

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

Agenda/Agenda
BOARD MEETING/ REUNIÓN DE LA MESA
 Friday, November 22, 2019/viernes, 22 de noviembre del 2019
5:30pm in ROOM 8/5:30pm en el SALÓN 8

I. PRELIMINARY/PRELIMINARIO

A. CALL TO ORDER/Convocatoria

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

B. ROLL CALL/Asistencia

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

C. APPROVAL OF AGENDA/Aprobación de la Agenda

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

Motion: ____ Second: ____ Vote: ____

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

a. October 2019 minutes/minutas del mes de octubre del 2019

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

Motion: ____ Second: ____ Vote: ____

E. MISSION/Misión

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

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

II. COMMUNICATIONS NORMS/NORMAS DE COMUNICACION

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

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

III. INFORMATIONAL ITEMS/ARTICULOS DE INFORMACION

1. Student Council/Concilio estudiantil – Representative/representante (5 min)
2. Parent Council/Association/Concilio y asociación de padres – Representative/representante (5 min)
3. Parent Academy/Academia de Padres – Jáuregui and Luna-Franco (5 min)
4. Public Notice from SMAQMD/Aviso público de SMAQMD – School Leadership (5 min)

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

A. Academics 101– LAS Academic Program Design, CAASPP Data and Subgroups, CA Dashboard Local Indicators Submission, SCUSD Annual Progress Report (APR) Submission/ *Información básica de académica de LAS: Diseño de programa académico de LAS, Datos de CAASPP y subgrupos, Tablero de CA, Informe Anual de Progreso (APR) de SCUSD – Bersola (45 min.)*

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

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

Motion: _____ Second: _____ Vote: _____

B. Bylaws and Policy Committee: 1) Complaint Handling Procedures, 2) Community Representative Positions, 3) Committee Candidate Application & Selection Process/ *Comité de Estatutos y Polizas: 1) Procedimientos de manejo de quejas, 2) Posiciones de representantes de la comunidad, 3) Proceso de solicitud y selección de candidatos a comités – Committee (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 IVB/*Se recomienda que la Mesa Directiva discuta y/o apruebe IVB.*

Motion: _____ Second: _____ Vote: _____

C. Technology Donation Program/*Programa de Donación de Tecnología* – School Leadership/*Liderazgo escolar (10 min)*

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

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

Motion: _____ Second: _____ Vote: _____

D. Board Development: Charter Conferences Attendance/*Asistencia a Conferencias de Escuelas Chárter* – School Leadership/*Liderazgo escolar (10 min.)*

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

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

Motion: _____ Second: _____ Vote: _____

E. October Check Register/Registro de la cuenta bancaria del mes de octubre – School Leadership/Liderazgo escolar (10 min.)

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

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

Motion: _____ Second: _____ Vote: _____

F. Monthly Financial Update/Resumen financiero del mes – 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 IVF/Se recomienda que la Mesa Directiva discuta y/o apruebe IVF.

Motion: _____ Second: _____ Vote: _____

V. INFORMATIONAL ITEMS - ARTICULOS DE INFORMACIÓN

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

B. Finance Committee/Comité de Finanzas – Campa (10 min)

VI. FUTURE MEETINGS/Próxima Junta

1. Friday, December 13, 2019 Regular Board Meeting/ viernes, 13 de diciembre de 2019 Junta regular de la Mesa

VII. FUTURE AGENDA ITEMS/Temas para agendas futuras

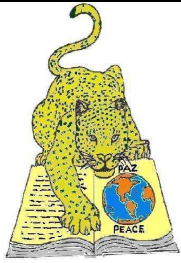
- **State Seal of Biliteracy/Sello Estatal de Alfabetización Bilingüe**

VIII. ADJOURNMENT/Clausura

The meeting was adjourned at _____:_____ p.m./La junta terminó a las _____:_____ p.m.

Motion: _____ Second: _____ Vote: _____

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



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 2850 49th Street, Sacramento, CA 95817

Minutes/Minutas
BOARD MEETING/REUNIÓN DE LA MESA DIRECTIVA
Friday, October 25, 2019/ viernes, 25 de octubre del 2019
5:30 pm in ROOM 8/ 5:30PM en el salón 8

I. PRELIMINARY/PRELIMINARIO

I.A & B	Meeting was called to order by Kathy Petree at 5:37 PM. Roll call was taken./ La junta fue convocada por Kathy Petree a las 5:37 PM. Se tomó lista.			
	Name/ Nombre	Role/ Papel	Present/ Presente	Absent/ Ausente
	1. Kathy Petree	Parent/Madre (17-20) President/President	X	
	2. Alonso Escareño	Parent/Madre (19-21)		X
	3. Fernando Aceves	Parent/Madre (19-22)		X
	4. Gemma Jáuregui	Teacher/Maestra (18-21) Vice President/Vice President	X	
	5. Adriana Yañez-Gutiérrez	Staff/Personal (17-20)	X	
	6. Pedro León	Teacher/Maestro (19-22) Secretary/Secretario	X	
	7. Aracely Campa	Community Member/Miembro Comunitario (17-21)/Treasurer/Tesorera		X
	8. Nadeen Ruiz	Community Member/Miembro Comunitario (18-21)		X
	9. Julissa de Gonzalez	Community Member/Miembro Comunitario (19-22)	X	
	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	

	Agenda/Agenda	Action/Acción
I.C	Approval of Agenda <i>Aprobación de la Agenda</i>	A motion was made to approve the October 25, 2019 agenda. <i>Se hizo una moción para aprobar la agenda del 25 de octubre del 2019.</i> 1 st Motion/1 ^a Moción: Gemma Jáuregui 2 nd Motion/2 ^a Moción: Adriana Yañez-Gutiérrez Absences/Ausencias: Alonso Escareño, Fernando Aceves, Aracely Campa, Nadeen Ruiz Abstentions/Abstenciones: None/ninguno The motion passed with five votes. / <i>La moción pasó con cinco votos.</i>
I.D	Approval of September Minutes <i>Aprobación de los Minutos de la Mesa Directiva</i>	A motion was made to approve the September 2019 minutes. <i>Se hizo una moción para aprobar las minutas de septiembre del 2019.</i> 1 st Motion/1 ^a Moción: Adriana Yañez-Gutiérrez 2 nd Motion/2 ^a Moción: Pedro León Absences/Ausencias: : Alonso Escareño, Fernando Aceves, Aracely Campa, Nadeen Ruiz Abstentions/Abstenciones: The motion passed with five votes. / <i>La moción pasó con cinco votos.</i>
I.E	Mission <i>Misión</i>	The mission was read aloud. / <i>La misión fue leída en voz alta.</i>

II. COMMUNICATIONS NORMS/NORMAS DE COMUNICACIÓN

II.A.	Public Comments <i>Comentarios Públicos</i>	There was one public comment regarding the systematic inclusion of parent participation and engagement in the decision-making process of changes that involve the students./ <i>Hubo un comentario público donde se pidió que se</i>
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		<i>incrementará la inclusión de los padres en cuanto a decisiones que involucran a estudiantes.</i>
III. INFORMATIONAL ITEMS/ARTÍCULOS DE INFORMACIÓN:		
III.1.	Student Council Representative <i>Representante del concilio estudiantil</i>	A student council representative provided a summary of the latest Student Council meeting./ <i>Un representante del concilio estudiantil presentó un resumen de la junta del concilio estudiantil más reciente.</i>
III.2	Parent Council/Association Representative <i>Representante del concilio y asociación de padres</i>	Claudia Ochoa, Parent Conector, presented a summary of the latest Parent Council and Parent Association Meeting./ <i>Claudia Ochoa, Enlace de padres, presentó un resumen de la junta de Concilio de padres y de la Asociación de padres más reciente.</i>
III.3	Student Clubs <i>Clubs escolares</i>	Eduardo de León presented a summary of the student clubs currently active at LAS./ <i>Eduardo de León presentó un resumen de los clubs escolares actualmente activos en LAS.</i>
IV. ITEMS SCHEDULED FOR DISCUSSION AND/OR ACTION ARTÍCULOS PROGRAMADOS PARA DISCUSIÓN Y/O ACCIÓN		
IV.A	Parent Involvement Policy and School Parent Compact Annual Review <i>Revisión anual de la Póliza de participación de padres y el Acuerdo de padres</i>	<p>The Parent Involvement Policy and the School Parent Compact have gone through their annual review process. Input was solicited from stakeholders./<i>La Póliza de participación de padres y el Acuerdo de padres han pasado por su proceso anual de revisión. Se solicitó aportes de los grupos beneficiarios.</i></p> <p>A motion was made to approve the Parent Involvement Policy and School Parent Compact annual review./<i>Se hizo una moción para aprobar la revisión anual de la Póliza de participación de padres y el Acuerdo de padres.</i></p> <p>1st Motion/1ª Moción: Gemma Jáuregui 2nd Motion/2ª Moción: Julissa de Gonzalez Absences/Ausencias: Alonso Escareño, Fernando Aceves, Aracely Campa, Nadeen Ruiz Abstentions/Abstenciones: None/Ninguno Motion passed with five votes. / <i>La moción pasó con cinco votos.</i></p>
	Public Comments <i>Comentarios Públicos</i>	None / <i>Ninguno</i>
IV.B	Bylaws and Policy Committee: 1) Complaint Handling Procedures, 2) Community Representative Positions, 3) Committee Candidate Application & Selection Process <i>Comité de Pólizas y estatutos: 1) Procedimiento de manejo de quejas, 2) Puestos para miembros de la comunidad, 3) Proceso de selección y aprobación para candidatos a comités de la mesa directiva</i>	<p>The Bylaws and Policy Committee presented a first read of the LAS Complaint Handling Procedures. The procedures would provide a clearer distinction between the complaints that should be presented to administration and those that fall under Board review. The staff and teacher representatives will solicit feedback from their stakeholders. The Bylaws and Policy Committee will solicit a vote from the Board during the November meeting.</p> <p>The Governing Board members had a discussion regarding the Board's ability to appoint Community Representatives. Members expressed their concern over how this could be perceived by the stakeholders. Members also expressed that the amendments made to the bylaws last year were done in an effort to provide more efficacy and expertise to the work done by the Governing Board. The Bylaws and Policy Committee is waiting for feedback from the legal team regarding the policy's alignment to the school's charter.</p> <p>Julissa de Gonzalez presented two potential procedures for the appointment of a LAS committee member. The Board provided their feedback regarding the two procedures and suggested that the timeline be aligned to the Board elections. The procedures will be presented for a vote during the November meeting.</p> <p><i>El comité de Estatutos y pólizas presentó una primera lectura de los Procedimientos de manejo de quejas de LAS. Los procedimientos proporcionarían una distinción más clara entre las quejas que deberían presentarse a la administración y las que están bajo la revisión de la mesa directiva. Los representantes de maestros y personal solicitarán comentarios de</i></p>

		<p><i>sus beneficiarios. El Comité de Estatutos y pólizas solicitará un voto de la mesa directiva durante la reunión de noviembre.</i></p> <p><i>Los miembros de la mesa directiva hablaron sobre la habilidad de la mesa directiva de nombrar Representantes del Comunidad. Los miembros expresaron su preocupación sobre cómo esto podría ser percibido por beneficiarios. Algunos miembros también expresaron que las enmiendas hechas a los estatutos el año pasado se hicieron en un esfuerzo por proporcionar más eficacia y experiencia al trabajo realizado por la mesa directiva. El comité de Estatutos y Pólizas está esperando los comentarios del equipo legal con respecto a la alineación de la póliza con los estatutos de la escuela.</i></p> <p><i>Julissa de González presentó dos posibles procedimientos para el nombramiento de un miembro a comités LAS. La mesa directiva proporcionó sus comentarios sobre los dos procedimientos y sugirió que la línea de tiempo se alineara con las elecciones de la mesa directiva. Los procedimientos se presentarán a votación durante la reunión de noviembre.</i></p>
	<p>Public Comments <i>Comentarios Públicos</i></p>	<p>A public comment was made about the appointment of Community Board representatives. She talked about how in past elections LAS has had great community members who ran for a position but did not get elected. She stated that the spirit of adding the positions was to bring highly qualified people into the work of the Governing Board. She expressed her concern with losing more qualified individuals if they are put through another election process./ <i>Un comentario público se hizo sobre el nombramiento de representantes de la comunidad a la mesa directiva. Habló sobre cómo en las elecciones pasadas LAS ha tenido excelentes miembros de la comunidad que se postularon para un puesto pero no fueron elegidos. Afirmó que el espíritu de agregar los puestos era atraer a personas altamente calificadas al trabajo de la mesa directiva. Expresó su preocupación por perder a personas más calificadas si pasan por otro proceso electoral.</i></p>
IV.C	<p>D. Board Development <i>Desarrollo de la Mesa Directiva</i></p>	<p>Kathy Petree reminded the Board members to continue to develop long term goals within their committees./ <i>Kathy Petree recordó a los miembros de la mesa que continúen desarrollando objetivos a largo plazo dentro de sus comités.</i></p>
	<p>Public Comments <i>Comentarios Públicos</i></p>	<p>None / <i>Ninguno</i></p>
IV.D	<p>August and September Check Registers/Registros de la cuenta bancaria de los meses de agosto y septiembre</p>	<p>A motion was made to approve the August 2019 check register. / <i>Se hizo una moción para aprobar los registros de la cuenta bancaria del mes de agosto.</i> 1st Motion/1ª Moción: Adriana Yañez-Gutiérrez 2nd Motion/2ª Moción: Julissa de Gonzalez Absences/Ausencias: Alonso Escareño, Fernando Aceves, Aracely Campa, Nadeen Ruiz Abstentions/Abstenciones: Gemma Jáuregui, Pedro León Motion passed with tres votes. / <i>La moción pasó con tres votos.</i></p> <p>A motion was made to approve the September 2019 check register. / <i>Se hizo una moción para aprobar los registros de la cuenta bancaria del mes de septiembre.</i> 1st Motion/1ª Moción: Julissa de Gonzalez 2nd Motion/2ª Moción: Adriana Yañez-Gutiérrez Absences/Ausencias: Alonso Escareño, Fernando Aceves, Aracely Campa, Nadeen Ruiz Abstentions/Abstenciones: Gemma Jáuregui, Pedro León Motion passed with tres votes. / <i>La moción pasó con tres votos.</i></p>
	<p>Public Comments <i>Comentarios Públicos</i></p>	
IV.F	<p>Monthly Financial Update/Resumen financiero del me</p>	<p>A summary of the monthly financials was presented to the Board members. Brian Holmes from edtec made a presentation on the 2018-19 Unaudited Actuals and the 2019-20 Forecast Update./ <i>Se presentó un resumen de las finanzas mensuales</i></p>

		<i>a los miembros de la mesa directiva. Brian Holmes de edtec hizo una presentación sobre los Informes estadísticos no auditados 2018-19 y la Actualización de pronósticos 2019-20</i>
	Public Comments <i>Comentarios Públicos</i>	None / Ninguno
V. INFORMATIONAL ITEMS - ARTÍCULOS DE INFORMACIÓN		
V.A	Curriculum Design Team <i>Equipo de diseño curricular</i>	Gemma Jáuregui presented a summary of the CDT agenda items from the October 3rd meeting. The committee continues to work heavily on the school's Alternative Supports Program. The committee proposes that the MAP assessment dates be changed so that that dates correlate with parent conferences. The committee will have bi-monthly meetings to accommodate for the many items in the agenda. / <i>Gemma Jáuregui presentó un resumen de los temas de la agenda de CDT de la reunión del 3 de octubre. El comité continúa trabajando fuertemente en el Programa de Apoyo Alternativo de la escuela. El comité propone que se cambien las fechas de evaluación MAP para que esas fechas se correlacionen con las conferencias de padres. El comité tendrá reuniones bimensuales para acomodar los muchos puntos en la agenda.</i>
V.B	Dispute Resolution Committee <i>Comité de resolución de conflicto</i>	The Dispute Resolution Committee requests that the Governing Board continue to solicit feedback from their stakeholders in regards to the Complaint Handling Procedures. The document was presented during the Bylaws and Policy Committee summary. / <i>El Comité de Resolución de conflicto solicita que la mesa directiva continúe solicitando comentarios de sus beneficiarios sobre el procedimiento de manejo de quejas. El documento fue presentado durante el resumen del comité de Estatutos y pólizas.</i>
V.C	Executive Director Evaluation <i>Comité de evaluación del Director Ejecutivo</i>	Kathy Petree shared an update of committee work / <i>Kathy Petree compartió un reporte sobre el trabajo del comité.</i>
VI. FUTURE MEETINGS/PRÓXIMA JUNTA		
1. Friday, November 22, 2019 Regular Board Meeting / <i>viernes 22 de noviembre del 2019 Junta Regular de la Mesa</i>		
V.II FUTURE AGENDA ITEMS/TEMAS PARA AGENDAS FUTURAS		
1. Seal of Biliteracy / <i>Sello de alfabetización bilingüe</i>		
2. Ad hoc committee to review and propose revision for LCAP survey / <i>Comité para revisar y proponer revisiones a la encuesta de LCAP.</i>		
VIII. ADJOURNMENT/CLAUSURA		
A motion was made to adjourn the board meeting. / <i>Se hizo una moción para terminar la reunión de la Mesa.</i>		
1 st Motion / <i>1ª Moción:</i> Gemma Jáuregui		
2 nd Motion / <i>2ª Moción:</i> Julissa de Gonzalez		
Absences / <i>Ausencias:</i> Alonso Escareño, Fernando Aceves, Aracely Campa, Nadeen Ruiz		
Abstentions / <i>Abstenciones:</i> None / Ninguno		
The motion passed with five votes. / <i>La moción pasó con cinco votos.</i>		
The board meeting was adjourned at 7:14PM. / <i>La reunión de la Mesa se terminó a las 7:14PM.</i>		



A California Public School

Agenda Item# III1

Board Meeting Date: November 22, 2019

Subject: Student Council Report

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

Committee/Staff: Student Council

Information:

Student Council Reports:

Student Council meeting called to order with no comments.

Student Council reviewed Alphas/Deltas of Haunted House and discussed the unofficial count. Collectively they decided that with these particular gains they wanted to purchase crewnecks as Student Council attire.

Executive members presented 4 choices of font styles and the class discussed colors along with themes. Two choices were submitted to Greg from Squeegee for a quote.

Student Council members proposed the idea of having another dance in the middle of the year. Collectively we agreed that we would survey our class and report back whether the school wanted another dance.

We also discussed a community service project and how to best host an event, the suggestion came back that half of our earnings for the bake sale could go to the organization we choose to collaborate with.

Future items on the agenda:

Discuss Community Service Project and the vision we have

Estimated Time of Presentation: 5 minutes
Submitted By: Luna
Date: 11.19.2019

Pertinent Pages in
 Charter, pgs _____ Bylaws, pgs _____
 MOU, pgs _____ Policy _____



A California Public School

Agenda Artículo# III1

Fecha de la Reunión: 22 de noviembre del 2019

Tema: Informe del Concilio Estudiantil

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

Comité/Personal: Concilio Estudiantil

Información:

Informes del Concilio Estudiantil:

Reunión del Concilio Estudiantil convocada sin comentarios.

El Concilio Estudiantil revisó los Alfas/Deltas de la Casa Embrujada y discutió la cuenta no oficial. Colectivamente, decidieron que con estas ganancias particulares querían comprar camisas como parte de la vestimenta del Concilio Estudiantil.

Los miembros ejecutivos presentaron 4 opciones de estilos de letra y la clase discutió los colores junto con los temas. Se enviaron dos opciones a Greg de Squeegee para una cotización.

Los miembros del Concilio Estudiantil propusieron la idea de tener otro baile a mediados de año. Colectivamente acordamos que haríamos encuesta en clase e informaríamos si la escuela quería otro baile.

También discutimos un proyecto de servicio comunitario y cómo organizar mejor un evento, la sugerencia regresó de que la mitad de nuestras ganancias de la venta de pasteles podría ir a la organización con la que elegimos colaborar.

Artículos futuros en la agenda:

Discutir el proyecto de servicio comunitario y la visión que tenemos

<p>Tiempo estimado para la presentación: 5 min. Entregado por: Luna Fecha: 11.19.2019</p>
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<p>Páginas pertinentes en: <input type="checkbox"/> Constitución, páginas ____ <input type="checkbox"/> Estatutos, páginas ____ <input type="checkbox"/> MOU, páginas _____ <input type="checkbox"/> Póliza _____</p>



A California Public School

Academia de Idiomas de Sacramento Language Academy of Sacramento

A Two-Way Spanish Immersion Charter School

2850 49th Street
Sacramento, CA. 95817
Phone 916.277.7137 Fax 916.277.7141

Agenda Item # III2

Board Meeting Date: November 22, 2019

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, November 14th. The following reflects agenda items reviewed during the November meeting:

● **Grade Level Updates:**

Transitional Kinder: TK went on a field trip to the Sacramento Zoo.

Kinder: No updates

1st: First grade made about \$1,800 in snack sales.

2nd: No updates

3rd: Third grade had their field trip to the California Capital.

4th: Fourth grade went to the California Museum.

5th: Fifth grade went to the Crocker Art Museum.

6th: No updates

7th: Seventh grade will use the funds raised from Winter Festival for the end of year celebrations and MS breakfast. They are asking parents for \$40 donation to cover costs for field trips.

8th: Eight grade teachers and parents met to discuss activities for this year, considering that they have about \$8,000 in funds that was rolled over from last year. The money from fundraisers and the balance from last year will be used for their activities such as: end of the year dance/prom, end of the year breakfast and cover sleeves for diplomas.

Grade level representatives suggested that any money left over from fundraising should be rolled over at the end of the school year. Clarification is needed if this is a possibility. Parent Council has its own liability and an account, which is why they are able to keep funds from one year to the next.

Governing Board Updates- Executive Director Eduardo de León will ask for a parent representative from the Governing Board to attend the Parent Council meetings. De León did an over view on the committees that include parent representatives. The Governing Board is finalizing the process for parents to become representatives and an application is being created for the applicants based on the different committees available. The goal is to get members, whether they are parents or teachers to represent the variety of grade levels. The school started advertising these positions during PA, PC and the monthly Newsletter. Facilities, Finance and Bylaws & Policy Committees are seeking parent representatives.

● **Finances-** Ariana Torres, Parent Council treasurer, provided an update on current PC and grade level finances. See handouts. The update provided does not reflect the most accurate balance because reimbursements



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for money spent during the Día de los Muertos event have not been finalized. An update will be provided as soon as all reimbursements are given.

Currently grade levels give a 10% contribution to the PC general funds before any reimbursement deductions. Alex Guerra, TK representative, proposed 10% contribution to the PC fund be taken out after all reimbursements have been given. Second motion was given and the decision passed on a 9 votes in favor and 1 member absent.

- **Day of the Dead Recap:** Michael Reyes, the Parent Council President, thanked everyone for their support in the Día de los Muertos event. The event was a success. A few suggestions were shared: 1) Have someone in the cafeteria to sell tickets, have one lead per event, have appropriate lighting, have an itinerary of activities and hours and have an MC to make announcements throughout the event. If the event is spread out, the DJ should have the same itinerary to make announcements throughout the event as well. Ilesica Prado, 2nd grade representative, created a guideline for event planning and will be sharing it with PC.

- **Winter Festival-** The Winter Festival lead is Amelia Villanueva, the seventh grade representative. The budget for this event will be obtained from the PC treasurer, Arianna Torres. The PC will continue to sell sweaters and shirts as a fundraiser.

- **Teacher and Grade Level Representatives Communication-** Communication among teacher and grade level representatives need to be timely and responsive. Provide updates as needed with your teacher via email or Remind.

- **Additional Items/Reminders/Questions-** Michael Reyes, PC president, proposed donating a Thanksgiving dinner for LAS families in need. A vote of 9 in favor and 1 absent was given to approve a gift card that will provide a dinner from one of our local grocery stores to 5 LAS families. One family per grade level will receive a gift card, 5 grades during Thanksgiving and there will be another 5 dinners provided during Christmas. PC will be providing the funds for this activity.

The cafeteria is now open at 7:30am, adding an additional 15 minutes to the time previously offered.

De León informed that LAS will be offering a Readers/Writer's Workshop during Decembers' PA meeting. He is also planning a workshop for parents to be informed about our LGBTQA+ Club on campus.

Parent Association/ELAC: Our meeting took place on Wednesday, November 6th at 8:45am. The agenda items that were addressed included:

- Governing Board/ Parent Council Report, Box Tops, and Parent Involvement Presentation.
- Coffee in the garden from 8:00-8:45am in Room B



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Agenda Artículo # III2

Fecha de la Reunión: 22 de noviembre del 2019

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 14 de noviembre. Lo siguiente refleja los artículos que se repasaron durante la reunión de noviembre:

● **Actualizaciones de nivel de grado:**

Kínder Transicional: Excursión al Zoológico de Sacramento.

