket valued at \$120. The gift basket was donated by Doug Brewer, a citizen in our city. At the same event, I bought raffle tickets for, and won a quilt valued at \$70. The quilt was donated by a coworker. Are these reportable gifts?
- A. Because the gift basket was donated by an outside source (not an agency employee), you have received a reportable gift valued at \$110 (the value of the basket less the consideration paid). The source of the gift is Doug Brewer and the agency is disclosed as the intermediary. Because the quilt was donated by an employee of your agency, it is not a reportable gift.
- Q. My agency is responsible for disbursing grants. An applicant (501(c)(3) organization) met with agency employees to present its application. At this meeting, the applicant provided food and beverages. Would the food and beverages be considered gifts to the employees? These employees are designated in our agency's conflict of interest code and the applicant is a reportable source of income under the code.
- A. Yes. If the value of the food and beverages consumed by any one filer, plus any other gifts received from the same source during the reporting period total \$50 or more, the food and beverages would be reported using the fair market value and would be subject to the gift limit.



A California Public School

Agenda Item# IVJ

**Board Meeting Date:** June 26, 2020

**Subject:** Executive Director Evaluation

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

**Committee:** Nadeen Ruiz, Kathy Petree

The Executive Director Evaluation Committee presents Executive Director Evaluation Report.

**June Meeting:**

1. Because the ED evaluation is a personnel action, the ED evaluation and contract renewal board discussion based on the evaluation Committee’s findings is conducted in a closed session. During the closed session time, all staff members recuse themselves and leave the room. Only non-staff board members participate in the closed session discussion.
2. During closed session, the board makes a recommendation for action and conducts a vote, noting how individual board members voted.
3. The board adjourns the closed session and then calls to order an open session.
4. During the open session, the board announces the closed session board action, identifying how each board member voted.

**Recommendation:**

The Committee recommends that the Board approves the Executive Director’s contract for 2020-2021 school year.

**Estimated Time of Presentation:** 10 min  
**Submitted By:** Ruiz  
**Date:** 06242020

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



A California Public School

Agenda Artículo# IVJ

**Fecha de la Reunión:** 26 de junio del 2020

**Tema:** Evaluación 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

Reunión de junio:

1. Debido a que la evaluación del Director Ejecutivo es una acción del personal, la evaluación del Director Ejecutivo y la discusión de la Mesa Directiva de la renovación del contrato basada en los hallazgos del Comité de evaluación se lleva a cabo en una sesión cerrada. Durante el tiempo de sesión cerrado, todos los miembros del personal se recusar y abandonan la sala. Solo miembros de la mesa no en el personal participan en la discusión de la sesión cerrada.
2. Durante la sesión cerrada, la Mesa hace una recomendación para la acción y realiza una votación, señalando cómo los miembros individuales de la Mesa votaron.
3. La Mesa aplaza la sesión cerrada y luego llama para ordenar una sesión abierta.
4. Durante la sesión abierta, la Mesa anuncia la acción de la Mesa en la sesión cerrada, identificando cómo cada miembro voto.

Recomendación:

El Comité recomienda que la Mesa apruebe el contrato del Director Ejecutivo para el año escolar 2020-2021.