Kínder: Sin actualizaciones

1^{ro}: Primer grado recaudo aproximadamente \$1,800 en ventas de bocadillos.

2^{do}: Sin actualizaciones

3^{ro}: Tercer grado tuvo una excursión al Capitolio Estatal.

4^{to}: Cuarto grado tuvo una excursión a Museo de California.

5^{to}: Quinto grado tuvo una excursión al Museo de Artes Crocker.

6^{to}: Sin actualizaciones.

7^{mo}: Séptimo grado usara el dinero que se recaude durante el Festival de Invierno para la celebración de final de año y para el desayuno final. Ellos están pidiendo una donación de \$40 para cubrir los costos para las excursiones.

8^{vo}: Los representantes de grado y las maestras de octavo grado tuvieron una reunión para planificar las actividades de este año. El dinero que se recaude y el balance del año pasado se usarán para las actividades planeadas para este año escolar. Octavo grado tiene unos \$8,000 de fondos que se recaudó el año pasado y también se usaran para los paseos y varias actividades ya programadas, tal como: baile del fin de año, desayuno de fin de año, excursiones y las coberturas para los diplomas.

Los representantes de PC sugirieron que el dinero que quede sin usarse de recaudaciones de fondos de todos los niveles de grados sean usado para el siguiente año. Nos gustaría más clarificación sobre este tema. El Concilio de Padres tiene su propia cuenta y cobertura, ellos si pueden quedarse con sus fondos de un año para otro.

Actualizaciones de la Mesa Directiva- El Director Ejecutivo, Eduardo de León, va a pedir que uno de los representantes de la Meza Directiva participe en las juntas del Concilio de Padres. De León repaso los comités escolares que incluyen a padres representantes. La Mesa Directiva está finalizando el proceso para que los padres puedan aplicar y convertirse en representantes. La aplicación está en proceso de ser creada basada en los diferentes comités disponibles que representen la variedad de niveles de grados. Ya se comenzó a anunciar las oportunidades de ser parte de estos comités en la junta de Asociación de padres, Concilio de padres, y en el



Boletín mensual. Los comités que estarán buscando miembros adicionales son: Comité de Plantel, Finanzas, y Estatutos y Pólizas.

Finanzas- Ariana Torres, la tesorera del Concilio de Padres, proporcionó una actualización de las finanzas del Concilio y de los grados. Véase los folletos. La actualización que se compartió no muestra el balance más preciso, pues los reembolsos del dinero que se invirtió para el evento del Día de los Muertos aún no se han deducido del total de ganancias. Actualmente, los niveles de grado donan el 10% de sus ganancias al fondo del Concilio de Padres antes de los reembolsos. Alex Guerra, el representante de TK, propuso una moción para que el 10% del dinero que donan al Concilio de Padres sea calculado hasta después de que los reembolsos sean finalizados. Se hizo una segunda moción para aprobar y fueron 9 votos a favor y 1 miembro estaba ausente.

Repaso de Día de los muertos- Michael Reyes, el presidente del Concilio de Padres, dio las gracias a todos por su apoyo en el evento del Día de los muertos. El evento fue un éxito. Se compartieron unas sugerencias para los eventos: 1) Tener a alguien en la cafetería para vender boletos, nombrar a un líder por evento, tener suficiente luz en las áreas oscuras, tener un itinerario, y tener una persona que esté dando anuncios durante el evento. Si el evento está bastante distribuido en el plantel, darle al DJ el itinerario para que pueda dar anuncios durante el evento. Ilesica Prado, representante de segundo grado, creó una guía para planificación de los eventos y va a compartirlo con el Concilio.

Festival de Invierno- La líder del evento es Amelia Villanueva, la representante de séptimo grado. El presupuesto para el evento será obtenido de la tesorera del Concilio, Ariana Torres. El Concilio seguirá vendiendo camisetas y suéteres para su recaudación de fondos.

Maestros y Representantes de nivel de grado- La comunicación debe de ser a tiempo, oportuna, y sensible. Comuníquese constantemente con su maestra/o ya sea por correo electrónico o por Remind.

Artículos Adicionales/Recordatorios/Preguntas- Michael Reyes, el presidente del Concilio, propuso donar una cena de Día de Acción Gracias para algunas de las familias necesitadas de LAS. La votación fue de 9 a favor y 1 ausente para aprobar una tarjeta de regalo de una de nuestras tiendas locales de comida para 5 familias necesitadas de LAS. Una familia por nivel de grado recibirá una tarjeta de comida, 5 familias durante el Día de Acción de Gracias y otras 5 familias durante Navidad. El Concilio de Padres estará usando sus fondos para esta actividad.

La cafetería ahora está abierta a las 7:30am, esto es 15 minutos más que anteriormente.

De León informo que LAS estará ofreciendo un taller de Escritores/Lectores durante la junta de asociación de Diciembre para los padres.

También se está preparando un taller para los padres acerca del tema de LGBTQA+.

Asociación de padres /ELAC: La reunión tomo lugar el miércoles, 6 de noviembre a las 8:45am. Los artículos incluidos en la agenda incluyeron:

- Actualización de Mesa Directiva/ Reporte de Concilio de padres, Box Tops, y Presentación de Participación de Padres.
- Café en el jardín a las 8:00-8:45am en el Salón B.



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Agenda Item# III3

Board Meeting Date: November 22, 2019

Subject: Parent Academy

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

Committee: Jáuregui G., and Luna Franco A.

Information: Parent Academy (PA) was an eight week parent workshop series which focused on adolescent behavior, middle school expectations, high school application/selection process and university requirements. Parent Academy was offered to parents with students in 5th -8th grades.

- **Topics presented:** Some of the topics presented were an overview of the LAS program model, middle school expectations, middle school grading practices, social emotional development, high school application process, A-G requirements and college preparedness, college financial planning, as well as many others.
- **Number of participants:** The PA began with 30 participants and at its end had an average of 20 parents attending.
- **Changes made from 2018:** After parents completed the evaluation, we decided to make a few changes, such as dates, times, communication, and adding parents from 4th grade. We sent reminders on a weekly basis on the different topics being covered for the session. We sent flyers home with students various times prior and during the PA sessions. Emails, texts, Reminds, and Connect Eds were done in order to increase parent involvement.
- **Guest Speakers:** Evelyn Sandoval, School Psychologist; Ariana Pantoja, School Counselor; Sandra Guzmán, Puente Program Coordinator and Professor at Sacramento City College; and Miguel Molina, Dean of Finance at Sacramento City College.

Next Steps: Participants have completed an evaluation of the PA. These results will be analyzed and used to develop further workshops.

Estimated Time of Presentation: 5 min
Submitted By: Jáuregui
Date: 11.18.2019

Pertinent Pages in
() Charter, pgs _____ () Bylaws, pgs _____
() MOU, pgs _____ () Policy _____



A California Public School

Agenda Articulo# III3

Fecha de la Reunión: 22 de noviembre de 2019

Tema: Academia de Padres

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

Comité: Jáuregui G., y Luna Franco A.

Información: Academia de Padres (PA) fue una serie de ocho semanas de talleres para padres que se centraron en el comportamiento de los adolescentes, las expectativas de la secundaria, el proceso de solicitud/selección de la preparatoria y los requisitos universitarios. La Academia de Padres se ofreció a los padres con estudiantes en los grados 5^o-8^o.

- **Temas presentados:** Algunos de los temas presentados fueron una descripción general del modelo del programa LAS, las expectativas de la secundaria, las prácticas de calificación de la secundaria, el desarrollo socioemocional, el proceso de solicitud de la preparatoria, los requisitos A-G y la preparación para la universidad, la planificación financiera universitaria, entre otros.
- **Número de participantes:** La Academia de Padres comenzó con 30 participantes y al final tuvo un promedio de 20 padres que asistieron.
- **Cambios del 2018:** Después de que los padres completaron la evaluación, decidimos hacer algunos cambios, como fechas, horarios, comunicación y agregando padres del 4to grado. Enviamos recordatorios semanalmente sobre los diferentes temas que se trataban para la sesión. Enviamos volantes a casa con los estudiantes varias veces antes y durante las sesiones de Academia de Padres. Se enviaron correos electrónicos, mensajes de texto, mensajes Remind y de Connect Ed para aumentar la participación de los padres.
- **Oradores invitados:** Evelyn Sandoval, psicóloga escolar; Ariana Pantoja, consejera escolar; Sandra Guzmán, coordinadora del programa Puente y profesora en Sacramento City College; y Miguel Molina, decano de finanzas en Sacramento City College.

Próximos Pasos: Los participantes han completado una evaluación de la Academia de Padres. Estos resultados serán analizados y utilizados para desarrollar más talleres.



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Agenda Item# III4

Board Meeting Date: November 22, 2019

Subject: SMAQMD Public Notice

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

Committee/Staff: School Leadership

Information:

Please see attached notice from the Sacramento Metropolitan Air Quality Management District.

Estimated Time of Presentation: 5 minutes
Submitted By: School Leadership
Date: 11.19.2019

Pertinent Pages in
 Charter, pgs _____ Bylaws, pgs _____
 MOU, pgs _____ Policy _____



A California Public School

Agenda Artículo# III4

Fecha de la Reunión: 22 de noviembre de 2019

Tema: Aviso público de SMAQMD

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

Comité/Personal: Liderazgo escolar

Información:

Favor de ver aviso adjunto de la Administración de la Calidad de Aire de la Zona Metropolitana de Sacramento.

<p>Tiempo estimado para la presentación: 5 min. Entregado por: School Leadership Fecha: 11.19.2019</p>

<p>Páginas pertinentes en: <input type="checkbox"/> Constitución, páginas ____ <input type="checkbox"/> Estatutos, páginas ____ <input type="checkbox"/> MOU, páginas _____ <input type="checkbox"/> Póliza _____</p>

PUBLIC NOTICE

Date: October 22, 2019

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

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

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

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

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

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

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

⁽¹⁾California Health and Safety Code section 42301.6

...continued on reverse

PUBLIC NOTICE (continued)

**Public
Comment
Period**

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

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

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

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

AVISO PÚBLICO

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

⁽¹⁾California Código de Salud y Seguridad (CH&SC), sección 42301.6

PUBLIC NOTICE (continuo)

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

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

O por correo electrónico a: jquok@airquality.org

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



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Agenda Item# IVA

Board Meeting Date: November 22, 2019

Subject: LAS Academic Accountability 101: *LAS Academic Program Design, CAASPP Comparative Data and Subgroups, CA Dashboard Local Indicators Submission, SCUSD Annual Progress Report (APR) and Update in Integrated LCAP and Federal Addendum (Single Plan for Student Achievement (SPSA))*

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

Background:

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

Governing Board members are responsible for:

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

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

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

September 2019:

Overview of LAS Accountability System and CAASPP Analysis:

Based on dual immersion and second language acquisition research, it takes approximately five to seven years to develop cognitive academic language proficiency (CALP). With biliteracy in about seven years as an end goal, LAS strategically monitors student achievement at critical grade spans. LAS’ biliteracy grade span progression is divided into three stages: Stage 1: Emerging Biliteracy, Stage 2: Expanding Biliteracy, and Stage 3: Full Biliteracy. Because of its 90-10 dual language immersion model, LAS students in Stage 1 and early Stage 2 receive instruction primarily in Spanish. Concurrently, academic assessments at these levels are predominantly conducted in Spanish. By the end



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of Stage 2, many students make the linguistic academic transfer as expected in dual language immersion programs. Therefore, it is most appropriate for LAS to utilize the end of Grade 5 English standardized assessment data as the baseline for individual student growth analysis. By Grades 7 and 8 in Stage 3, LAS students' English proficiency in various subject matters is at least comparable, if not higher than, students in non-dual language immersion schools. At the same time, these same LAS middle school students will have acquired Spanish language proficiency comparable to that of a college student enrolled in an advanced level language class. Reaching full biliteracy, the LAS Graduate enters the high school pipeline better prepared to travel the bridge to college and career milestones.

November 2019:

CAASPP 2019 Analysis: LAS Subgroups as defined by state criteria (1-4)

- 1) Latino
- 2) Socio-economic Disadvantaged (SED)
- 3) Students with Disabilities (SWD)
- 4) English Learner (EL)
- 5) *Reclassified Fluent English Proficient (RFEP) Note: *Subgroup as defined by LAS in conjunction with EL subgroup performance

Attachments:

- 1) CAASPP Comparative Data and Subgroups
- 2) CA Dashboard Local Indicators (Submitted to the State)
- 3) Annual Progress Report (APR) (Submitted to SCUSD)

Recommendation:

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

Estimated Time of Presentation: 45 min
Submitted By: Bersola
Date: 112019

Pertinent Pages in
 Charter, pgs _____ Bylaws, pgs _____
 MOU, pgs _____ Policy _____



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Academia de Idiomas de Sacramento Language Academy of Sacramento A Two-Way Spanish Immersion Charter School

Agenda Artículo# IVA

Fecha de la Reunión: 22 de noviembre del 2019

Tema: **Información básica de responsabilidad académica:** *Diseño del programa académico de LAS, Datos comparativos de CAASPP y subgrupos, Presentación del Tablero de CA, Informe Anual de Progreso (APR) de SCUSD y Actualización en LCAP Integrado/Adenda federal (Plan Único para el Rendimiento Estudiantil (SPSA))*

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

Contexto:

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

Los miembros de la Mesa Directiva son responsables de:

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

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

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

Septiembre, 2019

Descripción general del sistema de responsabilidad de LAS y el análisis de CAASPP:

Basado en la investigación de inmersión dual y adquisición de un segundo idioma, lleva aproximadamente de cinco a siete años desarrollar el dominio del lenguaje académico (CALP). Con la alfabetización bilingüe en aproximadamente siete años como meta final, LAS monitorea estratégicamente los logros de los estudiantes en periodos de grados críticos. La progresión del intervalo de grado de alfabetización de LAS se divide en tres etapas: Etapa 1: Alfabetización emergente, Etapa 2: Alfabetización expansiva y Etapa 3: Alfabetización completa. Debido a



Academia de Idiomas de Sacramento
Language Academy of Sacramento
 A Two-Way Spanish Immersion Charter School

A California Public School

su modelo de inmersión en dos idiomas 90-10, los estudiantes de LAS en la Etapa 1 y la Etapa 2 temprana reciben instrucción principalmente en español. Al mismo tiempo, las evaluaciones académicas en estos niveles se realizan predominantemente en español. Al final de la Etapa 2, muchos estudiantes realizan la transferencia académica lingüística como se esperaba en los programas de inmersión en dos idiomas. Por lo tanto, lo más apropiado para LAS es utilizar los datos de evaluación estandarizados de inglés de fin de grado 5 como punto de partida para el análisis de crecimiento individual de los estudiantes. Para los grados 7 y 8 en la Etapa 3, el dominio del inglés de los estudiantes de LAS en diversas materias es al menos comparable, si no superior, que el de los estudiantes en escuelas de inmersión de idiomas no duales. Al mismo tiempo, estos mismos estudiantes de secundaria de LAS habrán adquirido un dominio del idioma español comparable al de un estudiante universitario matriculado en una clase de idioma de nivel avanzado. Alcanzando la plena alfabetización, el graduado de LAS ingresa al camino a la preparatoria mejor preparado para viajar por el puente hacia la universidad y los acontecimientos profesionales importantes.

Noviembre 2019:

Análisis de CAASPP 2019: Subgrupos de LAS según lo definido por los criterios estatales (1-4)

- 1) Latino
- 2) En Desventaja Socioeconómica (SED)
- 3) Estudiantes con Discapacidades (SWD)
- 4) Aprendiz de inglés (EL)
- 5) * Reclasificado Proficiente en el Inglés (RFEP) Nota: * Subgrupo según lo definido por LAS junto con el desempeño del subgrupo EL

Documentos Adjuntos:

- 1) Datos comparativos de CAASPP y subgrupos
- 2) Tablero de CA (Enviado al Estado)
- 3) Informe Anual de Progreso (APR) (Presentado a SCUSD)

Recomendación:

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

Tiempo estimado para la presentación: 45 min.
Entregado por: Bersola
Fecha: 11.20.19

Páginas pertinentes en:
 () Constitución, páginas _____ () Estatutos, páginas ____
 () MOU, páginas _____ () Póliza _____

LAS: UNA MIRADA COMPARATIVA

**Academia de Idiomas de Sacramento
noviembre 2019**

LAS: A COMPARATIVE LOOK

**Language Academy of Sacramento
November 2019**

RECORDEMOS:

- **LAS es una escuela autónoma.** Como escuela autónoma, cada 5 años, LAS debe presentar una solicitud al Distrito Escolar Unificado de la Ciudad de Sacramento (SCUSD, por sus siglas en inglés) para que funcione como una escuela.
- **SCUSD debe aprobar nuestra constitución** para que nuestra escuela permanezca abierta por otros 5 años.
- Si nuestra petición no es aprobada, LAS podría cerrar.
- LAS solicitó con éxito la renovación de petición el año pasado y está aprobado por otros 5 años (2019-2024).

LET'S REMEMBER:

- **LAS is a charter school.** As a charter school, every 5 years, LAS must submit an application to SCUSD to operate as a school.
- **SCUSD must approve our charter application** for our school to stay open for another 5 years.
- If our charter is not approved, LAS could close.
- LAS successfully applied for charter renewal last year and is clear for another 5 years (2019-2024).

¿CÓMO ASEGURAMOS QUE NUESTRA PETICIÓN SIGA SIENDO RENOVADA?

- Una forma en que SCUSD evalúa LAS es **comparando el rendimiento académico de LAS** (puntajes de CAASPP) con el **distrito**, el **estado** y las **escuelas del área**.



LAS vs — Distrito Escolar Unificado de la Ciudad de Sacramento
— Estado
— Escuelas del área

- LAS debe comprobar que estudiantes pueden obtener una mejor educación aquí que en las escuelas vecinas.
- Nuestra expectativa es que somos igual de buenos, o mejores que, otras escuelas **para el final del 8vo grado**

HOW DO WE ENSURE OUR CHARTER WILL CONTINUE TO GET RENEWED?

- One way SCUSD evaluates LAS is by **comparing LAS academic performance** (CAASPP scores) to the **district**, the **state**, and **surrounding schools**.



LAS vs — Sacramento City Unified School District
— State
— Surrounding schools

- LAS must prove that students can get a better education here than they can in neighboring schools.
- Our expectation is that we are as good as, or better than, other schools **by the end of 8th grade**

RECUERDE: LAS TIENE UN MODELO ÚNICO DE 3 ETAPAS

*Español es el idioma primario en la clase hasta el quinto grado.

*Las pruebas estatales comienzan en 3er grado

*****La expectativa es que somos igual de buenos, o mejores que, otros al final del 8º grado*****



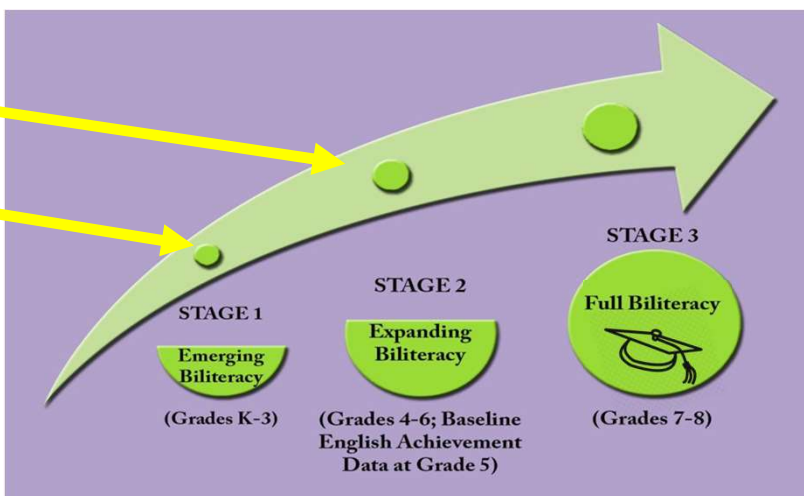
La investigación muestra que se necesitan 5-7 años para aprender un segundo idioma

REMEMBER: LAS HAS A UNIQUE 3-STAGE MODEL

*Spanish is primary language in class until grade 5

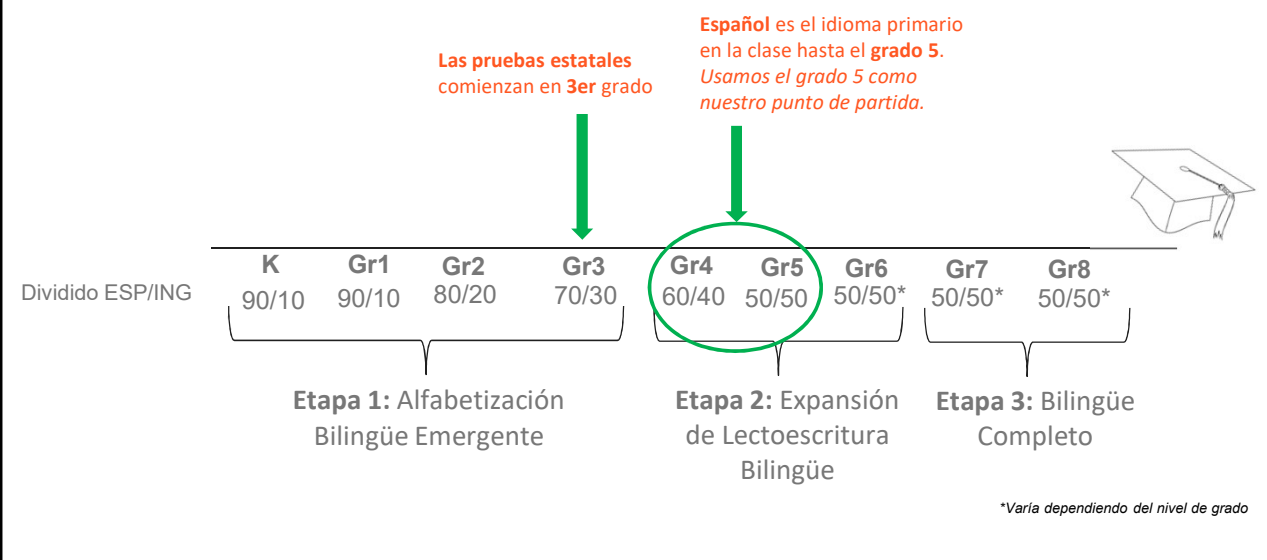
*State testing starts in 3rd grade

*****The expectation is that we are as good as, or better than, others by the end of 8th grade*****

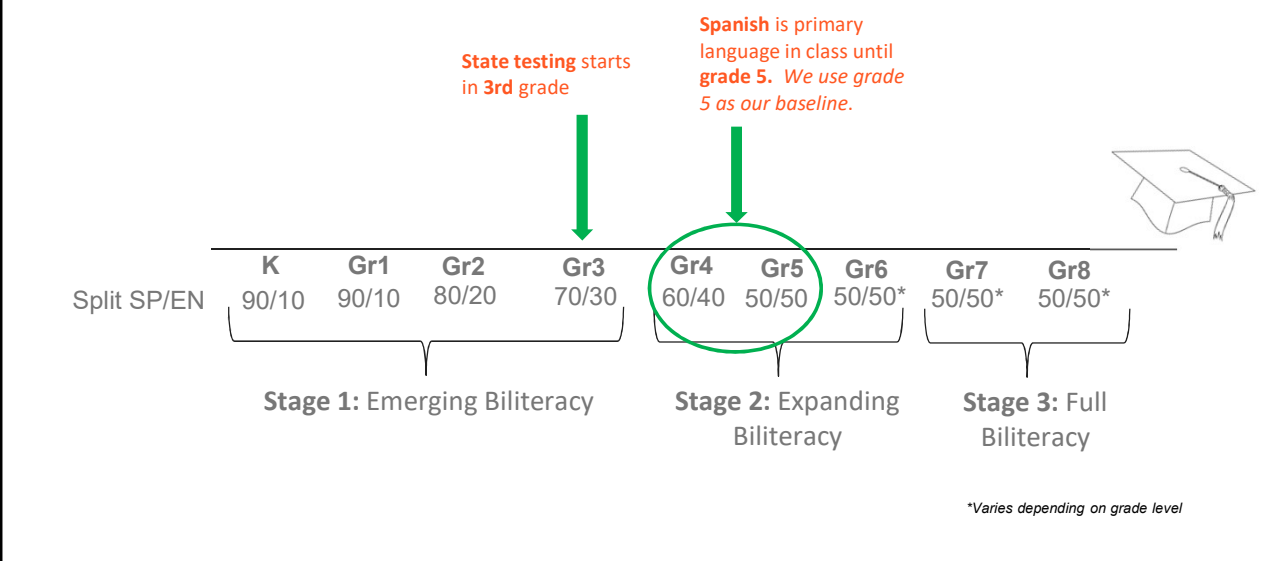


Research shows that it takes 5-7 years to learn a second language

LAS PRUEBAS ESTANDARIZADAS SON EN INGLÉS



STANDARDIZED TESTING IS IN ENGLISH



MIRANDO LOS DATOS DE LAS: *¿CUÁL ES LA HISTORIA?*

- Las puntuaciones de CAASPP se dan como un **acumulado**
(acumulado = *todos los grados de 3-8 juntos*)
- Se hacen comparaciones mirando:
“Porcentaje (%) de estudiantes que Cumplieron o Superaron los Estándares”

LOOKING AT LAS DATA: *WHAT IS THE STORY?*

- CAASPP scores are given as an **aggregate**
(aggregate= *all 3-8 grade scores together*)
- Comparisons are made by looking at:
“Percent (%) of students who Met or Exceeded Standards”

¿CÓMO HICIMOS EN COMPARACIÓN CON SCUSD Y EL ESTADO?

Comparación de puntaje **acumulado**: (grados 3-8 combinado)

Artes del lenguaje inglés:

LAS	43%
SCUSD	43%
ESTADO	51%

Matemáticas:

LAS	36%
SCUSD	33%
ESTADO	40%

¡Pero
ESPERE!

¡Nuestras puntuaciones acumuladas NO cuentan nuestra historia!

HOW DID WE DO COMPARED TO SCUSD & THE STATE?

Aggregate score comparison: (grades 3-8 combined)

English Language Arts:

LAS	43%
SCUSD	43%
STATE	51%

Math:

LAS	36%
SCUSD	33%
STATE	40%

But **WAIT!**

Our aggregate scores do NOT tell our story!

MIRANDO LOS DATOS DE LAS: *¿CUÁL ES LA HISTORIA?*

- ¡Nuestros puntajes acumulados NO cuentan nuestra historia!
- Debemos **examinar nuestros puntajes** para entender lo que significan para los estudiantes de LAS y demostrar cómo funciona nuestro programa:
 - Por **todos los grados** de más de un año: *para mostrar que nuestro modelo es efectivo*
 - Por **cada grupo de cohorte que se gradúa** - *para ver cómo está progresando cada cohorte*
 - Por **subgrupos** (según lo definido por el estado)

LOOKING AT LAS DATA: *WHAT IS THE STORY?*

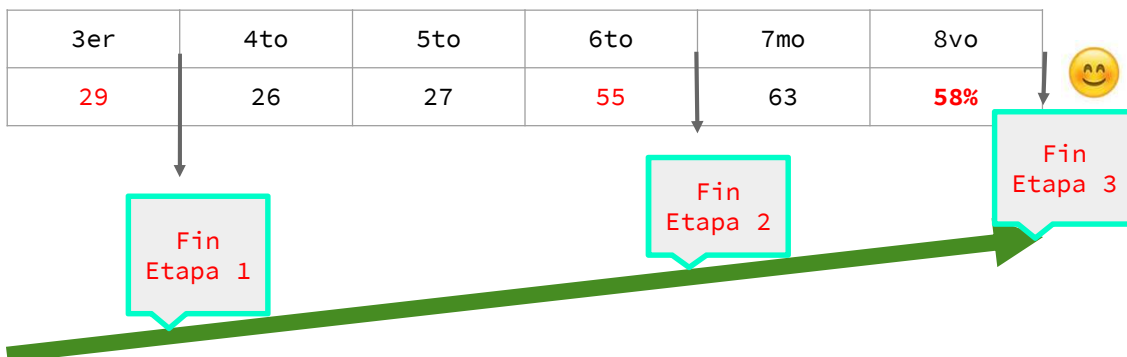
- Our aggregate scores do NOT tell our story!
- We must **examine our scores** to understand what they mean for LAS students and to demonstrate how our program works:
 - By **all grades** over one year - *to show our model is effective*
 - By **each graduating cohort group** - *to see how each cohort is progressing*
 - By **subgroups** (as defined by state)

SEPARANDO PUNTAJES POR TODOS LOS GRADOS EL AÑO PASADO: ELA

Escuela entera: **Artes del lenguaje inglés**

Acumulado= **43%** (grados 3-8)

Por grado: % de estudiantes que Cumplen o Superaron los estándares

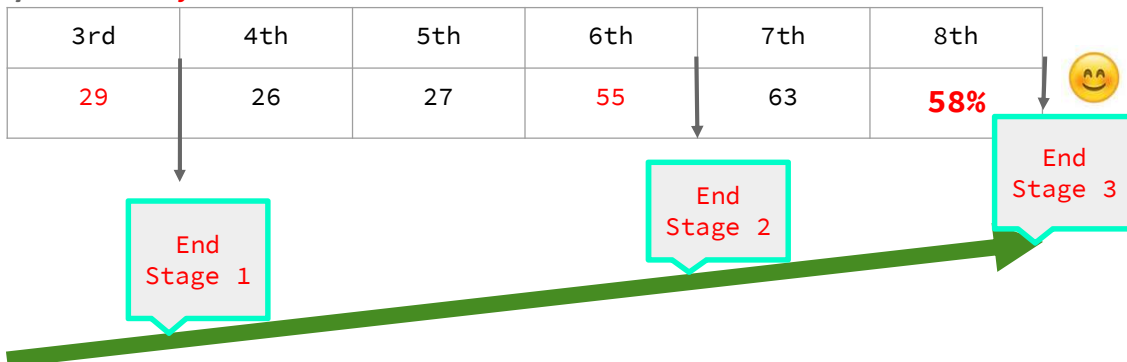


SEPARATING SCORES BY ALL GRADES LAST YEAR: ELA

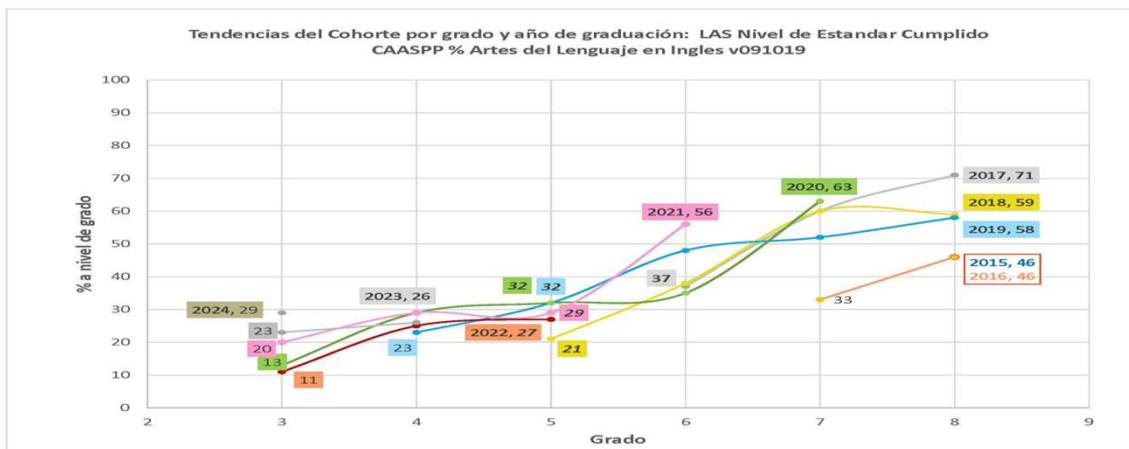
Entire School: **English Language Arts**

Aggregate= **43%** (grades 3-8)

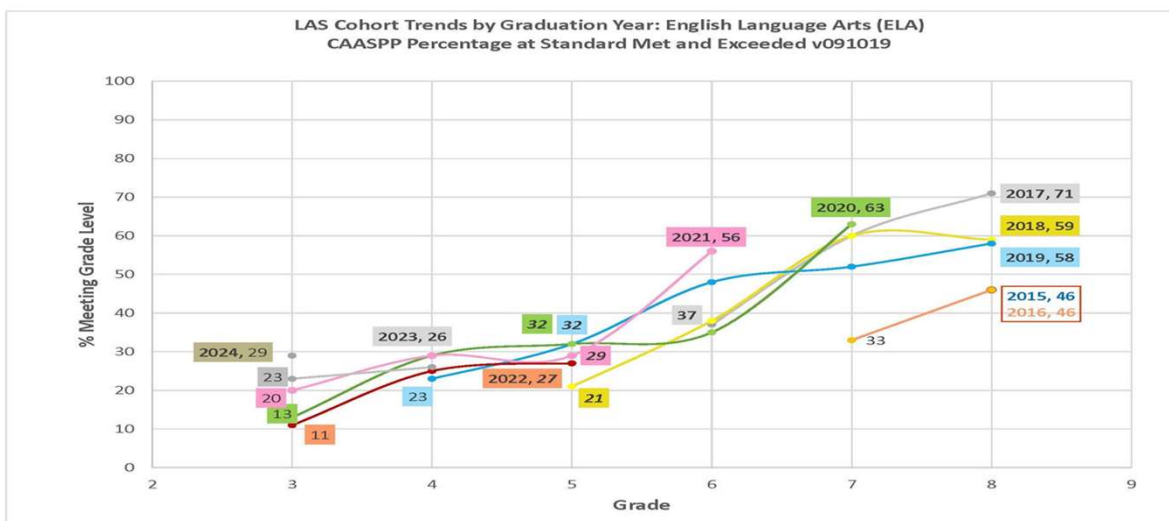
By Grade: % of students who Meet or Exceeded Standards



ENTONCES PODEMOS EVALUAR NUESTRAS TENDENCIAS DE NIVEL DE GRADO: ELA



THEN WE CAN EVALUATE OUR COHORT GROUP TRENDS: ELA



LAS Y ESCUELAS DEL ÁREA: ELA

Artes del lenguaje inglés (Usando las puntuaciones de CAASPP 2018-2019)

% Porcentaje de estudiantes en **Estándares Cumplidos y Superados en ELA**

Máximo Rendimiento						
2do Mayor Rendimiento						
3er Mayor Rendimiento						
	Grado 3	Grado 4	Grado 5	Grado 6	Grado 7	Grado 8
LAS	29%	26%	27%	55%	63%	58%
SCUSD	39%	40%	41%	42%	45%	44%
Pacific	19%	10%	19%	20%	na	na
Oak Ridge	20%	17%	24%	19%	na	na
Will C Wood	na	na	na	na	29%	29%

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¡Aquí es donde superamos!



LAS & SURROUNDING SCHOOLS: ELA

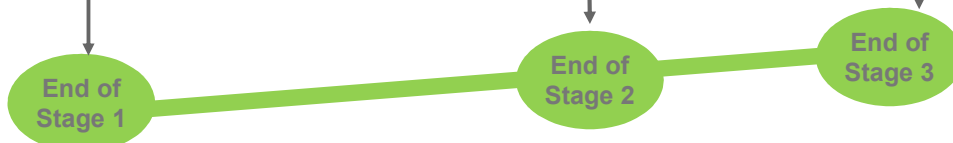
English Language Arts (Using CAASPP 2018-2019 scores)

% Percentage of Students At **Standards Met and Exceeded in ELA**

Highest Performance						
2nd Highest Performance						
3rd Highest Performance						
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
LAS	29%	26%	27%	55%	63%	58%
SCUSD	39%	40%	41%	42%	45%	44%
Pacific	19%	10%	19%	20%	na	na
Oak Ridge	20%	17%	24%	19%	na	na
Will C Wood	na	na	na	na	29%	29%

*Smarter Balanced Assessment Consortium

This is where we outperform!

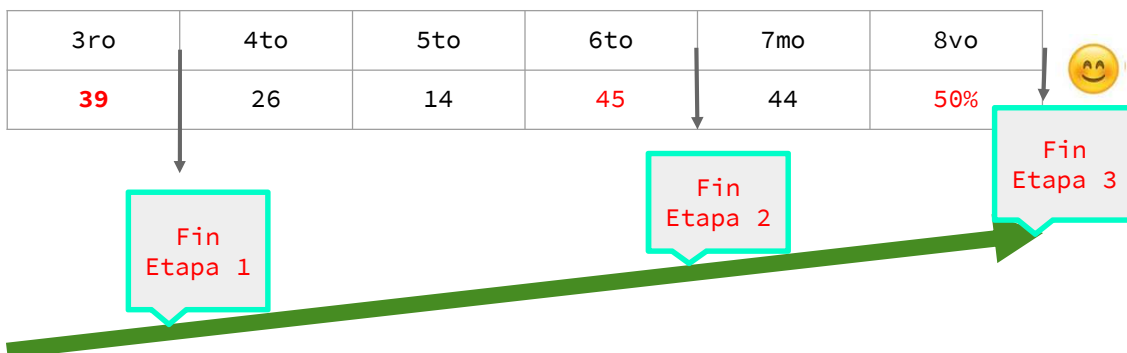


SEPARANDO PUNTAJES POR TODOS LOS GRADOS EL AÑO PASADO: MATEMÁTICAS

Escuela Entera: **Matemáticas**

Acumulado= **36%** (grados 3-8)

Por Grado: *% de estudiantes que Cumplen o Superan Estándares*

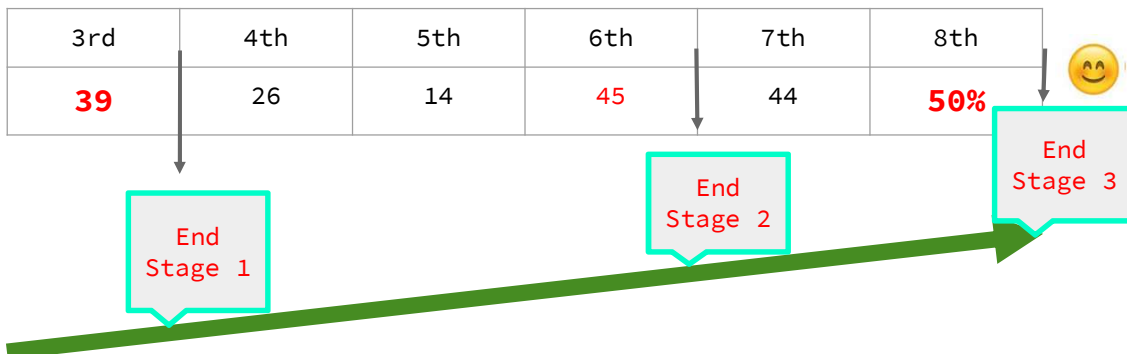


SEPARATING SCORES BY ALL GRADES LAST YEAR: MATH

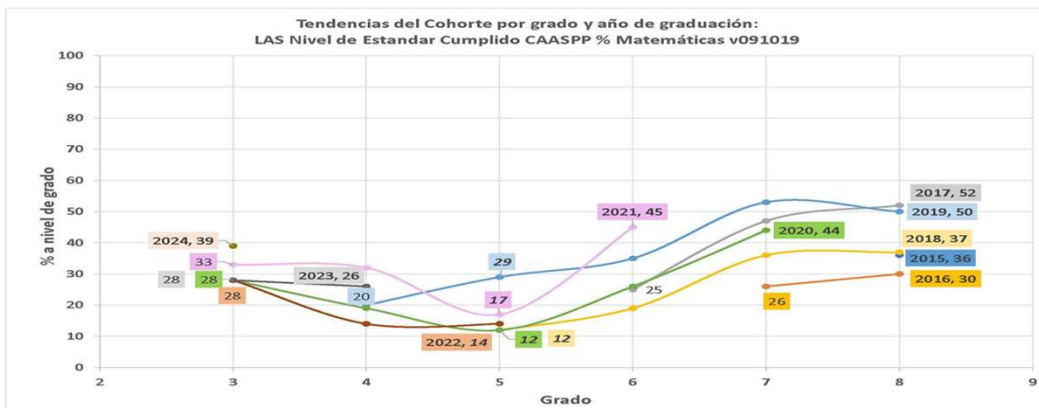
Entire School: **Mathematics**

Aggregate= **36%** (grades 3-8)

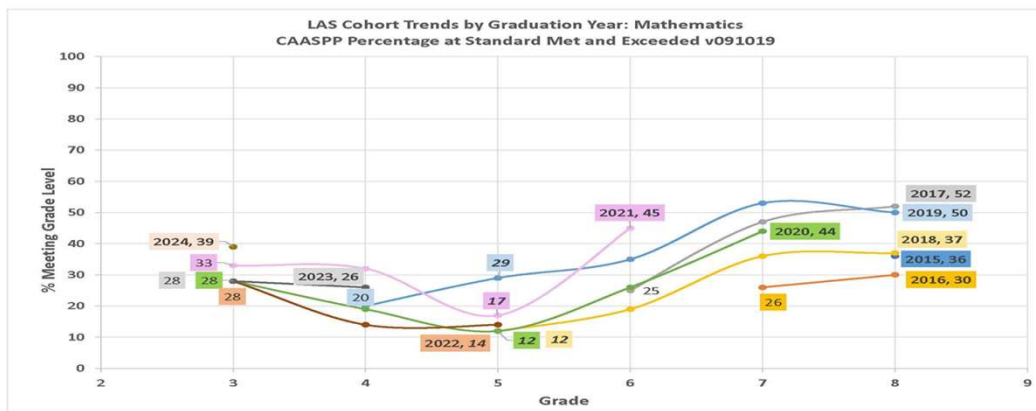
By Grade: *% of students who Meet or Exceeded Standards*



LUEGO PODEMOS EVALUAR NUESTRAS TENDENCIAS DE NIVEL DE GRADO: MATEMÁTICAS



THEN WE CAN EVALUATE OUR COHORT GROUP TRENDS: MATH



LAS Y ESCUELAS DEL ÁREA: MATEMÁTICAS

Matemáticas (Usando las puntuaciones de CAASPP 2018-2019)

% Porcentaje de estudiantes en Estándares Cumplidos y Superados en MATEMÁTICAS

Máximo Rendimiento						
2do Mayor Rendimiento						
3er Mayor Rendimiento						
	Grado 3	Grado 4	Grado 5	Grado 6	Grado 7	Grado 8
LAS	39%	26%	14%	45%	44%	50%
SCUSD	40%	34%	29%	35%	33%	29%
Pacific	24%	8%	12%	13%	na	na
Oak Ridge	25%	15%	9%	8%	na	na
Will C Wood	na	na	na	na	22%	20%

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¡Aquí es donde superamos!



LAS & SURROUNDING SCHOOLS: MATH

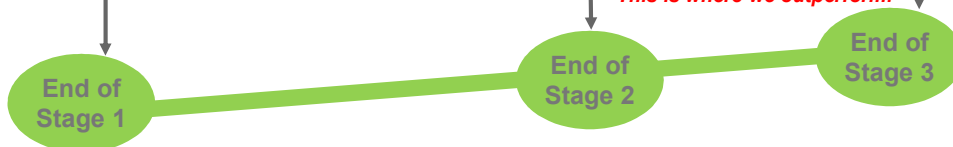
Mathematics (Using CAASPP 2018-2019 scores)

% Percentage of Students At Standards Met and Exceeded in MATH

Highest Performance						
2nd Highest Performance						
3rd Highest Performance						
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
LAS	39%	26%	14%	45%	44%	50%
SCUSD	40%	34%	29%	35%	33%	29%
Pacific	24%	8%	12%	13%	na	na
Oak Ridge	25%	15%	9%	8%	na	na
Will C Wood	na	na	na	na	22%	20%

*Smarter Balanced Assessment Consortium

This is where we outperform!



TAMBIÉN PODEMOS VERLO POR "SUBGRUPO SIGNIFICATIVO"

- Un "subgrupo significativo" es un grupo de más de 50 estudiantes
- Hay tipos específicos de subgrupos que el estado quiere conocer. Cada escuela tiene sus propios subgrupos únicos.
- En LAS, nuestros subgrupos son:
 - **LATINO** (*no hay suficientes estudiantes de otras etnias para hacer un subgrupo*)
 - **APRENDIZ DE INGLÉS (EL, por sus siglas en inglés)**
 - **CON DESVENTAJAS SOCIOECONÓMICAS (SED, por sus siglas en inglés)**
 - **RECLASIFICADO PROFICIENTE EN EL INGLÉS (RFEP, por sus siglas en inglés)**
 - **ESTUDIANTES CON DISCAPACIDADES (SWD, por sus siglas en inglés)**

WE CAN ALSO LOOK AT IT BY "SIGNIFICANT SUBGROUP"

- A "significant subgroup" is a group of 50+ students
- There are specific types of subgroups that the state wants to know about. Each school has its own unique subgroups.
- At LAS, our subgroups are:
 - **LATINO** (*there are not enough students of other ethnicities to make a subgroup*)
 - **ENGLISH LEARNER (EL)**
 - **SOCIO-ECONOMICALLY DISADVANTAGED (SED)**
 - **RECLASSIFIED FLUENT ENGLISH PROFICIENT (RFEP)**
 - **STUDENTS WITH DISABILITIES (SWD)**

¿CÓMO SE COMPARAN NUESTROS SUBGRUPOS A SCUSD Y EL ESTADO?

Artes del lenguaje inglés (Usando puntajes de CAASPP 18-19 de final de 8vo grado)

% Porcentaje de estudiantes en **Estándares Cumplidos o Superados en ELA**

	Todos los Estudiantes (Acumulado)	En desventaja económica	Aprendiz de inglés (ELs)	Estudiantes Reclasificados Proficientes en el Inglés (RFEPs)	Latino
LAS	58%	51%	7%	80%	56%
Estado de CA	49%	37%	6%	53%	38%
Distrito de Sacramento	44%	34%	5%	53%	35%

¡Al final del 8º grado, LAS supera al Estado y al Distrito como un acumulado y en todos los subgrupos en Artes de lenguaje en inglés!



HOW DO OUR SUBGROUPS DO COMPARE TO SCUSD & STATE?

English Language Arts (Using end of 8th grade CAASPP 18-19 scores)

% Percentage of Students who **Meet or Exceeded standards in ELA**

	All Students (Aggregate)	Economically Disadvantaged	English Learner (ELs)	Reclassified Fluent English Proficient Learners (RFEPs)	Latino
LAS	58%	51%	7%	80%	56%
CA State	49%	37%	6%	53%	38%
Sac City District	44%	34%	5%	53%	35%

By the end of 8th grade, LAS outperforms the State and the District as an aggregate and in all subgroups in English Language Arts!



¿CÓMO SE COMPARAN NUESTROS SUBGRUPOS CON ESCUELAS DEL ÁREA: ELA?

Artes del lenguaje inglés (Usando puntuación acumulado SBAC * 2018-2019)

Porcentaje de Estudiantes en **Estándares Cumplidos y Superados en ELA**

	Todos los estudiantes	En desventaja económica	Aprendiz de inglés (ELs)	Estudiantes Reclasificados Proficientes en el Inglés (RFEPs)	Latino	Estudiantes con discapacidades
Rendimiento Máximo						
2do Mayor Rendimiento						
3er Mayor Rendimiento						
LAS	43%	35%	8%	60%	41%	16%
SCUSD	43%	34%	9%	61%	35%	14%
Pacific	17%	16%	3%	31%	16%	4%
Oak Ridge	20%	20%	3%	48%	16%	6%
Will C Wood	29%	28%	3%	54%	22%	1%



El éxito en ELA es un precursor del éxito en matemáticas porque, con los Estándares Estatales Comunes, leer y escribir es un componente más importante en hacer matemáticas.

*Consortio de Evaluación Smarter Balanced

HOW DO OUR SUBGROUPS DO COMPARE TO SURROUNDING SCHOOLS: ELA?

English Language Arts (Using SBAC* 2018-2019 aggregate scores)

Percentage of Students At **Standards Met and Exceeded in ELA**

	All Students	Economically Disadvantaged	English Learner (ELs)	Reclassified Fluent English Proficient Learners (RFEPs)	Latino	Students with Disabilities
Highest Performance						
2nd Highest Performance						
3rd Highest Performance						
LAS	43%	35%	8%	60%	41%	16%
SCUSD	43%	34%	9%	61%	35%	14%
Pacific	17%	16%	3%	31%	16%	4%
Oak Ridge	20%	20%	3%	48%	16%	6%
Will C Wood	29%	28%	3%	54%	22%	1%



Success in ELA is a precursor to success in Math because, with Common Core, reading and writing is a bigger component of doing math.

*Smarter Balanced Assessment Consortium

¿CÓMO SE COMPARAN NUESTROS SUBGRUPOS CON SCUSD Y EL ESTADO?

Matemáticas *(Usando puntajes de CAASPP 2019 al final del 8vo grado)*

% Porcentaje de Estudiantes que **Cumplieron o Superaron estándares en MATEMÁTICAS**

	Todos los Estudiantes	En desventaja económica	Aprendiz de inglés (ELs)	Estudiantes Reclasificados Proficientes en el Inglés (RFEPs)	Latino
LAS	50%	45%	14%	75%	47%
Estado de CA	37%	24%	6%	37%	24%
Distrito de Sacramento	29%	21%	6%	35%	22%

- Al final del 8º grado, LAS supera al Estado y al Distrito como un agregado en todos los subgrupos

HOW DO OUR SUBGROUPS DO COMPARE TO SCUSD & STATE?

Mathematics *(Using end of 8th grade CAASPP FY19 scores)*

% Percentage of Students who **Meet or Exceeded standards in MATH**

	All Students	Economically Disadvantaged	English Learner (ELs)	Reclassified Fluent English Proficient Learners (RFEPs)	Latino
LAS	50%	45%	14%	75%	47%
CA State	37%	24%	6%	37%	24%
Sac City District	29%	21%	6%	35%	22%

- By the end of 8th grade, LAS outperforms the State and the District as an aggregate in all subgroups

¿CÓMO SE COMPARAN NUESTROS SUBGRUPOS CON ESCUELAS DEL ÁREA: MATEMÁTICAS?

Matemáticas (Usando puntuaciones SBAC * 2018-2019)

Porcentaje de estudiantes en Estándares **Cumplidas y Superadas en MATEMÁTICAS**

	Todos los estudiantes	En desventaja económica	Aprendiz de inglés (ELs)	Estudiantes Reclasificados Proficientes en el Inglés (RFEPs)	Latino	Estudiantes con discapacidades
Rendimiento Máximo						
2do Mayor Rendimiento						
3er Mayor Rendimiento						
LAS	36%	28%	10%	54%	34%	17%
SCUSD	33%	24%	10%	45%	25%	11%
Pacific	15%	13%	6%	32%	17%	4%
Oak Ridge	14%	15%	4%	39%	12%	17%
Will C Wood	21%	21%	7%	40%	12%	3%



El éxito en ELA es un precursor del éxito en matemáticas porque, con los Estándares Estatales Comunes, leer y escribir es un componente más importante en hacer matemáticas.

*Consortio de Evaluación Smarter Balanced

HOW DO OUR SUBGROUPS DO COMPARE TO SURROUNDING SCHOOLS: MATH?

Mathematics (Using SBAC* 2018-2019 aggregate scores)

Percentage of Students At Standards **Met and Exceeded in MATH**

	All Students	Economically Disadvantaged	English Learner (ELs)	Reclassified Fluent English Proficient Learners (RFEPs)	Latino	Students with Disabilities
Highest Performance						
2nd Highest Performance						
3rd Highest Performance						
LAS	36%	28%	10%	54%	34%	17%
SCUSD	33%	24%	10%	45%	25%	11%
Pacific	15%	13%	6%	32%	17%	4%
Oak Ridge	14%	15%	4%	39%	12%	17%
Will C Wood	21%	21%	7%	40%	12%	3%



Success in ELA is a precursor to success in Math because, with Common Core, reading and writing is a bigger component of doing math.

*Smarter Balanced Assessment Consortium

LAS ES UNA ESCUELA ÚNICA QUE CUMPLE. REPASEMOS.

- La educación de su hijo(a) en LAS es una inversión de largo plazo.
- Al finalizar el 8º grado, los estudiantes de LAS desempeñan mejor en las pruebas estandarizadas en comparación con
 - ✓ Escuelas del área
 - ✓ Distrito Escolar Unificado de la Ciudad de Sacramento
 - ✓ Estado de California
- Y su hijo se gradúa del programa de LAS con fluidez en un segundo idioma



LAS IS UNIQUE SCHOOL THAT DELIVERS. LET'S RECAP.

- Your child's education at LAS is a long-term investment.
- By the end of 8th grade, LAS students perform better on standardized tests as compared to
 - ✓ Neighborhood schools
 - ✓ Sacramento City Unified School District
 - ✓ State of California
- AND your child graduates from the LAS program fluent in a 2nd language



REGRESEMOS A LA RENOVACIÓN DE CONSTITUCIÓN:

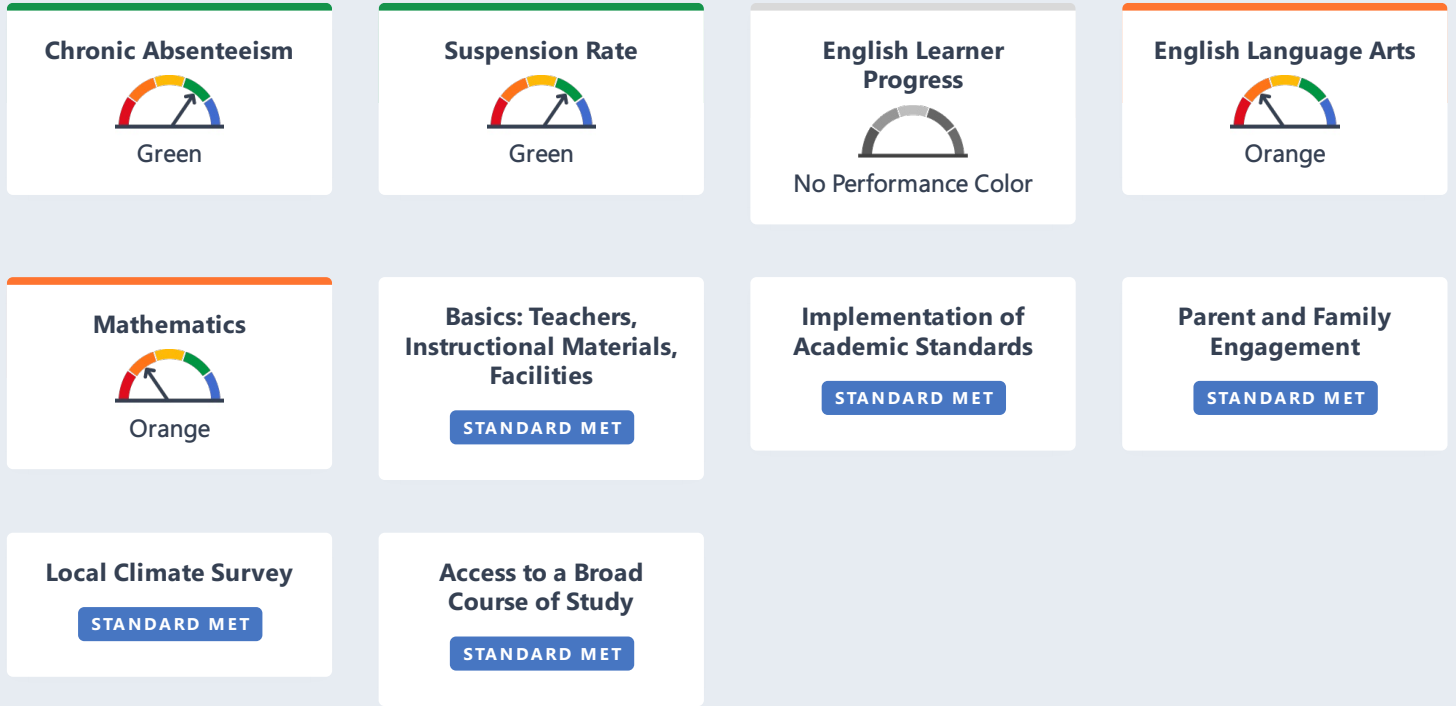
- Basado en los resultados de nuestras pruebas, LAS presenta una opción real para los estudiantes de la comunidad a los que, de lo contrario, asistirían a la escuela de su código postal.
- Los resultados de las pruebas estandarizadas, como CAASPP, son un aporte importante para nuestra solicitud de constitución.
- Si bien los resultados de nuestras pruebas no son una garantía de renovación, son un excelente indicador del éxito de nuestro chárter y respaldan en gran medida la idea de que nuestra constitución debe renovarse.

BACK TO THE CHARTER RENEWAL:

- Based on our test results, LAS presents a real option to community students who would otherwise be serviced by zip code school.
- Results from standardized tests, such as CAASPP, are an important input into our charter application.
- While our test results are not a guarantee for renewal, they are an excellent indicator of our charter's success and go a long way in supporting the notion our charter should be renewed.

The Language Academy of Sacramento

Explore the performance of The Language Academy of Sacramento under California's Accountability System.



School Details

Optional Narrative Summary

Completed By The Language Academy of Sacramento

LAS is a dual language education (DLE) immersion program. Please note that CA Dashboard results for ELA, Math, and subgroups do not accurately represent the academic performance trajectory of students in DLE programs. Research indicates that it takes a minimum of 5-7 years before DLE students' performance in English is comparable to non-DLE students. At LAS, we refer to this as End-of-Stage 3 (Grade 8). For more information on Gr8 LAS performance, please check CDE's Data Quest or contact LAS.

NAME The Language Academy of Sacramento	ADDRESS 2850 49th Street Sacramento, CA 95817-2303	WEBSITE http://www.language-ac...	GRADES SERVED K-8
---	---	---	-----------------------------

Explore information about this school's student population.

Enrollment

585

Socioeconomically Disadvantaged

75.7%

English Learners

45.8%

Foster Youth

0.2%

THE LANGUAGE ACADEMY OF SACRAMENTO

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts



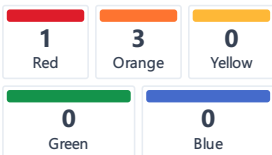
Orange

32.2 points below standard

Declined 5.6 Points ▼

EQUITY REPORT

Number of Student Groups in Each Color



LEARN MORE

Mathematics



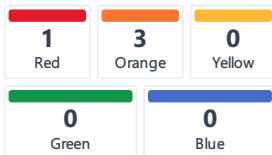
Orange

45 points below standard

Declined 6.1 Points ▼

EQUITY REPORT

Number of Student Groups in Each Color

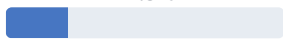


LEARN MORE

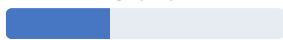
English Learner Progress

English Language Proficiency Assessments for California Results

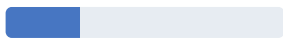
Level 4 - Well Developed
22.3%



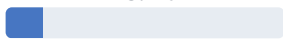
Level 3 - Moderately Developed
37.4%



Level 2 - Somewhat Developed
26.9%



Level 1 - Beginning Stage
13.4%



Local Indicators

LEARN MORE

Implementation of Academic Standards


STANDARD MET

Academic Engagement

See information that shows how well schools are engaging students in their learning.

[LEARN MORE](#)

Chronic Absenteeism



Green

3.2% chronically absent

Declined 0.6% ▼

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
4 Green	0 Blue	

Local Indicators

[LEARN MORE](#)

Access to a Broad Course of Study

STANDARD MET

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



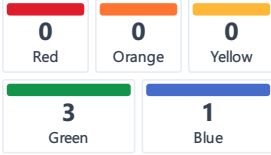
Green

0.8% suspended at least once

Maintained -0.2%

EQUITY REPORT

Number of Student Groups in Each Color



Local Indicators

[LEARN MORE](#)

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

[LEARN MORE](#)

Parent and Family Engagement

STANDARD MET

[LEARN MORE](#)

Local Climate Survey

STANDARD MET

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Orange

32.2 points below standard

Declined 5.6 Points ▼

Number of Students: 366

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups



Red

Students with Disabilities



Orange

English Learners

Hispanic

Socioeconomically Disadvantaged



Yellow

No Students



Green

No Students



Blue

No Students



No Performance Color

African American

Foster Youth

Homeless

Two or More Races

White



African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Students with Disabilities



Red

103 points below standard

Declined 15.4 Points ▼

Number of Students: 54

English Learners



Orange

60.6 points below standard

Declined 12.7 Points ▼

Number of Students: 199

Hispanic



Orange

36.2 points below standard

Declined 5.4 Points ▼

Number of Students: 347

Socioeconomically Disadvantaged



Orange

47.1 points below standard

Maintained 0.8 Points

Number of Students: 274

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2016	2017	2018
All Students	N/A	26.6 points below standard	32.2 points below standard

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners

86.3 points below standard

Declined 18.9 Points ▼

Number of Students: 129

Reclassified English Learners

13.1 points below standard

Declined 18.1 Points ▼

Number of Students: 70

English Only

7.1 points below standard

Declined 4.4 Points ▼

Number of Students: 138

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Orange

45 points below standard

Declined 6.1 Points ▼

Number of Students: 366

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups



Red

Students with Disabilities



Orange

English Learners

Hispanic

Socioeconomically Disadvantaged



Yellow

No Students



Green

No Students



Blue

No Students



No Performance Color

African American

Foster Youth

Homeless

Two or More Races

White



African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Students with Disabilities



Red

97.3 points below standard

Declined 14.1 Points ▼

Number of Students: 54

English Learners



Orange

68.2 points below standard

Declined 14.2 Points ▼

Number of Students: 199

Hispanic



Orange

47.8 points below standard

Declined 6.1 Points ▼

Number of Students: 347

Socioeconomically Disadvantaged



Orange

57.6 points below standard

Maintained -0.3 Points

Number of Students: 274

Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2016	2017	2018
All Students	N/A	38.9 points below standard	45 points below standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners

92.8 points below standard

Declined 19.5 Points ▼

Number of Students: 129

Reclassified English Learners

22.8 points below standard

Declined 21.2 Points ▼

Number of Students: 70

English Only

25.7 points below standard

Declined 3.2 Points ▼

Number of Students: 138

English Learner Progress

[LEARN MORE](#)

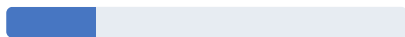
English Learner Progress

English Language Proficiency Assessments
for California Results

Number of Students: 238

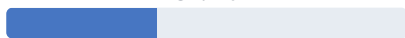
Level 4 - Well Developed

22.3%



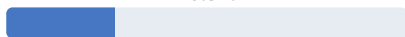
Level 3 - Moderately Developed

37.4%



Level 2 - Somewhat Developed

26.9%



Level 1 - Beginning Stage

13.4%



Local Indicators

STANDARD MET

Implementation of Academic Standards

This measure covers the implementation of state academic standards.

Local educational agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected with locally selected measures or tools and includes a description of why the district chose the selected measure or tool.

Reflection Tool Rating Scale (lowest to highest)

1	Exploration And Research Phase	055
2	Beginning Development	

3	Initial Implementation
4	Full Implementation
5	Full Implementation And Sustainability

Professional Development

Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

English Language Arts – Common Core State Standards for English Language Arts

5	Full Implementation And Sustainability
----------	--

English Language Development (Aligned to English Language Arts Standards)

4	Full Implementation
----------	---------------------

Mathematics – Common Core State Standards for Mathematics

5	Full Implementation And Sustainability
----------	--

Next Generation Science Standards

3	Initial Implementation
----------	------------------------

History - Social Science

3	Initial Implementation
----------	------------------------

Instruction Manuals

Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

English Language Arts – Common Core State Standards for English Language Arts

5	Full Implementation And Sustainability
----------	--

English Language Development (Aligned to English Language Arts Standards)

3	Initial Implementation
----------	------------------------

Mathematics – Common Core State Standards for Mathematics

5	Full Implementation And Sustainability
----------	--

Next Generation Science Standards

2	Beginning Development
----------	-----------------------

History - Social Science

2	Beginning Development
----------	-----------------------

Policy & Program Support

Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

English Language Arts – Common Core State Standards for English Language Arts

5	Full Implementation And Sustainability
----------	--

English Language Development (Aligned to English Language Arts Standards)

4	Full Implementation
----------	---------------------

Mathematics – Common Core State Standards for Mathematics

5	Full Implementation And Sustainability
----------	--

Next Generation Science Standards

2	Beginning Development
----------	-----------------------

History - Social Science

2	Beginning Development
----------	-----------------------

Implementation of Standards

Progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Career Technical Education

1	Exploration And Research Phase
----------	--------------------------------

Health Education Content Standards

3	Initial Implementation
----------	------------------------

Physical Education Model Content Standards

5	Full Implementation And Sustainability
----------	--

Visual and Performing Arts

3	Initial Implementation
----------	------------------------

World Language

5	Full Implementation And Sustainability
----------	--

Engagement of School Leadership

Success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Identifying the professional learning needs of groups of teachers or staff as a whole

5	Full Implementation And Sustainability
----------	--

Identifying the professional learning needs of individual teachers

5	Full Implementation And Sustainability
----------	--

Providing support for teachers on the standards they have not yet mastered

4	Full Implementation
----------	---------------------

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

All Students



Green

3.2% chronically absent

Declined 0.6% ▼

Number of Students: 587

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups



Red

No Students



Orange

No Students



Yellow

No Students



Green

Students with Disabilities

English Learners

Hispanic

Socioeconomically Disadvantaged



Blue

No Students



No Performance Color

American Indian

Asian

African American

Filipino

Foster Youth

Homeless

Pacific Islander

Two or More Races

White



American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

African American



No Performance Color

7.1% chronically absent

Increased 7.1% ▲

Number of Students: 14

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

White



No Performance Color

0% chronically absent

Maintained 0%

Number of Students: 17

Students with Disabilities



Green

2.7% chronically absent

Declined 5.6% ▼

Number of Students: 73

English Learners



Green

3.4% chronically absent

Declined 1.4% ▼

Number of Students: 263

Hispanic



Green

3.3% chronically absent

Declined 0.9% ▼

Number of Students: 550

Socioeconomically Disadvantaged



Green

3.6% chronically absent

Declined 1.8% ▼

Number of Students: 446

STANDARD MET

Access to a Broad Course of Study

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

LEAs report progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected through locally selected tools and measures that identifies differences across school sites and student groups, barriers preventing student access, and any revisions to ensure access for all students.

1. The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

LAS uses Illuminate Education for its student information system (SIS). Through this system, all students', including those from unduplicated student groups, and individuals with exceptional needs, access to and enrollment in, a broad course of study as required per EdCode are tracked and monitored within the given school year.

2. A summary of the differences across school sites and student groups having access to, and are enrolled in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

LAS is a single site K-8 school which simplifies the school's ability to ensure all students are on track in having access to a broad course of study per defined by EdCode. All LAS students receive core subjects in Language Arts, Math, Science, Social Science, Health and Physical Education. LAS is a dual language immersion program; all Gr1-8 learn a foreign language, Spanish. Moreover, middle schoolers have access via elective block courses in Visual Arts, Environmental Science, Ethnic Studies, Coding, Leadership, Study Skills, and Mentoring Cross-Age Tutoring (MCAT).

3. Identification of any barriers preventing access to a broad course of study for all students.

There are no glaring barriers preventing LAS from providing access to a broad course of study for all students. Ideally, LAS would like to offer more variety which of course, highly depends on finding qualified instructions to teach CTE middle school level courses.

4. Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.

N/A. LAS will continue to ensure all students are provided a quality broad course of study for all students, including continued research of cutting edge courses ideal for middle schoolers.

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

All Students



Green

0.8% suspended at least once

Maintained -0.2%

Number of Students: 593

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups



Red

No Students



Orange

No Students



Yellow

No Students



Green

Hispanic
Socioeconomically Disadvantaged

Students with Disabilities



Blue

English Learners



No Performance Color

African American

Filipino

Foster Youth

Homeless

Two or More Races

White



African American



No Performance Color

7.1% suspended at least once

Increased 0.5% ▲

Number of Students: 14

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

White



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 17

Hispanic



Green

0.7% suspended at least once

Maintained -0.2%

Number of Students: 556

Socioeconomically Disadvantaged



Green

0.9% suspended at least once

Declined 0.5% ▼

Number of Students: 449

Students with Disabilities



Green

2.7% suspended at least once

Declined 1.5% ▼

Number of Students: 74

English Learners



Blue

0% suspended at least once

Declined 0.7% ▼

Number of Students: 264

Suspension Rate By Year

Percentage of students who were suspended.

	2016	2017	2018
Suspension Rate	1.8%	1.1%	0.8%

STANDARD MET

Basics: Teachers, Instructional Materials, Facilities

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Mis-Assignments (0 EL) Of Teachers Of English Learners	0
Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home	0
Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)	0

Additional Comments

To date, the access to technology for students from Grades K-1 is 5:1 ratio and Grades 2-8 is 1:1 ratio. All students have access to their own copies of instructional materials as well as to exemplary instruction with qualified classroom teachers. As of 2015, LAS completed a state of the art gymnasium and two story structure for middle school. As of 2018, 96% of LAS teachers have two years or more classroom teaching experience and 68% have five or more years of teaching experience.

STANDARD MET

Parent and Family Engagement

This measure addresses receiving parent input in decision-making and promoting parental participation in education programs for students.

LEAs report progress of how they have sought input from parents in decision making and promoted parent participation in programs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on either information collected through surveys of parents/guardians or other local measures, and includes a description of why the district chose the selected measures, including whether progress on the selected measure is related to goals it has established for other Local Control Funding Formula (LCFF) priorities in its Local Control and Accountability Plan (LCAP).

Local Survey of Parents/Guardians

Excerpt from LAS LCAP Annual Update (Board approved, June 2018) PARENT INVOLVEMENT AND ITS ROLE IN SUPPORTING THE FULFILLMENT OF LAS MISSION Survey Data 1: 67% of families completed the annual school survey. Survey Data 2: 96% of families stated that they would recommend the school to others. Survey Data 3: Family survey responses indicating satisfaction with student(s) progress in: Q1: 97% Satisfied with Spanish Progress Q2: 93% Satisfied with English Progress Q3: 97% Satisfied with development in Critical Thinking Q4: 96% Satisfied with development in Creative Thinking PARENT VOLUNTEER HOURS: 4930.50 hrs/yr with 62% of families participating. GOVERNING BOARD ELECTIONS VOTER PARTICIPATION: 2014-2015: 8/2015: 69% 10/2015: 47% 2015-2016: Improved 5/2016: 70% 6/2016=*74% (*Highest record) 2016-2017: 6/2017 = 62% 2017-2018: 5/2018 = 57%

STANDARD MET

Local Climate Survey

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

LEAs report how they administered a local climate survey (at least every other year) that provides a valid measure of perceptions of school safety and connectedness to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span.

Local Climate Survey Summary

Excerpt from LAS LCAP Annual Update (Board approved, June 2018) STUDENT ENGAGEMENT AND BUILDING CONFIDENCE AND LIFE SKILLS: DATA 1 - Attendance Rate Goal 95% or above (LAS Actual: 97%) DATA 2 - 93% of TK-8 students participated in the student survey completion DATA 3 - Q1: 90% stated, "I like my school." Q2: 89% stated, "I feel safe at school." Q3: 64% stated, "My school is clean." Q4: 97% stated, "It is important for me to learn to read and write in Spanish." Q5: 95% stated, "It is important for me to learn to read and write in English."

The California School Dashboard (<https://www.caschooldashboard.org>) is an online tool designed to help communities across the state access important information about K–12 schools and districts. The Dashboard features easy-to-read reports on multiple measures of school success. The Dashboard is just one step in a series of changes that have raised the bar for student learning, transformed testing, and increased the focus on equity.

11 Measures of School Success

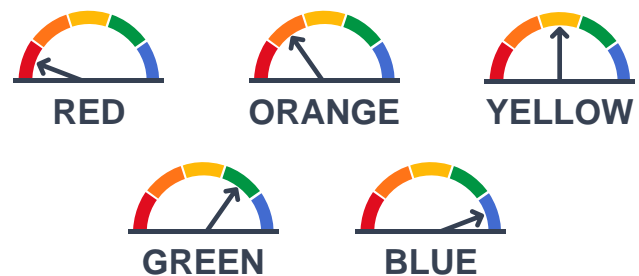
State Measures

Six state measures allow for comparisons across schools and districts based on information collected statewide.

- **High School Graduation Rate**
- **Academic Performance**
- **Suspension Rate**
- **English Learner Progress**
- **College/Career Readiness**
- **Chronic Absenteeism**

Results are presented for all districts, schools, and defined student groups (e.g., racial groups, low income, English learners, homeless, foster youth, students with disabilities).

Schools and districts receive one of five color-coded performance levels on each of the six state measures.



The performance level (color) is based on current and prior year data.

Local Measures

Five local measures are based on information collected by districts, county offices of education, and charter schools.

- **Basic Conditions**
 - Teacher qualifications, safe and clean buildings, textbooks for all students
- **Implementation of Academic Standards**
- **School Climate Surveys**
 - Student safety, connection to the school
- **Parent Involvement and Engagement**
- **Access to Courses**

Districts receive one of three ratings for each of the four local measures:

- Met
- Not Met
- Not Met for Two Years

School and student group information is not available for local measures.

El California School Dashboard (Tablero de mando escolar de California) (<https://www.caschooldashboard.org>) es una herramienta en línea diseñada para ayudar a las comunidades de todo el estado a acceder a información importante sobre las escuelas y los distritos escolares, desde el jardín de niños al 12º grado. El Dashboard (Tablero de mando) contiene informes fáciles de interpretar sobre varias medidas de rendimiento escolar. El Dashboard es solo uno de los cambios que hemos introducido para elevar el nivel de aprendizaje de los estudiantes, transformar las pruebas de evaluación y aumentar nuestro enfoque en la equidad.

11 medidas del éxito escolar

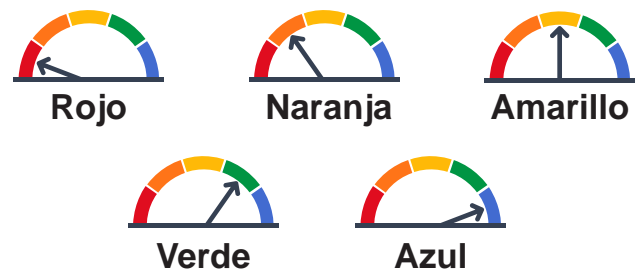
Medidas estatales

Hay **seis** medidas estatales que se usan para comparar los datos de todas las escuelas y distritos del estado.

- Tasa de graduación de la escuela preparatoria
- Rendimiento académico
- Tasa de suspensión
- Progreso para estudiantes aprendiendo inglés
- Preparación para la universidad/carrera profesional
- Absentismo crónico

Se presentan los resultados para todos los distritos, escuelas y grupos de estudiantes definidos (por ejemplo, por grupos raciales, ingresos bajos, estudiantes aprendiendo inglés, estudiantes sin hogar, estudiantes en casas de crianza, estudiantes con discapacidades).

Las escuelas y los distritos se ubican en uno de cinco niveles de rendimiento distintos, que se codifican con colores, para cada uno de los seis medidas estatales.



El nivel de rendimiento (color) se basa en los datos del año actual y el año anterior.

Medidas locales

Hay **cinco** medidas locales que se basan en información proporcionada por los distritos, las oficinas de educación del condado y las escuelas charter.

- **Condiciones básicas**
 - Calificaciones de los maestros, edificios seguros y limpios, libros de texto para todos los estudiantes
- **Implementación de estándares académicos**
- **Encuestas de ambiente escolar**
 - Seguridad estudiantil, conexión con la escuela
- **Participación y compromiso de los padres**
- **Acceso a cursos**

Los distritos reciben una de tres calificaciones para cada uno de las cinco medidas locales:

- Cumplido
- Incumplido
- Incumplido por dos años

No hay información para estudiantes y grupos de estudiantes para las medidas locales.

Coversheet: Site in SY 2018-19

School Name	The Language Academy of Sacramento
Street Number and Name	2850 49th Street
City	Sacramento
ZIP	95817
Phone	916.277.7137
FAX	916.277.7141
Website	www.lasac.info
Site Leader Name/Title	Eduardo deLeon, Executive Director
Office Manager Name	Adriana Yanez- Gutierrez
Charter Contact Name/Title, if different	Teejay Bersola
Mailing Address, if different	
Number of other locations	
Charter School Original Charter Start Date	August 30, 2004
Charter Start Date (current)	July, 2019
Charter Expiration (current)	June, 2024
Charter Number	640
School CDS Code	34-67439-0106898
CMO Managed	No
Dependent or Independent	Independent
Funding: Direct or Local (through the District)	Direct
Instruction: Classroom Based or Non-classroom Based	Classroom Based
Grades Served	K-8
WASC expiration date, if applicable	
SELPA organization	El Dorado County SELPA
Nutrition Svs. Provided by District per AB1871	
Nutrition Svs. Provided by Non-District per AB1871	Provider Name:
Enrollment Cap (Final school year of charter)	607
Enrollment Cap Source/Page	Charter Petition Page 20
School on District Property	Yes
Vision Statement	To provide an exceptional Spanish-English bilingual education for all students.
Mission Statement	LANGUAGE ACADEMY OF SACRAMENTO'S 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)

Program Description

Program Goals

The State of California's adopted Master Plan for Education calls for all California high school graduates to be bilingual and bi-literate and for this language learning process to begin in the elementary years. Two-Way Immersion programs are important avenues for accomplishing this goal. Two-way Spanish immersion programs encourage interaction between native Spanish speakers and native English speakers, thus allowing both groups of students to develop high levels of bilingualism and bi-literacy as well as to attain grade-level academic achievement. All students have the opportunity to maintain their primary language and become proficient in another.

The Language Academy is based on a two-way immersion educational model. This model stresses the following:

- high academic proficiency in two languages
- high academic achievement
- mastery of the State's content standards
- multiculturalism
- life skills
- community service

Based on these considerations, the Language Academy two-way immersion program strives to provide students with tools to become culturally competent, self-motivated, life-long learners. We believe that this objective is accomplished through a focus on academic rigor, competence and confidence across cultures and languages, and a creative, enriching environment in which to foster a passion for learning.

Program Model

At the Language Academy of Sacramento, the method of instruction utilized is the Two-Way Spanish Immersion 90/10 model. Following transitional kindergarten, students in kindergarten and first grade receive 90% of their daily instruction in Spanish and 10% in English. Each year, students receive more instruction in English as the percentage of instruction in Spanish decreases. By 5th grade, students receive approximately 50% of their daily instruction in Spanish and 50% in English.

TWO-WAY IMMERSION 90/10 MODEL: PERCENTAGES OF DAILY INSTRUCTION

Grade Level	Percentage of Instruction in Spanish	Percentage of Instruction in English
Transitional Kinder	95%	5%
Kindergarten – First	90%	10%
Second	80%	20%
Third	70%	30%
Fourth	60%	40%
Fifth – *Eighth	50%	50%

*middle school language of instruction varies per subject and is approximately 50/50

Spanish is the vehicle for content instruction and the subject of instruction itself. Most of the instruction is in Spanish in the primary grades, and formal English literacy instruction begins in 2nd-3rd grades. English Language Development (ELD) is taught daily from kindergarten through eighth grade for English learners.

In practice, LAS teachers have found that in the 90-10 model, English academic performance and test scores in second and third grades often do not reflect students' actual achievement. However, by the sixth and seventh grades, students in dual immersion typically begin to outperform their counterparts in English-only programs. In fact, the real benefits of dual immersion instruction become evident in the middle school grades. This is precisely why the LAS school design incorporates kindergarten through eighth grade and is also the rationale for requesting a long-term commitment from every parent who enrolls their child at LAS.

- Charter Petition Deliverable 1/page # [1]
- Charter Petition Deliverable 2/page #
- Charter Petition Deliverable 3/page #
- Charter Petition Deliverable 4/page #
- Charter Petition Deliverable 5/page #
- Corrective Action Plan from Operational MOU: Appendix 16

Charter Petition pages 31-34
Charter Petition pages 83-93

Comments for Coversheet-Site:

Coversheet General

	2018-19	2017-18	2016-17	2015-16
First School Day	8/13/2018	8/14/2017	8/8/2016	8/10/2015
Last School Day	5/31/2019	6/1/2018	6/16/2017	6/17/16
Instructional Days	178	179	181	181
Instructional Minutes - K (36,000)	44835	45030	45495	45420
Instructional Minutes - 1 to 3 (50,400)	55515	55770	56355	56280
Instructional Minutes - 4 to 8 (54,000)	57510	55770	58390	58320
Instructional Minutes - 9 to 12 (64,800)	*	*	*	*
Enrollment (As of CBEDs date)	605	587	569	548
Enrollment, last day of school year	604	585	565	539
Enrollment Retention Rate [1]	99%	98%	-	-

Comments for Coversheet General:

E1 - Educational Program	2015-16		2016-17		2017-18		2018-19																
	Total #	Total #	Total #	Total #	Total #	Total #	Total %	TK #	K #	1 #	2 #	3 #	4 #	5 #	6 #	7 #	8 #	9 #	10 #	11 #	12 #		
Student Served [1]																							
- Total Enrollment [2]	541	565	585	607	100%																		
- In District	403	426	455	465	77%																		
- Out of District	138	139	130	140	23%																		
- English Learner	222	266	238	230	38%																		
- Students with Disabilities	60	68	73	81	13%																		
- Socioeconomically Disadvantaged	402	312	389	408	67%																		
- Foster Youth	2	2	2	2	<1%																		
- Homeless Youth	0	6	4	9	1%																		
- African American	13	10	14	14	2%																		
- American Indian or Alaska Native	0	0	0	1	<1%																		
- Asian	0	0	1	3	<1%																		
- Filipino	0	0	3	3	<1%																		
- Hispanic or Latino	509	528	551	566	93%																		
- Pacific Islander	0	0	0	0	0																		
- White	14	16	15	18	3%																		
- Two or More Races	5	11	1	1	<1%																		
- No Race Indicated				1	<1%																		

No entries required

General Information

Mission Statement (Same as Coversheet)

LANGUAGE ACADEMY OF SACRAMENTO'S 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)

Program Description (Same as Coversheet)

Program Description (Same as Coversheet) Program Model At the Language Academy of Sacramento, the method of instruction utilized is the Two-Way Spanish Immersion 90/10 model. Following transitional kindergarten, students in kindergarten and first grade receive 90% of their daily instruction in Spanish and 10% in English. Each year, students receive more instruction in English as the percentage of instruction in Spanish decreases. By 5th grade, students receive approximately 50% of their daily instruction in Spanish and 50% in English. TWO-WAY IMMERSION 90/10 MODEL: PERCENTAGES OF DAILY INSTRUCTION Grade Level Percentage of Instruction in Spanish Percentage of Instruction in English Transitional Kinder 95% 5% Kindergarten – First 90% 10% Second 80% 20% Third 70% 30% Fourth 60% 40% Fifth – *Eighth 50% 50% *middle school language of instruction varies per subject and is approximately 50/50 Spanish is the vehicle for content instruction and the subject of instruction itself. Most of the instruction is Spanish in the primary grades, and formal English literacy instruction begins in 2nd-3rd grades. English Language Development (ELD) is taught daily from kindergarten through eighth grade for English learners. In practice, LAS teachers have found that in the 90-10 model, English academic performance and test scores in second and third grades often do not reflect students' actual achievement. However, by the sixth and seventh grades, students in dual immersion typically begin to outperform their counterparts in English-only programs. In fact, the real benefits of dual immersion instruction become evident in the middle school grades. This is precisely why the LAS school design incorporates kindergarten through eighth grade and is also the rationale for requesting a long-term commitment from every parent who enrolls his/her child at LAS. Program Duration Research has shown (see graph) that students learning a second language need at least seven years to fully develop both conversational and academic proficiency comparable to that of a native speaker. For this reason, the Language Academy is a self-contained Transitional Kindergarten through 8th grade school.

EL Program Description

SUPPORT FOR ENGLISH LEARNERS (EL) At the core of two-way immersion research is data that support the efficacy of such educational program in second language acquisition (Genesee, Lindholm-Leary, Saunders & Christian, 2006; Lindholm-Leary & Genesee, 2008; Howard, E. R., Christian, D., & Genesee, F, 2004; Lindholm-Leary & Hernandez, 2011). LAS longitudinal data illustrate that by middle school grades, LAS students, including English Learners ("EL") begin to meet and/or exceed the performance of students in traditional programs in state standardized exams in English while simultaneously acquiring college level proficiency in Spanish. Primary language instruction is a critical component of the Language Academy's pedagogical instructional design. Instruction in the primary language allows English learners to learn grade-level content in their native language as they acquire academic English language skills. Families of LAS students decide to enroll their children at the charter school, fully aware of the school's unique pedagogical design. By making the choice to be in a dual language immersion program, families elect to receive the LAS educational program and waive their participation in more traditional options such as Structured English immersion, English language mainstream, etc. In addition to quality instruction in a two-way immersion context, the Language Academy implements a variety of strategies designed to meet the needs of English learners. Many English learners are provided with extended learning opportunities and teachers have received training in strategies designed to effectively teach content and language to English learners. A core of LAS teachers received training in Systematic English Language Development (SELD) through the California Reading and Literature Project in cooperation with Susana Dutro and EL Achieve. SELD training provides teachers with a scope and sequence for English language development and a comprehensive set of strategies for planning, instruction and assessment. During common planning time and professional development time, grade levels work on peer training and instructional planning, which includes student groupings based on ELD diagnostic assessments. Moreover, a core of LAS teachers attended training for Guided Language Acquisition Design (GLAD). GLAD strategies are designed to simultaneously teach grade-level content and academic language for English learners. The majority of LAS faculty members are graduates of the Bilingual Multicultural Education Department (BMED) of Teacher Education at CSU Sacramento. BMED, which is now integrated into the university's entire teacher education program, is dedicated to training teachers to be effective instructors of culturally, linguistically, and socio-economically diverse students. A main focus of the BMED program is training teacher candidates in effective instruction for English learners. All BMED graduates take three units of coursework (forty-five hours of instruction) above and beyond the teacher candidate requirements, focused solely on the instruction of English learners. This course, EDBM 272, trains teachers to use current strategies in English language development, how to scaffold instruction to make content accessible to English learners, and how to advocate for English learning students and their families within the school context. In the past several years, Dr. Sue Baker from CSUS has conducted her university methods course at the LAS site, creating a laboratory field experience for graduate students learning second language development teaching strategies. To supplement the annual California English Language Development Test (CELD), LAS teachers use two other assessments designed to measure the English-language proficiency of English learners throughout the year. These assessments are A Developmental English Proficiency Test (ADEPT) and the Express assessment. The academic progress of English learners is regularly monitored through the academic conference process LAS has established to gauge student progress. LAS will continue to meet all applicable legal requirements for ELLs as it pertains to annual notification to parents, student identification via Home Language Survey, placement, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and standardized testing requirement. ENGLISH LEARNER RECLASSIFICATION PROCESS LAS English Language Learner (ELL) Student Reclassification policy and procedures are based on the four criteria set forth in the State Board of Education's Reclassification Guidelines (Education Code 313(d)).

SUPPORT FOR STUDENTS WITH DISABILITIES The Language Academy adheres to the Response to Intervention (RTI) model as outlined in the IDEA 2004. It clearly spells out the mandates of providing a continuum of interventions for students to ensure their access to academic achievement. Support staff and teachers at the Language Academy of Sacramento provide instructional and/or interventions to students based on their individual needs. LAS and SCUSD annually and in good faith negotiate a written agreement that clearly specifies the special education funding and services to be provided. Whenever possible, students with disabilities at LAS are educated within the regular education classroom, unless the nature of the disability requires a student's removal. In exceptional circumstances, when it is critical to a student's academic progress, the school utilizes pull-out services to aid the student's academic success. SPED specialists coordinate the direct instruction and inclusion of Special Education students. Classroom teachers are informed of their responsibilities for particular students, trained and guided by the SPED Specialists and/or the Academic Director on how to successfully meet those responsibilities and implement any modifications or accommodations in their classes in accordance with the students' Individualized Education Plans (IEPs). As required (outside of the classroom) tutoring, counseling, physical, occupational, speech and language therapy services is provided for those with special needs. Accommodation Strategies to Ensure Effective Teaching and Learning of Special Education Students • Have students with learning disabilities underline key words or directions on activity sheets • Pace instruction carefully to ensure clarity • Encourage students to practice using technical words in exchanges among peers • Always ask questions in a clarifying manner, then have the students with learning disabilities describe his or her understanding of the questions • Spend more time on building background for the reading selections and creating a mental scheme for the organization of the text • Use the Elmo projector with an outline of the lesson • Suggest that the students use both visual and auditory senses when reading the text • Reduce course load for student with learning disabilities • Review relevant material, preview the material to be presented, present the new material then summarize the material just presented • Provide clear copies of your notes and overhead presentations, is the students need it • Read aloud material that is written on the whiteboard and on the projector • Provide students with chapter outlines or student guides that cure them to key points in their readings • Offer to read written material aloud, when needed • Provide a course syllabus before class begins • Announce readings as well as assignments well in advanced • Ask questions in a ways that helps the student gain confidence • Consider alternate activities that can be utilized with less difficulty for the students, with same objectives • Keep oral instructions logical and concise. Reinforce them with a brief cue words • Clearly label equipment, tools, and materials. Color code for enhanced visual recognition • Repeat or re-word complicated directions • Eliminate classroom distractions such as, excessive noise, flickering lights, etc. • Outline class presentations on the whiteboard • Outline material to be covered during each class period • Establish the clarity of understanding that the students has about class assignment • Give assignments both in written and oral form • Have practice exercises available for lessons, in case the student has problems • Present new and or technical vocabulary on the whiteboard • Provide and teach memory associations (mnemonic strategies) • Support one modality of presentation by following it with instructional then use another modality • Talk distinctly and at a rate that the students with learning disability can follow • Technical content should be presented in small incremental steps • Assist the student, if needed, in borrowing classmates' notes • Use plenty of examples, oral or otherwise • Use straight forward instruction with step by step unambiguous terms • Write legibly, use large type; do not clutter the white board • Use props to make narrative situations more vivid and clear Section 504 of the Rehabilitation Act LAS recognizes its legal responsibility to ensure that no qualified person with disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the charter school. Any student, who has an objectively identified disability, which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by LAS. A 504 team will be assembled by the Academic Director and shall include the parent/guardian, the student (when appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluate under the Individual with Disabilities in Education Improvement Act (IDEIA) but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's educations. This evaluation will include consideration of any behaviors that interfere with regular participation in the education program and/or activities. The 504 team may also consider the following information in its evaluation: • Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel • Tests other evaluation materials include those tailored to assess specific areas of education need, and not merely those which are designed to provide a single general intelligent quotient • Test are selected and administered to ensure that when a test is administer to as student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian for the student in their primary language along the procedural safeguard available to them during the evaluation, the 504 team obtains information indicating possible eligibility for the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team. If the student is found by the 504 team to have disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education (FAPE). In developing the 504 Plan, the 504 team shall consider all relevant documentation utilized during the evaluation of the student, drawing upon a variety of source, including, but not limited to, assessments conducted by LAS staff. The 504 Plan shall

Program Curriculum Submitted:
 Appendix 2
 Bell Schedule Submitted:
 Appendix 3
 Academic Calendar Submitted:
 Appendix 4

<u>LCAP</u>	LCAP 2019-20 (due July 1, 2019)	LCAP 2018-19 (due July 1, 2018)	LCAP 2017-18 (due July 1, 2017)	LCAP 2016-17 (due July 1, 2016)
LCAP Timely Board Adoption	Yes	Yes	Yes	Yes
LCAP Board Adoption Date:	6/21/2019	6/15/2018	6/16/2017	6/17/2016
LCAP Timely SCOE Submission	Yes	Yes	Yes	Yes
LCAP Timely District Submission	Yes	Yes	Yes	Yes
LCAP Executive Summary (Page number/s)	Pg 36-48	Pgs. 1, 61-63	Pgs. 1, 59-61	Pgs. 9-15
LCAP Submitted: Appendix 5	Yes	Yes	Yes	Yes
LCAP 8 State Priorities (Page number/s from charter petition):	Pgs. 83-93	Pgs. 15,35,44,51	Pgs. 16,34,42,50	Pgs.7-8
LCAP on website	Yes	-	-	-
Support Status	NA	-	-	-

California School Dashboard: [3]
 2018-19
 2017-18
 2016-17
 California School Dashboard Submitted: Appendix 6
 Yes
 Yes
 Yes

Comments E1:

E2: Measurable Student Outcomes

(Charter Department will send District information by September 15, 2019)

SBAC ELA I/I	Number of Students Tested 2018-19	% Standard Met/Exceeded 2018-19	% Standard Met/Exceeded 2018-19 Difference from 2014-15	% Standard Met/Exceeded 2015-16	% Standard Met/Exceeded 2016-17	% Standard Met/Exceeded 2017-18	% Standard Met/Exceeded 2018-19	District		Comp School 1 (Pacific: 95817) (83 of students) % Standard Met/Exceeded 2018-19 [2]	Comp School 2 (Oak Ridge: 95820) (250 of students) % Standard Met/Exceeded 2018-19	Comp School 3 (Willowood: 95824) (333 of students) % Standard Met/Exceeded 2018-19
								% Standard Met/Exceeded 2018-19	% Standard Met/Exceeded 2018-19			
- Site	386	27	35	39	35	43	43	43	17	20	29	
- African American	7	*	*	45								
- American Indian or Alaska Native												
- Asian												
- Filipino												
- Hispanic or Latino	365	25	34	37	34	41	35	16	16	16	22	
- Pacific Islander	10											
- White	4											
- Two or More Races												
- Male	184	19	25	30	31	40	38	10	10	16	25	
- Female	202	34	42	46	39	46	48	22	22	23	33	
- English Learner	126	5	7	13	5	8	9	3	3	3	3	
- Reclassified-Fluent English Proficiency (RFEP)	98	42	54	66	52	60	61	31	31	48	54	
- Students with Disabilities	58	0	16	18	12	16	14	4	4	6	1	
- Economically Disadvantaged	282	19	28	30	29	35	34	16	16	20	28	
- Foster Youth	2											
- Homeless Youth	4											
Grade 3	66	13	20	11	23	29	39	19	19	20	29	
Grade 4	66	23	27	29	25	26	40	9	9	17	20	
Grade 5	66	21	32	32	29	27	41	19	19	24	29	
Grade 6	65	37	38	48	35	55	42	20	20	19	24	
Grade 7	63	33	60	60	52	63	45	19	19	19	29	
Grade 8	60	46	46	71	59	58	44	15	15	14	29	
Grade 11												

SBAC Math	Number of Students Tested 2018-19	% Standard Met/Exceeded 2018-19	% Standard Met/Exceeded 2018-19 Difference from 2014-15	% Standard Met/Exceeded 2015-16	% Standard Met/Exceeded 2016-17	% Standard Met/Exceeded 2017-18	% Standard Met/Exceeded 2018-19	District		Comp School 1 (Pacific: 95817) (83 of students) % Standard Met/Exceeded 2018-19 [3]	Comp School 2 (Oak Ridge: 95820) (250 of students) % Standard Met/Exceeded 2018-19	Comp School 3 (Willowood: 95824) (333 of students) % Standard Met/Exceeded 2018-19
								% Standard Met/Exceeded 2018-19	% Standard Met/Exceeded 2018-19			
- Site	386	24	29	31	28	36	33	15	15	14	21	
- African American	7	*	*	36								
- American Indian or Alaska Native												
- Asian												
- Filipino												
- Hispanic or Latino	365	22	28	29	26	34	25	17	17	12	12	

	10	4	25	27	28	14	19	22
- Pacific Islander								
- White	10							
- Two or More Races	4							
- Male	184	25	27	28	14	19	22	
- Female	202	32	34	28	15	10	21	
- English Learner	126	5	11	6	6	4	7	
- Reclassified-Fluent English Proficiency (RFEP)	98	37	49	40	32	39	40	
- Students with Disabilities	58	0	18	10	4	17	3	
- Economically Disadvantaged	282	19	22	22	13	15	21	
- Foster Youth	2							
- Homeless Youth	4							
Grade 3	66	28	27	28	24	25		
Grade 4	66	20	32	14	8	15		
Grade 5	66	12	12	17	12	9		
Grade 6	65	25	35	26	13	8		
Grade 7	63	26	36	53				
Grade 8	60	30	52	37			22	
Grade 11							20	

	35	33
	37	32
	10	10
	54	45
	17	11
	28	24

	39	40
	26	34
	14	29
	45	35
	44	33
	50	29

CST/GAST Science	Number of Students Tested for 2018-19	CST: Standard Met/Exceeded 2014-15		CST: % Standard Met/Exceeded 2015-16	Number of Students Tested for 2016-17 (Pilot)	Number of Students Tested for 2017-18 (Field Test)	% Standard Met/Exceeded 2018-19	District % Standard Met/Exceeded 2018-19	Comp School 1 (Pacific) (95817) (83 of students) % Standard Met/Exceeded 2018-19 [4]		Comp School 2 (Oak Ridge) (95820) (250 of students) % Standard Met/Exceeded 2018-19		Comp School 3 (Willowood) (95824) (333 of students) % Standard Met/Exceeded 2018-19	
		2014-15	2014-15						2018-19	2018-19	2018-19	2018-19		
Grade 5	10	77	82	87	-	66	No results until January 2020							
Grade 8	-8			74		41								
Grade 10														

PEI	% in HFZ 2018-19 [5]	% in HFZ 2017-18
Grade 5	No results until January 2020	52%
Grade 7		74%
Grade 9		

ELPAC	2018-19	2017-18
Number Tested	No results until January 2020	233
Reclassified (# of students)		249
Well Developed		22
Moderately Developed		16
		53
		5
		50
		222
		15
		41
		10
		36

	2017-18	2016-17	2015-16	2014-15	Intermediate (# of students)	94	84
Somewhat Developed	-	-	-	-	96	94	84
Minimally Developed	-	-	-	-	47	48	49
					37	25	30

High Schools [6]

A-G Completion Rate %							
SAT Participation Rate %							
SAT Score 1500+ Rate %							
ACT Participation Rate %							
ACT Score 21+ Rate %							
High School Graduation Rate %							
Drop Out Rate %							
College 2 Year Acceptance Rate %							
College 4 Year Acceptance Rate %							
College 2 and 4 Year Acceptance Rate %							
College 2 Year Cohort Persistence Rate %							
College 4 Year Cohort Persistence Rate %							
College 2 Year and 4 Year Cohort Persistence Rate %							
College 2 Year Graduation Rate							
College 4 Year Graduation Rate							
College 2 Year and 4 Year Graduation Rate							
WASC current							

Key Performance Indicators (KPIs)

	2018-19	2017-18	2016-17	2015-16	2014-15
KPI-1: % Secondary Students (9th +) Receiving one or more D's or F's					
KPI-2: % of 8th Grade On Track to Graduate [8]					
KPI-3: Kindergarten Attendance Rate	96%	95%	97.0%		
KPI-4: Chronic Absence Rate	3.30%	3.20%	2.9%		
KPI-5: Suspensions Rate	1.20%	0.85%	1.9%		
KPI-6: Math Benchmarks (3,6,8,11) [9]					
KPI-7: ELA Benchmarks (3,6,8,11) [10]					
KPI-8: Increased Positive School Climate Rate [11]	See LCAP pages 10-12, 35-36, 50-53	See LCAP pages 9,10, 39	See LCAP pages 11-12		
KPI-9: Participation in Expanded Learning Rate [12]	60%	51%	68%		
KPI-10: Participation in Advanced Learning Rate [13]					
KPI-A: 3rd Grade Reading [14]	12%	9%	9%		

Comments E2:

Students from comparable schools may be double counted for middle school - this explains why the total number from comparable schools may exceed the LAS enrollment number

TBD

E2: Measurable Student Outcomes: Dashboard

(Coordinate with Charter Department for submission after October 15 if information is not available by October 1.)

Dashboard Academic Engagement and Conditions & Climate 2018-19

- Site: Chronic Absenteeism Color/Percent
- Site: Suspension Rate Color/Percent

	District Color/Points "Below" or "Above" Standard 2018-19	Comp School 1 (Name) Color/Points "Below" or "Above" Standard 2018-19 [1]	Comp School 2 (Name) Color/Points "Below" or "Above" Standard 2018-19	Comp School 3 (Name) Color/Points "Below" or "Above" Standard 2018-19
<u>Dashboard ELA</u>	Color/Points "Below" or "Above" Standard 2018-19			

- Site
- African American
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Pacific Islander
- White
- Two or More Races
- Male
- Female
- English Learner
- Reclassified-Fluent English Proficiency (RFEP)
- Students with Disabilities
- Economically Disadvantaged
- Foster Youth
- Homeless Youth

	District Color/Points "Below" or "Above" Standard 2018-19	Comp School 1 (Name) Color/Points "Below" or "Above" Standard 2018-19	Comp School 2 (Name) Color/Points "Below" or "Above" Standard 2018-19	Comp School 3 (Name) Color/Points "Below" or "Above" Standard 2018-19
<u>Dashboard Math</u>	Color/Points "Below" or "Above" Standard 2018-19			

- Site
- African American
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Pacific Islander
- White
- Two or More Races
- Male
- Female
- English Learner
- Reclassified-Fluent English Proficiency (RFEP)
- Students with Disabilities
- Economically Disadvantaged
- Foster Youth
- Homeless Youth

E3 - Pupil Progress

Description of substantive and normed assessments utilized not including CAASPP, CELDT/ELPAC, CST/CAST, and PFT

Description of how chosen assessments are appropriate for standards and skills they seek to measure

Understanding DRA/EDL Book Levels

Plan for collecting, analyzing, and reporting data on pupil achievement to school staff and parents LAS Instructional Reading Benchmark Assessments (EDL & DRA) Guidelines

The following are guidelines for reporting student reading progress. The EDL and/or DRA will be used to find the students' independent reading levels. This score along with teacher observation will be used to determine instructional reading level; at least one or two levels above independent.

Teachers are responsible for reporting independent reading levels at least two times a year and maintaining a record of instructional reading level for instructional purposes. DRA and EDL testing protocols will be followed to maintain testing reliability and efficacy. (Refer to LAS grading guidelines handbook for reporting on reading progress/standards.)

Classroom teachers with the support of the literacy coach should administer ALL EDL/DRA assessments. Instructional Aides and Interventionists can administer follow up running records (EDL/DRA/PM) to inform their instruction, but should not administer initial and final assessments.

Ed Specialists will collaborate with classroom teachers on possible accommodations/modifications of administration and scoring for students receiving "specialized academic instruction" in reading as per their IEP. Please see attached list of modifications and accommodations.

It is expected that the running record (RR) assessments and anecdotal notes will be used to monitor progress throughout the school year.

Our goal is for students to reach or exceed a level 60 in Spanish and in English by the end of 6th grade. Grade level curriculum and assessments will be utilized to continue monitoring progress in reading.

To the extent possible, teachers are to report independent reading levels for Oral Reading Fluency AND Comprehension. Reporting Dates for the 2018-2019 school year for TK-K: Reporting Window One - Data Due: November 16, 2018 Reporting Window Two - Date Due: February 8, 2018 Reporting Window Three - Date Due: May 10, 2019 Teachers Reporting Dates for the 2018-2019 school year for 1-5th: Reporting Window One - Data Due: August 17, 2018 Reporting Window Two - Data Due: October 26, 2018 Reporting Window Three - Date Due: February 8, 2018 (Optional) Reporting Window Four - Date Due: May 10, 2018 Teachers Reporting Dates for the 2018-2019 school year for 6th-8th: Reporting Window One - Data Due: August 17, 2018 Reporting Window Two - Data Due: November 30, 2018 Reporting Window Three (PM) - Data Due: March 8, 2018 (Optional) Reporting Window Four - Date Due: May 10, 2018 Teachers Reporting Dates for the 2017-2018 school year:

Through weekly common planning time (CPT) and bimonthly horizontal and vertical articulation meetings, teachers review the most recent assessment data and make instructional plans and decisions accordingly. These meetings are coordinated with the literacy coach, educational specialists, and other members of the MTSS team.

Comments for E3:

Based on LAS Reading Assessments, June 2019:

End of the Year DRA and EDL Data for K-8 Grades

Note: End of Stage = EOS per LAS Biliteracy Trajectory

By the EOS1 Gr 3: 100% of students increased their reading level in Spanish. BY EOS3 Gr 8: 76% of students increased their reading level in English.

E4 - Governance

Board 2018-19

Name of ultimate Governance Board	The Language Academy of Sacramento Board of Directors
Incorporation Date	December 19, 2003
Incorporation Type	Non-Profit 501(c)(3)
Name of Local Governance Board	The Language Academy of Sacramento Board of Directors
Bylaws current	Yes
Roster in Google Drive	Yes
Listing of Board Meetings Dates Held in Google Drive	Yes
Number of Planned Board Meetings Held	11 of 12
Governance Training Date	9/8/2018
Brown Act Training Date	9/8/2018
Board Meeting Attendance by SCUSD Date	12/14/2018

Describe: Public Access to Agendas and Minutes

Agenda Posting: Agendas for regular and special School Board meetings are posted 72 and 24 hours, respectively, in advance of such meetings at the School for public preview. The Board agenda with supporting information for a regular School Board meeting is delivered to Board members, whenever, practicable, at least 72 hours prior to the meeting. For special Board meetings, the agenda and supporting information is delivered at least 24 hours prior to the meeting. Moreover, the Board's complete public agendas are provided to those persons or parties who have requested to be placed upon the School's mailing list.

Home and School Partnership

Parent participation is the key to the success of the Language Academy of Sacramento. In fact, the school was created in large part because of the support, time, and talent that parents provided. Upon enrollment, all parents are expected to continue to participate in the path to fulfilling the school's mission. Parents are encouraged to volunteer at least 20 hours per school year. We ask that you evaluate where your talents lie and offer your time to the school. For example, parents are always welcome to observe and volunteer in classrooms. In addition, there are many activities that parents can participate in such as: Parent Association events, the after-school enrichment program, school beautification on LAS work days, the community garden, etc.

PARENT INVOLVEMENT

Parent Association

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

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

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

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

Additional Opportunities for Parent Involvement

Parents, students and teachers meet at least twice a year to plan and assess the students' learning progress and determine goals

School and staff evaluations- parents fill out a programmatic climate survey each year evaluating the strengths and weaknesses they identify with the program at the School

Student-led conferences- students will lead conferences on their work during the year to keep parents informed

Volunteer Opportunities- various opportunities will arise for parents to volunteer, such as helping in classrooms, leading extra-curricular activities, assisting in event planning, attending study trips, and serving on parent committees

Fundraising- parents and community members may work with the schools to raise additional resources to support students and the school program

Advocacy- parents and community members communicate the school design and outcomes to the public, educators and policy makers and advocates for necessary policies and resources

LAS Board of Directors meetings- parents and community members are welcome to the Board meetings. In compliance with

<p>Listing of Committees available to Parents</p> <p>Conflict of Interest Policy</p> <p>Form 700s: Appendix 7</p> <p>Policy Changes</p> <p>Site Advisory Committee Name</p> <p>Parent Teacher Organization Name</p>	<p>Finance Committee, Facilities Committee, Curriculum Design Team Committee, ELAC</p> <p>Yes; adopted and implemented</p> <p>Yes</p> <p>1. Conflict of Interest Policy; 2. Comprehensive School and Safety Plan; 3. Health Education and HIV Prevention Policy; 4. LAS Reclassification Policy; 5. Admission and Enrollment Policy</p> <p>School Site Council</p> <p>Parent Council and Parent Association</p>
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Comments E4:

E5 - Employee Qualifications (as of April 30, 2019)

<u>Teachers 2018-19</u>	Number of teachers	Number of credentials current	Number of appropriate assignments	Comments
K	4	4	4	
1	3	3	3	
2	3	3	3	
3	3	3	3	
4	3	3	3	
5	3	3	3	
6	3	3	3	
7	2	2	2	
8	2	2	2	
9				
10				
11				
12				
Totals	26	26	26	

Credential Status from April 30, 2019 on Google Drive: Appendix 8 Yes

Master Schedule from April 30, 2019 to include course, teacher, day, time, and room number (Middle and High School only): Appendix Yes

Comments E5:

E6 - Health and Safety

Assurances (Health) Signed and Submitted: Appendix 9 Yes

Fire and Earthquake Drills Completed and Submitted: Appendix 10 Yes

Comments E6:

E7 - Racial-Ethnic Balance

(*District information does not include charter school students.)

Student Population	2018-19	2018-19	2018-19	2017-18	2017-18	2017-18	2016-17
	District: # I	Site: #	Site: %	District: % I	Site: %	District: % J; District: # I4	Site: %
- Total Enrollment [5]	607		100%	100%		40,854	100%
- English Learner	230		38%	41%		7,752	47%
- Students with Disabilities	81		13%	12%		5,973	12%
- Socioeconomically Disadvantaged	408		67%	67%		29,147	55%
- Foster Youth	2		<1%	< 1.0		207	<1.0
- Homeless Youth	9		1%	< 1.0		319	1%
- African American	14		2%	2%		5,751	2%
- American Indian or Alaska Native	1		<1%	0		216	0
- Asian	3		<1%	< 1.0		7,274	0
- Filipino	3		<1%	< 1.0		618	0
- Hispanic or Latino	566		93%	94%		15,964	93%
- Pacific Islander	0		0	0		907	0
- White	18		3%	3%		7,332	3%
- Two or More Races	1		<1%	< 1.0		2,785	2%
- No Race Indicated	1		<1%	0		7	0

Meeting Balance: Y or N

Yes

Comments, if not meeting balance: LAS program is designed based on linguistic balance of the dual immersion program. Please see charter for reference.

Plan, if not meeting balance:

Comments: E7

E8 - Admissions Requirements

	2018-19	2017-18	2016-17	2015-16
Waiting list Number of Students on the 5th school day	732	604	699	678
Application Form Submitted: Appendix 11	Yes	Yes	Yes	-
Application has potential screening information	No	No	No	-
Application Timeline Submitted: Appendix 12	Yes	Yes	Yes	-
Enrollment process is separate from Application process	Yes	Yes	Yes	-
Enrollment Timeline: Appendix 13	Yes	Yes	Yes	-
Lottery System Use	Yes	Yes	Yes	-
Lottery System Description Submitted: Appendix 14	Yes	Yes	Yes	-
Lottery System Date:	4/23/2019	4/24/2018	4/25/2017	-

Comments E8:

E9 - Financial

*****Dependent Charters Only*****

	2018-19	2017-18	2016-17	2015-16	2014-15
Dependent General Fund Unrestricted Carryover					
Student Body Account					
If Student Body Account, ending balance					

*****Independent Charters Only*****

	2018-19	2017-18	2016-17	2015-16	2014-15
Annual Revenues:	\$7,475,546.84	\$6,369,152.00	\$5,994,760	\$5,720,301	8,639,600
Annual Expenses	\$6,473,430.51	\$5,985,023.00	\$5,515,992	\$4,929,841	4,087,536
Beginning Cash Balance:	\$5,073,793.56	\$5,006,485.00	\$5,446,625	\$5,901,227	-
Ending Cash Balance:	\$6,090,438.14	\$5,073,794.00	\$5,006,485	\$5,446,625	-
Negative Cashflow (Number of Months):	0	0	0	0	-
Outstanding Receivables	\$1,469,714.34	\$1,220,489.00	\$814,352	\$830,998	-
Outstanding Payables	\$412,542.74	\$376,635.00	\$86,023	\$321,870	-
Beginning Fund Balance	\$8,340,711.00	\$7,956,584.00	\$7,447,816	\$6,687,356	-
Ending Fund Balance	\$9,342,827.33	\$5,073,794.00	\$7,956,584	\$7,477,816	-
Audit Firm - Name (Board Approved):	Squarmilner	Squarmilner	Squarmilner	Squarmilner	-
Number of Outstanding Audit Resolutions:	0	0	0	0	-

Student Body Account	No
If Student Body Account, ending balance	n/a

Comments E9:

E10 - Suspension-Expulsions

Student Population	Suspensions 2018-19 [1]	Suspension % 2018-19 [2]	Expulsions 2018-19	Expulsion % 2018-19	Suspensions 2017-18	Expulsions 2017-18	Suspensions 2016-17	Expulsions 2016-17	Suspensions 2015-16	Expulsions 2015-16
- Total Enrollment	7 [3]	1%	0	0	0	0	6	0	10	0
- English Learner	2	<1%	0	0	0	0	2	0	1	0
- Students with Disabilities	1	<1%	0	0	2	0	3	0	4	0
- Socioeconomically Disadvantaged	0	0%	0	0	4	0	5	0	9	0
- Foster Youth	0	0%	0	0	0	0	0	0	0	0
- Homeless Youth	0	0%	0	0	0	0	0	0	0	0
- African American	0	0%	0	0	1	0	1	0	3	0
- American Indian or Alaska Native	0	0%	0	0	0	0	0	0	0	0
- Asian	0	0%	0	0	0	0	0	0	0	0
- Filipino	0	0%	0	0	0	0	0	0	0	0
- Hispanic or Latino	7	1%	0	0	4	0	5	0	7	0
- Pacific Islander	0	0%	0	0	0	0	0	0	0	0
- White	0	0%	0	0	0	0	0	0	0	0
- Two or More Races	0	0%	0	0	0	0	1	0	0	0
Suspension Rate % [4]			NA	NA		NA		NA		NA

Exits [5]	2018-19	2017-18	2016-17	2015-16	2014-15
Total Exits	3	8	12	17	9
Districts Notified of All Exits	Yes	Yes	Yes	-	-

Comments E10:

E11 - Staff Retirement

SCUSD CBA/s [1] No

If SCUSD CBA/s: (List All Units) [2]

Retirement Plans

STRS Yes

PERS No

Other: (List Plan)

Other: (List Plan)

Other: (List Plan)

For Classified and administrative non-STRS staff (403b)

Comments E11:

E12 - Attendance Alternatives

Attendance Alternative Policy [1] Students who opt not to attend LAS may attend other district schools or pursue an inter-district transfer in accordance with the existing enrollment and transfer policies of their district or county of residence.

Comments E12:

E13 - Employee Rights

Rights of School District Employees Policy [1]

Rights of School District Employees Policy Charter school employees will be entitled to receive health, dental, and vision insurance coverage that is comparable to the coverage offered by surrounding schools, so long as these policies are commercially available and financially sound. Nothing in this charter shall be construed as preventing the LAS Governing Board from offering increased salary or better working conditions in lieu of some benefits, so long as the overall package of salary, benefits, and working conditions is competitive with those offered by surrounding districts. The charter school agrees to provide teachers with a minimum of \$1,000,000 insurance coverage or funds sufficient to purchase professional liability insurance coverage relating to abuse and alleged abuse of students.

Comments E13:

E14 - Dispute Resolution

	2018-19	2017-18	2016-17
Dispute Resolution Process Submitted: Appendix 15	Yes	Yes	Yes
UC Complaints	2	2	0
UC Complaints Resolved	2	2	0
Comments Regarding Complaints			
Number of OCR Complaints	0	0	0
Number of Other Complaints	0	0	0
Comments Regarding OCR and Other Complaints:			
Parent Complaint Process on Website	Yes	Yes	Yes

Comments E14:

Closure Protocol [1]

In the event that the Language Academy of Sacramento ceases operation and the LAS Governing Board determines that there is no successor charter school, then the LAS Governing Board shall designate an entity or individual to take charge of the closure activities. The designated entity or individual shall be known as the Authorized Closer. The Authorized Closer shall begin closure activities by notifying parents and guardians of pupils, the State Board of Education, the County Office of Education, the SELPA in which LAS participates, the retirement systems in which LAS employees participate, and the California Department of Education. The Authorized Closer will be qualified to handle student record under federal and state privacy laws concerning student records. (Family Educational Rights and Privacy Act, "FERPA", 20 U.S.C. 1232g; Education Code 49073 et seq.) The notice to the varying entities shall include the effective date of closure, the party to contact for information related to the closure, the pupils' districts of residence, and the manner in which parents and guardians may obtain copies of pupil records. LAS shall provide the Authorized Closer with a list of pupils in each grade level, together with information on the pupils' districts of residence. Pupil records, including all state assessment results and special education records, shall be maintained and transferred to the custody of the Authorizer Closer, except for records and/or assessment results that, under the provisions of the governing charter, are required to be transferred to a different entity. Personnel records shall be maintained and transferred in accordance with applicable law. The Language Academy of Sacramento shall complete an independent final audit within six months of the school closure. The audit may also serve as the annual audit and at the very least must include the following: An accounting of all assets, including cash and accounts receivable and an inventory of property, equipment, and supplies. An accounting of liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation. An assessment of the disposition of any restricted funds received by or due to LAS. The Authorized Closer must provide for the completion and filing of any annual reports required by Ed. Code section 47604.33. The Language Academy of Sacramento may form as or be operated by a California nonprofit public benefit corporation. If in connection with the closure, the LAS Governing Board determines that it will dissolve the school corporation ("Dissolution"), then (i) the Dissolution shall be conducted in accordance with the requirements of the California Nonprofit Public Benefit Corporation Law ("Law") including, without limitation, Corp. Code sections 6610 et seq. and sections 6710 et seq., and (ii) the LAS Governing Board may select the Authorized Closer to assist with the wind-up and Dissolution of the school corporation. Any net assets remaining after all debts and liabilities of the school corporation (i) have been paid to the extent of the school corporation's distribution of any remaining net assets, the school corporation shall: Determine if there are any remaining proceeds of any Restricted Government Grant that have not been expended for the purposes set forth in the Restricted Government Grant, and shall return any such remaining proceeds to the applicable federal or California governmental agency; and Dispose of, distribute, or otherwise utilize any proceeds of any grants or donations, whether in cash or in-kind (i.e., materials or property), received by LAS or the school corporation from any private foundation, any other entity exempt from tax under Section 501(c)(3) of the Internal Revenue Code, as amended, any other person, or the general public in accordance with the restrictions, if any, imposed by the grantor or donor on such grants or donations at the time received by LAS or the school corporation. For purposes of the subparagraph above, "Restricted Government Grant" means any grant or donation, in cash or in-kind (i.e., materials or property), made by any federal or California governmental agency to the school or the school corporation, the grant instrument of which, or the applicable law governing, requires that, upon closure of the school or dissolution of the school corporation, any proceeds of such Restricted Government Grants that have not been expended for the purposes set forth in the grant instrument or in applicable law, be returned to the granting or donating governmental agency. The school shall use, but is not limited to, school reserves normally maintained for contingencies and emergencies to fund closure proceedings. Term: The term of this charter shall begin on July 1, 2014 and expire June 30, 2019. Amendments: Any amendments to this charter shall be made by the mutual agreement of the Governing Board of the Language Academy of Sacramento and the School Board of the Sacramento City Unified School District. Material revision and amendments shall be made pursuant to the standards, criteria, and timelines detailed in Education Code Section 47605. Severability: The terms of this charter/contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the Sacramento City Unified School District and the Language Academy of Sacramento Governing Board. The District and School agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith manner.

Impact to District

Facilities (District Owned)

School Facility Conditions

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

LAS rehabilitation and new construction area are on great condition. Core building areas (classrooms A-Q, MP, kitchen, office and bathrooms are in fair to poor condition).

LAS rehabilitation and new construction area are on great condition. Core building areas (classrooms A-Q, MP, kitchen, office and bathrooms are in fair to poor condition).

Facility Improvements for District Consideration

Site require a number of improvements beginning with, but not limited to, 1. Replacement of Mammoth rooftop air handlers, Air chillers are old and in poor condition and should be replaced. 2. Air handlers are old, weathered and in desperate need of replacement. The existing electric resistance heating is very costly to the school.3. Replacement of single ply roofing is necessary. Several areas throughout the core site have had water leaks with ceiling collapsing during peak rain months.4. Poor drainage, as a result grass and weeds grow along the roof top creating a spongy feel under roofing.5. Increase water efficiency surrounding core building, including replacement of drinking fountains in poor condition.6. Kinder play structure requires shade, ADA compliant ramp, replacement of wood fiber and hardwood. 7. Boys, Girls and in desperate need of modernization, including but not limited to leaking faucets, floor mounted stalls, floor mounted stalls, upgrading of fixture for water and energy efficacy. 8. Adult bathrooms in desperate need of modernization, current stalls are non CBC compliant, fan in bathroom in poor condition (no-air flow). 9. Multi-purpose room Entry ways are no CBC Compliant, water damage throughout, serving counter needs to be modernized to be accessible. 10. Inadequate lighting, receptacles, and low voltage cabling (network drop points). 11. Inadequate network infrastructure for 21st Century instruction and state assessments. In need of replacing all internal MDF/IDF backbones with current fiber optic cabling specifications, all internal horizon network cabling with current Category 6A copper cabling specifications, all associated connection points such as patch panels, jacks and connectors.

Site require a number of improvements beginning with, but not limited to, 1. Replacement of Mammoth rooftop air handlers, Air chillers are old and in poor condition and should be replaced. 2. Air handlers are old, weathered and in desperate need of replacement. The existing electric resistance heating is very costly to the school.3. Replacement of single ply roofing is necessary. Several areas throughout the core site have had water leaks with ceiling collapsing during peak rain months.4. Poor drainage, as a result grass and weeds grow along the roof top creating a spongy feel under roofing.5. Increase water efficiency surrounding core building, including replacement of drinking fountains in poor condition.6. Kinder play structure requires shade, ADA compliant ramp, replacement of wood fiber and hardwood. 7. Boys, Girls and in desperate need of modernization, including but not limited to leaking faucets, floor mounted stalls (non-compliant), upgrading of fixture for water and energy efficacy. 8. Adult bathrooms in desperate need of modernization, current stalls are non CBC compliant, fan in bathroom in poor condition (no-air flow). 9. Multi-purpose room Entry ways are no CBC Compliant, water damage throughout, serving counter needs to be modernized to be accessible. 10. Inadequate lighting, receptacles, and low voltage cabling (network drop points). 11. Inadequate network infrastructure for 21st Century instruction and state assessments. In need of replacing all internal MDF/IDF backbones with current fiber optic cabling specifications, all internal horizon network cabling with current Category 6A copper cabling specifications, all associated connection points such as patch panels, jacks and connectors.

Process-Support Improvements for District Consideration

Planned Facility/Construction projects for 2019-20 and 2020-21

Operations

- Timely Submissions of Calendar of Due Date Items [1]
- Timely Submissions of Request for Information Items [2]
- Timely Submissions of Monthly ADA Reporting [3]
- Timely Submissions of monthly Big 3 [4]
- APR Submission Date
- Timely APR Submission to District
- Lead APR Contributor [5]
- Site Visitation Date
- Operational Process-Support Improvements for District Consideration

Miscellaneous

- Charter School as Exclusive Employer
- Assurances (General) Signed and Submitted: Appendix 1

Comments Impact to District:

2018-19	Yes	2017-18	Yes
Yes	10 of 16	Yes	10 of 16
Yes	0 of 0	Yes	0 of 0
Yes	-	Yes	-
Yes	-	Yes	-
Yes	10/25/19 (Per agreement with SCUSD)	Yes	10/15/2018
Teeljay Bersola	Teeljay Bersola	Teeljay Bersola	Teeljay Bersola

2016-17	Yes	2016-17	Yes
Yes	Yes	Yes	Yes
Yes	Yes	Yes	Yes
Yes	Yes	Yes	Yes
Yes	Yes	Yes	Yes
Yes	9/29/2017	Yes	9/29/2017
Teeljay Bersola	Teeljay Bersola	Teeljay Bersola	Teeljay Bersola

LAS seeks the monetary support of the district to rehabilitate and modernize the remaining Core building areas: HVAC, roof, classrooms A-Q, MP, kitchen, office and bathrooms. Summer 2019, rehabilitation and modernization of the boys bathroom and girls bathroom.

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Yes	Yes
Yes	Yes

Yes	Yes
Yes	Yes

Feedback [1]

Charter Response to District Consideration/s and Comments

Comments from District

Consideration/s from District

Coversheet: Site

Coversheet: General

E1: Educational Program

E2: Measurable Student Outcomes

Tab: Excellent (Poor/Good/Excellent), Missing enrollment breakdown by grade.

SBAC 2017-18: ELA - Site and all student groups decreased from prior year. Site performed worse than district but better than comp schools. Student groups performed worse vs district and mostly better than comp schools. Math - Site and all student groups decreased from prior year. Site performed worse than district but better than comp schools. Student groups performed worse vs district and mostly better than comp schools. Results for LAS 7th and 8th grade students have favorable comparisons in ELA and Math. HFA (Cumulative percentage of 5 of 6 and 6 of 6) added by SCUSD. API information will no longer be utilized in the future.

E3: Pupil Progress

E4: Governance

Roster and Board Dates in Google Drive: Yes
Governance Training Date: Listed
Brown Act Training Date: Listed

Government will be a focus area for the next APR.

E5: Employee Qualifications

E6: Health and Safety

Assurance signed and submitted: Yes
Fire and earthquake drills submitted: Yes

Teacher Credentials will be a focus area for the next APR.

E7: Racial-Ethnic Balance

Negative Imbalance: AA, Asian, and White

Specificity of outreach for each negative imbalanced student group will be evaluated in the next APR.

E8: Admissions Requirements

Forms, Preferences, and Lottery Process will be a focus area for the next APR.

E9: Financial

Annual Revenues Higher than Expenses: Yes
Ending Cash Higher than Beginning: Yes
Ending Fund Higher than Beginning: No
Number of Negative Cashflow Months: 0

E10: Suspensions-Expulsions

Suspensions, Expulsions, and Exits will be a focus area for the next APR.

E11: Staff Retirement

E12: Attendance Alternatives

E13: Employee Rights

E14: Dispute Resolution

E15: Procedures for School Closure

Impact to District

Timely Submissions of Calendar of Due Date Items: 10 of 16
Timely Submissions of Request for Information Items: 0 of 0
Initial submission: Excellent (Poor/Good/Excellent)

Monthly ADA reporting will be added for the next APR.

Overall

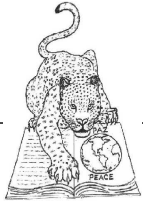
Timeliness, Completeness, and Accuracy of submitted information will be the overall focus for the next APR.

Feedback [1]

Coversheet: Site	Consideration/s from District	Comments from District	Charter Response to District Consideration/s and Comments
Coversheet: General			Charter Petition deliverables will be formatted in future petitions
E1: Educational Program			
E2: Measurable Student Outcomes	SBAC 2016-17: ELA - Site and student groups increased from prior year. Site and student groups performed similarly vs district. Site and student groups performed better vs 2 and worse vs 1 comp school. There is a steady progression and increase from 3rd grade to 8th grade. Math - Site and student groups increased from prior year. Site and student groups performed slightly better vs district. Site and student groups performed better vs 2 and slightly better than 1 comp school. There is no discernible pattern of proficiency from 3rd to 8th grade. Science - 5th and 8th grade students performed high on the last two CSTs. Reclassification ratios appear low.	With the exception of Total Enrollment, grade level breakdown will no longer be required.	
E3: Pupil Progress			
E4: Governance			
E5: Employee Qualifications			
E6: Health and Safety			
E7: Racial-Ethnic Balance	Imbalance: FRPM, AA, Asian, and White		Plan for balance not provided
E8: Admissions Requirements			
E9: Financial			
E10: Suspensions-Expulsions			
E11: Staff Retirement			
E12: Attendance Alternatives			
E13: Employee Rights			
E14: Dispute Resolution			
E15: Procedures for School Closure			
Impact to District			

Overall

The district review of the APR for SY 2016-17 will focus mainly on academic performance and racial-ethnic balance. Given the first year of implementation, the review will entail limited emphasis on the quality of the submitted APR. Rather, our collective experience with the first year of implementation will serve as lessons learned with areas of improvements to consider for the next APR submission with the goal of more comprehensive written feedback from the district.



A California Public School

Agenda Item #IVB

Board Meeting Date: November 22, 2019

Subject: 1) Complaint Handling Procedure, 2) Succession Planning, 3) LAS Community Representative Vacancies, 4) Candidate Application, 5) Long term planning

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

Committee: de González, Aceves, Campos, Novoa, Luna-Franco, de León (non-voting)

The committee met on November 6, 2019 and discussed the following items:

1. Committee reviewed draft the Complaint Handling Procedure - Working drafts were presented to Bylaws committee for a first read on 15OCT19, to staff on 17OCT19 and to Board on 25OCT19. Opportunity for comments were provided again at Bylaws meeting on 6NOV19 and at staff meeting 21NOV19.
2. Executive Director will look into opportunities to have a professional on the topic of succession planning to present to the Bylaws and Policy Committee and/or board
3. Discussion on LAS Community Representative vacancies
4. Revised Committee Candidate Application and Selection Process that will be presented to the board for approval
5. Discussion on long term planning for the board

Recommendations:

- The committee recommends that the board approve the Complaint Handling Procedure
- The committee recommends that the board discuss and approve the Committee Candidate Application and Selection Process

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

MOTION				
Committee Candidate Application Process	Aye	Nay	Abstain	Absent
Escareño, Alonso				
Petree, Kathy				
Aceves, Fernando				
Yáñez-Gutiérrez, Adriana				
Jáuregui, Gemma				
León, Pedro				
Campa, Araceli				
de González, Julissa				
Ruiz, Nadeen				
Totals:				

Estimated Time of Presentation: 30 min
Submitted By: de Gonzalez
Date: 11.18.2019

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



Fecha de la Reunión: 22 de noviembre de 2019

Tema: 1) Procedimiento de manejo de quejas, 2) Planificación de sucesión, 3) Vacantes de representantes de la comunidad de LAS, 4) Solicitud de candidato, 5) Planificación a largo plazo

- 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, Campos, Novoa, Luna-Franco, de León (no-votante)

El comité se reunió el 6 de noviembre de 2019 y se discutieron los siguientes temas:

1. El comité revisó el borrador del Procedimiento de Manejo de Quejas - Se presentaron borradores al comité de Estatutos para una primera lectura en 15OCT19, al personal en 17OCT19 y a la Mesa Directiva en 25OCT19. La oportunidad para compartir comentarios se proporcionaron nuevamente en la reunión de los Estatutos el 6NOV19 y en la reunión del personal 21NOV19
2. El Director Ejecutivo investigará oportunidades para tener un profesional en el tema de la planificación de sucesión para presentar al comité de Estatutos y Pólizas y/o la Mesa Directiva
3. Discusión sobre los vacantes de Representante de la Comunidad en LAS
4. Se revisó el Proceso de solicitud y selección de candidatos a comités presentará a la Mesa para su aprobación
5. Discusión sobre la planificación a largo plazo para la Mesa

Recomendaciones:

- El comité recomienda que la mesa directiva apruebe el Procedimiento de Manejo de Quejas
- El comité recomienda que la mesa directiva discuta y apruebe el Proceso de solicitud y selección de candidatos a comités

MOCION Procedimiento de Manejo de Quejas	Aye	Nay	Abstain	Absent
Escareño, Alonso				
Petree, Kathy				
Aceves, Fernando				
Yáñez-Gutiérrez, Adriana				
Jáuregui, Gemma				
León, Pedro				
Campa, Araceli				
de González, Julissa				
Ruiz, Nadeen				
Totales:				

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

Procedures for Appointment to LAS Committee

Facilities Committee

Finance Committee

Bylaws Committee

Parent or Community member

Conflict of Interest Policy is developed by Bylaws Committee

Committees draft preferable traits

Committee screens candidates and selects candidate for recommendations (only candidates who have submitted appropriate materials will be reviewed)

Nominations for appointment of candidate are submitted by committee to the Board

Board will approve or deny appointment via voice vote

Procedimientos para nombramiento a Comité de LAS

Comité del plantel

Comité de finanzas

Comité de estatutos

Padre o miembro de la comunidad

La Póliza de Conflicto de Intereses es desarrollada por el Comité de Estatutos

Los comités redactan rasgos preferibles

El comité evalúa a los candidatos y selecciona candidatos para recomendaciones (solo se revisarán los candidatos que hayan presentado los materiales apropiados)

Las nominaciones para el nombramiento de candidatos son presentadas por el comité a la Mesa

La Mesa aprobará o negará el nombramiento mediante voto de voz

Revision Date:

Language Academy of Sacramento Complaint Handling Procedures

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5. HANDLING OF UNREASONABLE BEHAVIOR
 - 5.1 Definition of Unreasonable Behavior
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6. APPENDICES/ATTACHMENT(S)
 - 6.1 Appendix 1 – Suggestions, Ideas, Concerns or Complaints Process Flowchart
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 - 6.3 Appendix 3 – Language Academy of Sacramento School Administration Formal Complaint Form
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1. PURPOSE

At the Language Academy of Sacramento (LAS), we work under the premise that all stakeholders and participants of diverse backgrounds are empowered to speak from their unique perspectives and contribute to a culture of communication. LAS stakeholders include: students, parents, caring adults, volunteers, student teachers, teachers, support staff, community partners, and administration. Key stakeholders often make enquiries and provide feedback and suggestions regarding the performance of the school. It is therefore vital to maintain good communication with all key stakeholders.

Open communication is a basic component of establishing an environment where stakeholders trust each other and work together toward achieving the academic and life-learning goals stated in the school's mission. In addition to providing effective communication channels, LAS encourages parents, students and staff to make good use of them to express their views and feelings to build up trust and confidence and avoid any unnecessary misunderstanding.

There is an expectation that all stakeholders at LAS will abide by the school's 'language of communication' (see Appendix 2). By abiding to the 'language of communication' LAS will contribute to building a culture of open, mature means to dialogue and problem-solve, where the end goal leads to learning and growth as individuals and as a collective group.

While striving for excellence and efficiency, this document aims to promote accountability and transparency through established channels for enquiry, consultation and communication, and in appropriate cases, avenues for lodging complaints. This procedure describes the manner with which our organization is to handle complaints positively, with patience and understanding, and provide prompt responses within an appropriate time frame.

In fact, constructive criticisms and reasonable complaints are valued as they may help our school improve. In addition to adopting an open attitude to diverging views, LAS also reviews existing policies, procedures and measures for the continuous improvement of administration and operation.

2. SCOPE

A sound Complaint Handling mechanism will help get to the root of the issues and take appropriate follow-up actions, such as introducing new measures or improving the existing policies and practices in a manner that will suit the needs of both the school and its stakeholders.

As an independent charter school, LAS is required to delineate processes and procedures that ensure proper governance of the school. This document will define and explain Complaint Handling process and procedures to address concerns and disputes that may arise at the school.

These procedures describe the handling of complaints lodged by students, staff, parents, volunteers, advisors, partner organization(s), Board of Directors of the school or the public:

- 1) regarding daily operation and internal affairs of the school pursuant to the school's policies with the goal of minimizing the oversight burden on the charter granting agency,
- 2) define the process by which concerns can be raised to school administration, staff, and the Board and proper procedures for resolution for the nature of each complaint,
- 3) ensure a fair and responsive resolution to complaints through definition of procedures and timelines for filing handling complaint resolution submitted by students, staff, parents, volunteers, advisors, partner organization(s) and Board of Directors of the school.

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3. DEFINITIONS

Concern	A concern refers to the enquiry or opinion expressed by the enquirers for the interests of themselves, their children or the school, with a view to changing or improving the existing situation.
Complaint	A complaint is an expression of disappointment, dissatisfaction or grievance expressed by the complainants. The complainant may demand LAS to rectify its mistakes, take disciplinary action against the suspected offenders, or resolve the issue(s) raised in the complaint.
Formal Complaint	A formal complaint invokes formal procedures requiring investigation, substantiated evidence in order to reach resolution. Formal complaints must include a statement that charter policy or state charter law or policy has been violated or that a state or federal law or regulation has been violated.
Language of Communication	'Language of Communication' follows the usage of "I" Statements and Listening for Understanding discourse methods in dialogue format in addressing concerns, questions, and ideas between stakeholders whether the issue at hand is being conducted in an informal or formal setting and/or procedure.
First Person Policy	Address concern with person in charge first Exceptions: health, safety, and welfare of student or staff

3.1 Fair and Impartial Handling

LAS is to approach complaints positively and treat the complainants and the subjects of the complaints fairly. Before an investigation begins, or where appropriate, the designated staff and related individuals should declare interests. If there is any conflict of interest, the persons concerned should not be involved in handling the case or have access to information relating to it.

To avoid conflict of interest, any staff member who is the subject of the complaint should not be involved in handling the case, supervising the investigation, or signing and issuing letters to the complainant. LAS will see to it that the rights of the complainants or other persons involved in the complaint are being protected and that their future communication and contact with the school would not be affected.

3.2 Public Comments, Confidentiality and Non-Retaliation

All contents and information of complaints will be kept confidential to the extent possible given the nature of the complaint.

The staff and the Board of Directors will refrain from public comments until the dispute resolution process has been completed. All efforts to maintain confidentiality of the person bringing forth the complaint will be made, but in some circumstances absolute confidentiality cannot be assured. Only key stakeholders in the resolution of the dispute may be included as part of the investigation and/or resolution of the complaint.

Complainants are protected against retaliation as a result of the filing of any complaints or participation in any complaint process. For a student, parent and/or employee who retaliates against another student, parent, and/or employee will be subject to disciplinary action up to and including suspension,

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disciplinary action and/or criminal charges. Claims of retaliation are to be filed as a separate Formal Complaint case.

4. COMPLAINTS ARISING FROM WITHIN THE SCHOOL

Disputes within the school, including all disputes among and between students, staff, parents, volunteers, advisors, partner organization(s), and Board of Directors, shall be resolved pursuant to policies and processes developed by LAS.

Resolution decisions are the ultimate responsibility of the LAS Board of Directors. The charter granting agency shall refer any complaints or reports regarding such internal disputes to the Board of Directors for resolution pursuant to the school’s policies. The district agrees not to intervene or become involved in the dispute unless the dispute has given the district reasonable cause as defined by LAS Board of Directors to believe that a violation of this charter or related laws or agreements has occurred, or unless the LAS Board of Directors has requested the district to intervene in the dispute.

4.1 Tier 1 - Expressing Suggestions, Ideas, and Concerns

To avoid confusion in the handling process, the teacher/staff/parent leadership/board member should carefully differentiate between concerns and complaints. A concern refers to the enquiry or opinion expressed by the enquirers for the interests of themselves, their children or the school, with a view to changing or improving the existing situation.

If a student, staff, parent, volunteer, advisor, partner organization, and Board of Directors has a concern regarding the performance of a student or school employee, please speak to that employee directly to see if you can come to a mutually agreeable solution to the problem. (Please refer to Appendix 2 - “Language of Communication” Protocol). PARENTS AND ADULTS (NON-LAS EMPLOYEES) ARE STRICTLY PROHIBITED FROM CONFRONTING STUDENTS DIRECTLY. If you cannot do that or do not feel that it would help the situation, contact School Administration; School Administration will take steps to address the situation. If the outcome is not to your satisfaction, you may submit a Formal Complaint.

Ways to Communicate with School Personnel	
With Teachers	Call the school and leave a message for the teacher. Make an appointment to see the teacher. Send a written request for a meeting or phone conversation via note/email.
With School Administrators	Call the school, leave a message if needed. Make an appointment. Send a written request for a meeting or phone conversation via note/email.

4.2 Tier 2 - Informal Complaint Handling Procedure

A complaint is an expression of disappointment, dissatisfaction or grievance expressed by the complainants. The complainant may demand LAS to rectify its mistakes, take disciplinary action against the suspected offenders, or resolve the issue(s) raised in the complaint. The responsible staff/Board member should avoid mixing up concerns with complaints in order to decide the appropriate procedures to handle them.

In the event of a dispute involving a family or student, and after a good faith effort with the person or people involved to thoroughly resolve the dispute, parents and/or students may submit their complaint

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following the procedures outlined below. PARENTS AND ADULTS (NON-LAS EMPLOYEES) ARE STRICTLY PROHIBITED FROM CONFRONTING STUDENTS DIRECTLY. Direct questions or concerns should be directed to teachers and/or school administration when deemed necessary

If the case does not require an investigation involving evidence collection, or the person concerned does not request a formal written reply staff/parent leadership/Board member may handle the matter following the informal complaint handling. Responsible staff/parent leadership/Board member can promptly provide assistance or help resolve his/her problem by following the informal complaint handling procedures.

Staff/parent leadership/Board member should listen to the concerns of the enquirer/complainant with care and understanding. If the incident is not serious, they should provide whatever assistance or information required or promptly respond to the concerns raised by the enquirer/complainant and help resolve the problems involved.

If necessary, the school staff/Board member(s) in charge of the relevant issue should have direct talks or interviews with the person(s) concerned to explain the schools' stance and remove any misunderstanding, misgivings or worries of them.

For verbal enquiries/opinions/complaints handled by the informal complaint handling procedures, oral replies will suffice, and written replies are normally not required. For opinions/complaints which are presented in written form or if the school wishes to make clear its stance or provide necessary details, the responsible staff may decide whether a simple written reply to the person(s) concerned/complainant is appropriate.

Cases handled by the informal complaint handling procedures may or may not be documented in formal written records

4.3 Tier 3 - Formal Complaint Handling Procedures

If the school has made its best efforts to resolve the problem through the informal complaint handling procedures but the complainant still does not accept the school's response, or the problem remains unresolved, the following formal complaint investigation procedures should be initiated.

The LAS school administration or Board may choose not to accept the following complaints:

1) Anonymous complaints not covered under Uniform Complaint Policy - whether the complaint is made in written form or in person, the complainant should provide his/her name, correspondence/e-mail address and/or contact phone number to facilitate investigation and reply. Should the complainant fail or refuse to provide such personal details, thus rendering it impossible for the school to investigate the complaint and reply in writing, the complaint will be deemed anonymous and the Board may consider not to handle it.

- Under special circumstances (e.g. sexual harassment claims), school administration or the Board may decide to follow up with an anonymous complaint

2) Complaints not made by the person concerned - generally speaking, the person concerned should lodge the complaint by himself/herself. Anyone who seeks to file a complaint on behalf of the person concerned has to obtain his/her prior written consent. If the case involves a student (or a minor, or an intellectually disabled person), then his/her parents/guardian, or the person authorized by the parents/guardian, may lodge a complaint on his/her behalf.

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3) Complaints involving incidents that happened more than one calendar year prior - Normally, complaints related to the daily operation should be lodged within the same school year. If the incident involved had happened more than one year, the environment might have changed, or evidence might have disappeared, or the complainant/subject of the complaint might have already left his/her post or the school. LAS will not be able to investigate the complaint because of the difficulty in collecting evidence.

- Even though the complaint is filed after the incident had taken place more than one year, LAS may decide to conduct an investigation under special circumstances, e.g. when there is sufficient evidence, or when the nature of the complaint is serious and urgent.

4) Complaints with insufficient information - LAS may require the complainant to provide sufficient information regarding a complaint. If the complainant fails to provide further information as requested to enable a proper or meaningful investigation, LAS may consider not to conduct investigation and close the case.

- To avoid misunderstanding, LAS is to provide a written reply to the complainant explaining clearly why the case was not handled

4.3.1 Scope of Director/School Administration Governance

Ideas, suggestions and complaints related to daily operation and internal affairs of the school should be directed to the proper forum that is in the best position to address concerns. Ideas, recommendations and complaints that impacts student, teacher, classroom or grade level shall first be addressed with a grade level teacher. Parent Council may receive input from parents that impacts parents and/or school community.

The Executive Director and School Administration consider suggestions, ideas and complaints that impact school community, school staff and administration, including those that have been escalated from other forums in the school (e.g. Teacher, Parent Council)

Examples of Complaints Relating to Daily Operation and Internal Affairs of Schools include, but are not limited to:

Domain	Examples
Management and Organization	<ul style="list-style-type: none">● School accounts (e.g. accounting records)● School policies (e.g. system of reward and penalty)● Standards of contractors' services (e.g. school bus services, supply of lunches)● School environment and hygiene (e.g. facilities maintenance)
Learning and Teaching	<ul style="list-style-type: none">● School-based curriculum (e.g. subject lesson time)● Homework (e.g. amount of homework)● Students assessment (e.g. assessment criteria, school-based assessment criteria)● Staff performance (e.g. behavior/attitudes of teaching staff, job performance)
School Ethos and Student Support	<ul style="list-style-type: none">● School ethos (e.g. uniform)● Student support (e.g. support for students with special educational needs)● Extra-curricular activities (e.g. enrichment program and other)

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	student activities)
Student Performance	<ul style="list-style-type: none">• Students' overall performance (e.g. academic results, conduct)• Student discipline (e.g. foul and abusive language, smoking, fighting, bullying)

4.3.2 Formal Complaint Filing Process to Director/School Administration

Parent or student may submit his/her complaint in writing to the School Administration within five working days of a failed good faith effort to resolve the dispute.

If Director or School Administration receives any formal complaint, they should be handled according to the following procedures:

- assign appropriate staff to investigate the complaint and reply to the complainant;
- acknowledge receipt of the complaint, seek the complainant's consent to obtain his/her personal data and information relating to the complaint, and inform him/her of the name, post title and phone number of the staff responsible for handling the case for contact purposes.
- if necessary, contact the complainant and other persons involved or arrange meetings with them in order to have a better grasp of the situation or request them to provide relevant information;
- the Director or School Administration shall schedule a meeting at a mutually convenient time and place for discussion of the complaint with all parties involved.
- Director (and if necessary, an administrative assistant or designee) will conduct further investigation on the matter at hand, write the findings and the final determination report, and share the write-up with all the parties involved.
- if possible, handle the complaint within 60 calendar days after receiving the complaint., and send a written reply to inform the complainant of the investigation result;
 - If 60 calendar days is insufficient time to handle the complaint, a written notification must be issued to the complainant for an extension up to 60 days. A complaint must be resolved within one calendar year unless extraneous circumstances make this unreasonable.
- if the complainant accepts the investigation result, conclude the case officially in writing; and if the complainant does not accept the investigation result or the way the complaint was handled, and is able to provide new evidence or sufficient justification, he/she may submit an appeal to the President of the Board of Directors. The LAS Board of Directors may review and modify the Director's (or designee) final determination report, if it finds that the Director (or designee) failed to properly follow the complaint handling process. The President or board designee shall schedule a meeting to consider such an appeal as soon as practical. Any such proceedings shall be conducted in closed sessions, unless requested otherwise by the parent, teacher, and/or student.
- the Board of Directors' final decision shall be sent to the complainant within 60 days from receipt of the complaint by LAS. The Board of Directors' final decision shall contain: 1) the findings of fact based on the evidence gathered; 2) conclusions of law; 3) disposition of the complaint; 4) the rationale for such disposition; 5) corrective actions, if they are warranted, including with respect to a pupil fee complaint, a remedy that comports with Education Code section 49013(d) and 5 CCR § 4600(u); 6) notice of the complainant's right to appeal the decision to the California Department of Education (CDE); and 7) procedures to be followed for initiating an appeal to the CDE.

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If dissatisfied with the Board of Directors' decision, the complainant may appeal in writing to California Department of Education within 15 days of receiving the Board of Directors' final decision.

4.4 Tier 4 - Formal Complaint Handling Procedures to Board of Directors

Formal complaints are received by Board President or designee) and forwarded to Dispute Resolution Committee for further action.

A formal complaint invokes formal procedures requiring investigation, substantiated evidence in order to reach resolution. Formal complaints must include a statement that charter policy or state charter law or policy has been violated or that a state or federal law or regulation has been violated.

4.4.1 Scope of Board of Directors Formal Complaints Governance

The Board of Directors consider complaints regarding school governance, charter school policy, state or federal law or regulation and against the Executive Director.

Suggestions, ideas and complaints that impact school community, school staff and administration, shall be forwarded to the Executive Director and/or school administration as designated through this policy and procedure.

The Board of Directors will review appeals to resolutions to formal complaints resolved by LAS school administration. Within 5 days after the receiving of the final determination report, parent, teacher, and/or student may submit an appeal to the President of the Board of Directors/Dispute Resolution Committee. The Board of Directors may choose at this point, to review and/or modify the decision, if there is clear evidence that the Director failed to follow the complaint handling process described above. All Board of Directors meetings on regarding grievance issues will be conducted in closed sessions unless requested otherwise by the parent, teacher, and/or student.

4.4.2 Formal Complaint Filing Process to Board of Directors/Dispute Resolution Committee

If the LAS Board of Directors receives any formal, they should be handled according to the following procedures:

- assign appropriate committee/staff to investigate the complaint and reply to the complainant;
- acknowledge receipt of the complaint, seek the complainant's consent to obtain his/her personal data and information relating to the complaint, and inform him/her of the name, post title and phone number of the staff responsible for handling the case for contact purposes.
- if necessary, contact the complainant and other persons involved or arrange meetings with them in order to have a better grasp of the situation or request them to provide relevant information;
- the Complaint Handling Committee may schedule a meeting at a mutually convenient time and place for discussion of the complaint with all parties involved.
- Complaint Handling Committee (or designee) will conduct further investigation on the matter at hand, write the findings and the final determination report, and share the write-up with all the parties involved.

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- if possible, handle the complaint within 60 calendar days after receiving the complaint.), and send a written reply to inform the complainant of the investigation result;
 - If 60 calendar days is insufficient time to handle the complaint, a written notification must be issued to the complainant for an extension up to 60 days. A complaint must be resolved within one calendar year, unless extraneous circumstances make this unreasonable.
- The Board of Directors' final decision shall contain: 1) the findings of fact based on the evidence gathered; 2) conclusions of law; 3) disposition of the complaint; 4) the rationale for such disposition; 5) corrective actions, if they are warranted, including with respect to a pupil fee complaint, a remedy that comports with Education Code section 49013(d) and 5 CCR § 4600(u); 6) notice of the complainant's right to appeal the decision to the California Department of Education (CDE); and 7) procedures to be followed for initiating an appeal to the CDE.

If dissatisfied with the Board of Directors' decision, the complainant may appeal in writing to the California Department of Education within 15 days of receiving the Board of Directors' final decision. For good cause, the Superintendent of Public Instruction may grant an extension for filing appeals.

5. HANDLING OF UNREASONABLE BEHAVIOR

Appropriate communication and mediation are conducive to removing misunderstanding and enhancing mutual trust. Under general circumstances, LAS is not to put any restrictions on complainants contacting the school. However, sometimes certain unreasonable behavior of complainants may have negative impact, e.g. draining a considerable amount of the schools' human resources, interrupting their operations or services, as well as threatening the safety of staff and other stakeholders.

5.1 Definition of Unreasonable Behavior

Unreasonable behavior can be generally classified into the following:

a) Unreasonable attitude or behavior, such as:

- Acts of violence or intimidation
- Making complaints with abusive language or in an insulting and discriminatory tone
- Providing false data or deliberately concealing facts

b) Unreasonable demands, such as:

- Requesting a huge amount of information or demanding special treatment
- Making telephone calls incessantly to ask for a dialogue or an interview, or to command a certain staff member to reply
- Commanding a certain staff member to meet at a specific time and place

c) Unreasonable persistent complaints, such as:

- Insisting on rejecting the explanations and findings of the school, and/or requiring the school to discipline certain person(s), even after appropriate investigation procedures have been taken
- In respect of the same case, repeatedly making the same complaints or presenting similar justifications as before without providing any new evidence
- In respect of the same case, persistently bringing in new allegations or new complaint targets, but failing to present concrete evidence
- Interpreting things in an unreasonable or irrational manner, or wrangling over trivial details

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LAS Executive Director and/or Board President shall make the decision to ascertain whether a complainant's behavior is reasonable. However, if the complaint is lodged against the Executive Director, such decisions shall be made by the LAS Board of Directors.

5.2 Handling Unreasonable Behavior

a) Unreasonable attitude or behavior - Any unreasonable attitude or behavior, including acts of violence, intimidation, and abusive/offensive conduct or language, whether performed face-to-face, by phone, or in writing are unacceptable. The staff member handling the complaint should convey this message clearly to the complainant and demand the complainant stops acting in such a way or otherwise the meeting or conversation may be terminated. If the complainant refuses to comply after the warning, the staff member may terminate the meeting or conversation with the complainant.

LAS empowers the staff member to make the decision, depending on the situation, on whether to terminate the interview or dialogue with the complainant and ask the complainant to leave, if his/her behavior poses an immediate threat to the staff's personal safety or damages their personal interests. In an emergency or if it is deemed necessary, LAS is to take appropriate and decisive action, such as reporting to the police or taking legal action.

b) Unreasonable demands - If a complainant makes unreasonable demands which have an adverse impact on the school, e.g. interrupting its operation/services or other stakeholders are affected by the unreasonable behavior of the complainant, the school may consider suggesting to the complainant alternative communication methods (e.g. make appointment before visiting the school, submit his/her views in writing or contact the designated staff according to the school's arrangement, etc.). However, the school must notify the complainant in writing of such arrangements and handling procedures.

If the complainant's behavior improves, LAS may consider whether the restrictions should be lifted. If the school decides to keep the restrictions, it should regularly review the conditions for imposing them.

c) Unreasonable persistent complaints - Faced with these complaints, if the school has carefully examined the case and handled it properly under the prescribed investigation and appeal procedures and sent a detailed and unbiased written explanation regarding the outcome to the complainant, the school may decide whether to restrict or stop contacts with the complainant, and cease handling the case.

To avoid any unrealistic expectations on the part of the complainant, the school should communicate to him/her in a firm manner that a final decision has been made regarding the case and that the decision is irreversible.

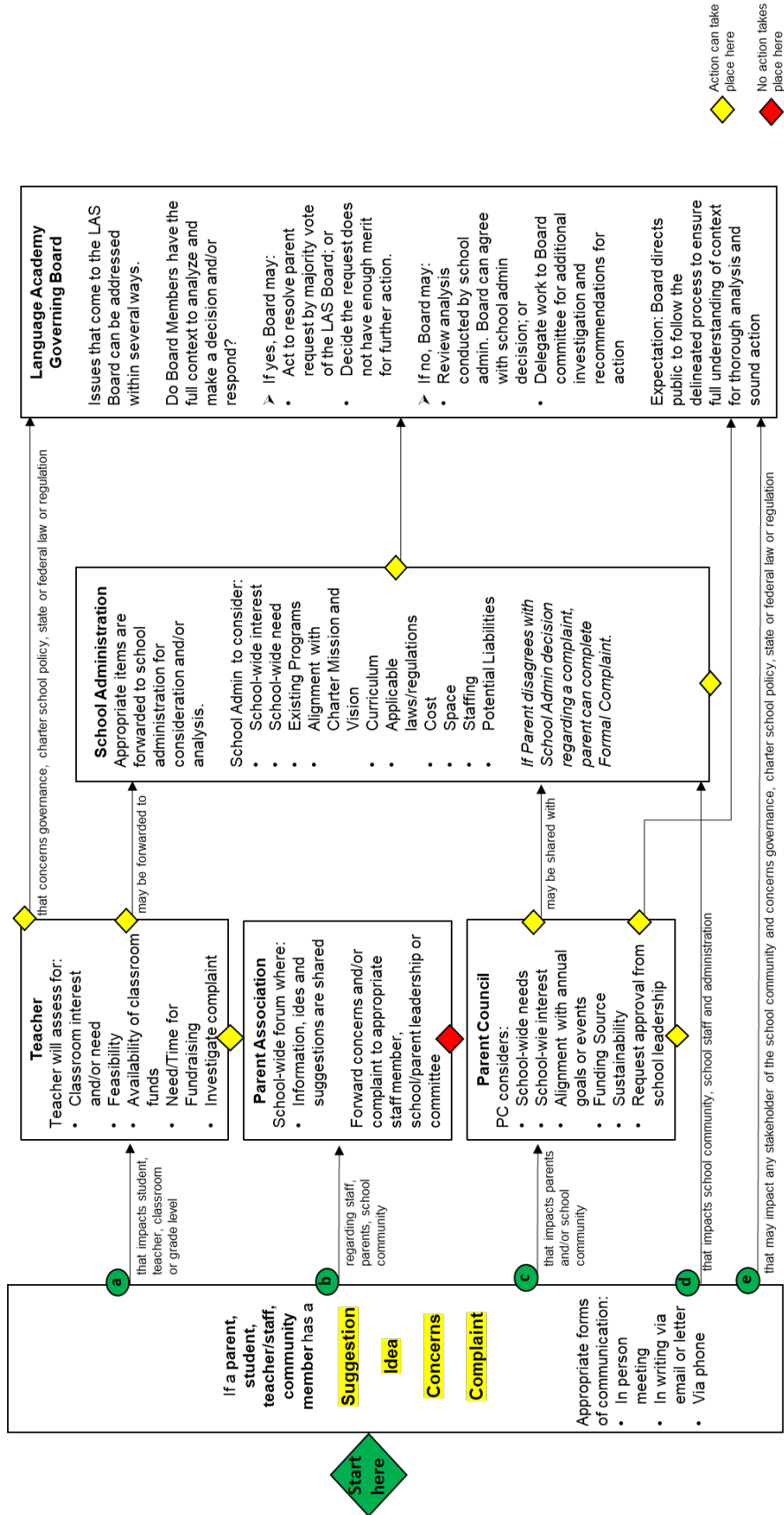
In response to these complaints, the school may send a "Reply Card" to the complainant, referring him/her to the replies previously given, and reiterate that the school will neither respond to the same complaint nor contact him/her again.

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6. APPENDICES/ATTACHMENT(S)

6.1 Appendix 1 – Suggestions, Ideas, Concerns or Complaints Process Flowchart

Suggestions, Ideas, Concerns or Complaints Process Flowchart



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6.2 Appendix 2 – Language of Communication Protocol

At Language Academy of Sacramento (LAS), a clearly delineated process of communication is important, not just in terms of having a transparent procedure that supports the policies of the school, but also in the overall establishment of the school’s culture as evidenced in the nature of its stakeholders’ discourse or what we will call, ‘language of communication.’

At LAS, the ‘language of communication’ in addressing concerns, questions, and ideas between stakeholders follows the same premise and dialogue format, whether the issue at hand is being conducted in an informal or formal setting and/or procedure. The basic premise is that individuals in the dialogue come from unique perspectives and have the right to express themselves. The ‘language of communication’ or the means of which they will express themselves will follow the usage of “I” Statements and Listening for Understanding discourse methods.

Steps to Take Before Addressing A Concern

Steps	Dialogue
1. Reflect and Breath (Take 3 deep breaths) Oxygen provides the energy in our brain to help us process things more clearly.	How do I feel right now? What do I need? How would I want to resolve this?
2. Mediator Is this something you can solve on your own, or do you need a mediator? (Sometimes having a mediator may appear to be intimidating to the other person, be thoughtful and considerate about the use of mediators.)	Would you be ok if we have (mediator’s name) help us resolve this conflict?
3. Make a request to talk	Would you be willing to talk about what just happened? If the other person is not ready to talk just yet, ask for another time.
4. Remember non-verbal communication, “body language,” speaks louder than words	Use eye contact and be aware of how your arms and body are relative to the person whom you are addressing.
5. Remember the rules of Listening for Understanding	“I will listen attentively.” “I won’t interrupt.”

Resolving the Conflict

Steps	Dialogue
1. Share feelings using “I” statements.	“I felt sad when you...” “I felt very frustrated when...”
2. Listen for Understanding (paraphrase).	“I heard you say that you felt sad when...”
3. Acknowledge the other person’s feelings	“I am sorry that you felt sad when...”

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(Apologize, if appropriate.)	"I understand how that may have hurt your feelings..."
4. Make a request; arrive at an understanding.	"Would you be willing to ..."
5. Express gratitude.	"Thank you for taking the time to talk about..." "Thank you for listening..." Shake hands and make eye contact.

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6.3 Appendix 3 – Language Academy of Sacramento School Administration Formal Complaint Form

**Language Academy of Sacramento
Formal Complaint Form**
(to be submitted to School Administration)

<input type="checkbox"/> +	Date: _____	Response Requested: <input type="checkbox"/> Yes <input type="checkbox"/> No
Name of Complainant (Print): _____		
Complainant Address: _____		
Complainant Phone Number: _____		
Complainant Email Address: _____		
<input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Student* <input type="checkbox"/> Staff Member <input type="checkbox"/> Public <input type="checkbox"/> Anonymous		

Please indicate the type of complaint below:

I am a Parent/Staff Member/Public. The nature of my complaint is:	
<input type="checkbox"/> Complaint concerning school	<input type="checkbox"/> Complaint concerning Instructional Curriculum
<input type="checkbox"/> Complaint concerning employee	<input type="checkbox"/> Discrimination in Programs
<input type="checkbox"/> Other: _____	
I am a Student. The nature of my complaint is:	
<input type="checkbox"/> Student Complaint (General)	<input type="checkbox"/> Educational right of Foster Youth & Homeless Students
<input type="checkbox"/> Other: _____	

Person(s) Involved in Complaint: 1. _____	
2. _____	
Date of Occurrence (mm/dd/yy): _____	Time: _____
Witness(es): 1. _____	Contact Phone Number: () - _____
2. _____	Contact Phone Number: () - _____
Describe the specific nature of the complaint (Include as much information as you feel necessary. Attach additional pages, if necessary): 	
Complainants Requested Remedy: 	

For Official Use Only
Date received: _____
Complaint ID#: _____

Revision Date:

6.4 Appendix 4 – Language Academy of Sacramento Board of Directors Formal Complaint Form

Language Academy of Sacramento Formal Complaint Form

(to be submitted to Board of Directors)

Date:
Name of Complainant (Print):
Complainant Address:
Complainant Phone Number:
Complainant Email Address:
<input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Student <input type="checkbox"/> Staff Member <input type="checkbox"/> Public <input type="checkbox"/> Anonymous

Please indicate the type of complaint below:

I am a Parent/Staff Member/Public. The nature of my complaint is: <input type="checkbox"/> Complaint concerning Executive Director <input type="checkbox"/> Complaint concerning charter policy <input type="checkbox"/> Complaint concerning state or federal law or regulation <input type="checkbox"/> Appeal to School Administration Complaint Resolution <input type="checkbox"/> Other:
I am a Student. The nature of my complaint is: <input type="checkbox"/> Student Complaint (General) <input type="checkbox"/> Educational right of Foster Youth & Homeless Students <input type="checkbox"/> Other:

Person(s) Involved in Complaint: 1. _____ 2. _____
Date of Occurrence (mm/dd/yy): _____ Time: _____
Witness(es): 1. _____ Contact Phone Number: () - _____ 2. _____ Contact Phone Number: () - _____
Describe the specific nature of the complaint (Include as much information as you feel necessary. Attach additional pages, if necessary):
Complainants Requested Remedy:

For Official Use Only

Date received: _____
Complaint ID#: _____

Date case closed: _____

Fecha de revisión:

Academia de Idiomas de Sacramento Procedimientos de manejo de quejas

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1. PROPÓSITO

En la Academia de Idiomas de Sacramento (LAS), trabajamos bajo la premisa de que todas las partes interesadas y participantes de diversos orígenes tienen el poder de hablar desde sus perspectivas únicas y contribuir a una cultura de comunicación. Las partes interesadas de LAS incluyen: estudiantes, padres, cuidadores adultos, voluntarios, maestros estudiantiles, maestros, personal de apoyo, socios comunitarios y administración. Las partes interesadas clave a menudo hacen preguntas y brindan comentarios y sugerencias sobre el desempeño de la escuela. Por lo tanto, es vital mantener una buena comunicación con todas las partes interesadas clave.

La comunicación abierta es un componente básico para establecer un entorno en el que las partes interesadas confíen entre sí y trabajen juntas para lograr los objetivos académicos y de aprendizaje de la vida establecidos en la misión de la escuela. Además de proporcionar canales de comunicación efectivos, LAS alienta a los padres, estudiantes y al personal a hacer un buen uso de ellos para expresar sus puntos de vista y sentimientos para generar confianza y evitar cualquier malentendido innecesario.

Existe la expectativa de que todas las partes interesadas en LAS cumplan con el "idioma de comunicación" de la escuela (vea Apéndice 2). Al cumplir con el "lenguaje de comunicación", LAS contribuirá a construir una cultura de medios abiertos y maduros para el diálogo y la resolución de problemas, donde el objetivo final conduce al aprendizaje y al crecimiento como individuos y como grupo colectivo.

Mientras se esfuerza por la excelencia y la eficiencia, este documento tiene como objetivo promover la rendición de cuentas y la transparencia a través de canales establecidos para la investigación, consulta y comunicación, y en casos apropiados, vías para presentar quejas. Este procedimiento describe la manera en que nuestra organización debe manejar las quejas positivamente, con paciencia y comprensión, y proporcionar respuestas rápidas dentro de un marco de tiempo apropiado.

De hecho, se valoran las críticas constructivas y las quejas razonables, ya que pueden ayudar a mejorar nuestra escuela. Además de adoptar una actitud abierta hacia puntos de vista divergentes, LAS también revisa las pólizas, procedimientos y medidas existentes para la mejora continua de la administración y la operación.

2. ALCANCE

Un mecanismo sólido de manejo de quejas ayudará a llegar a la raíz de los problemas y a tomar las medidas de seguimiento apropiadas, como la introducción de nuevas medidas o la mejora de las pólizas y prácticas existentes de una manera que se adapte a las necesidades de la escuela y sus partes interesadas.

Como escuela autónoma independiente, se requiere que LAS delinee procesos y procedimientos que aseguren la buena gobernación de la escuela. Este documento definirá y explicará el proceso y los procedimientos de manejo de quejas para abordar las inquietudes y disputas que puedan surgir en la escuela.

Estos procedimientos describen el manejo de las quejas presentadas por estudiantes, personal, padres, voluntarios, asesores, organizaciones asociadas, Mesa Directiva de la escuela o el público:

- 1) en relación con el funcionamiento diario y los asuntos internos de la escuela de conformidad con las pólizas de la escuela con el objetivo de minimizar la carga de supervisión de la agencia de otorgación de constitución,
- 2) definir el proceso mediante el cual las inquietudes pueden plantearse a la administración escolar, el personal y la Mesa y los procedimientos adecuados para la resolución de la naturaleza de cada queja,

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3) garantizar una resolución justa y receptiva a las quejas a través de la definición de procedimientos y plazos para la presentación de la resolución de quejas presentada por estudiantes, personal, padres, voluntarios, asesores, organizaciones asociadas y la Mesa Directiva de la escuela.

3. DEFINICIONES

Preocupación	Una inquietud se refiere a la consulta u opinión expresada por los investigadores para los intereses de ellos mismos, sus hijos o la escuela, con el fin de cambiar o mejorar la situación existente.
Queja	Una queja es una expresión de desilusión, insatisfacción o queja expresada por los reclamantes. El reclamante puede exigir a LAS que rectifique sus errores, tome medidas disciplinarias contra los presuntos delincuentes o resuelva los problemas planteados en la queja.
Queja formal	Una queja formal invoca procedimientos formales que requieren investigación, evidencia comprobada para llegar a una resolución. Las quejas formales deben incluir una declaración de que se ha violado la póliza de estatutos o la ley o póliza de estatutos estatales o que se ha violado una ley o regulación estatal o federal.
Lenguaje de la comunicación	El 'lenguaje de la comunicación' sigue el uso de los enunciados "Yo" y los métodos de discurso de comprensión auditiva en formato de diálogo para abordar inquietudes, preguntas e ideas entre las partes interesadas si el problema en cuestión se lleva a cabo en un entorno y/ o procedimiento informal o formal.
Póliza de primera persona	Abordar la preocupación con la persona a cargo primero Excepciones: salud, seguridad y bienestar del estudiante o del personal.

3.1 Manejo justo e imparcial

LAS consiste en abordar las quejas de manera positiva y tratar a los reclamantes y a los sujetos de las quejas de manera justa. Antes de que comience una investigación, o cuando sea apropiado, el personal designado y las personas relacionadas deben declarar intereses. Si hay algún conflicto de intereses, las personas involucradas no deben involucrarse en el manejo del caso ni tener acceso a la información relacionada con el mismo.

Para evitar conflictos de intereses, cualquier miembro del personal que sea objeto de la queja no debe involucrarse en el manejo del caso, la supervisión de la investigación o la firma y emisión de cartas al demandante. LAS se asegurará de que los derechos de los reclamantes u otras personas involucradas en la queja estén protegidos y que su futura comunicación y contacto con la escuela no se vea afectada.

3.2 Public Comments, Confidentiality and Non-Retaliation

Todo el contenido e información de las quejas se mantendrán confidenciales en la medida de lo posible dada la naturaleza de la queja.

El personal y la Mesa Directiva se abstendrán de realizar comentarios públicos hasta que se complete el proceso de resolución de disputas. Se harán todos los esfuerzos para mantener la confidencialidad de la persona que presenta la queja, pero en algunas circunstancias no se puede garantizar la confidencialidad absoluta. Solo las partes interesadas clave en la resolución de la disputa pueden ser incluidas como parte de la investigación y/o resolución de la queja.

Los reclamantes están protegidos contra represalias como resultado de la presentación de cualquier queja o participación en cualquier proceso de queja. Para un estudiante, padre y/o empleado que tome

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represalias contra otro estudiante, padre y/o empleado estará sujeto a medidas disciplinarias que pueden incluir suspensión, acción disciplinaria y/o cargos penales. Las reclamaciones de represalia deben presentarse como un caso de queja formal por separado.

4. QUEJAS DERIVADAS DENTRO DE LA ESCUELA

Las disputas dentro de la escuela, incluidas todas las disputas entre estudiantes, personal, padres, voluntarios, asesores, organizaciones asociadas y la Mesa Directiva, se resolverán de conformidad con las pólizas y procesos desarrollados por LAS.

Las decisiones de resolución son la responsabilidad final de la Mesa Directiva de LAS. La agencia de otorgación de constitución remitirá cualquier queja o informe sobre tales disputas internas a la Mesa Directiva para su resolución en conformidad con las pólizas de la escuela. El distrito acuerda no intervenir o involucrarse en la disputa a menos que la disputa le haya dado al distrito una causa razonable según lo definido por la Mesa Directiva de LAS para creer que ha ocurrido una violación de esta constitución o leyes o acuerdos relacionados, o a menos que la Mesa Directiva de LAS haya solicitado que el distrito intervenga en la disputa.

4.1 Nivel 1 - Expresando sugerencias, ideas y preocupaciones

Para evitar confusión en el proceso de manejo, el maestro/personal/liderazgo de los padres/miembro de la Mesa debe diferenciar cuidadosamente entre inquietudes y quejas. Una inquietud se refiere a la investigación u opinión expresada por los investigadores para los intereses de ellos mismos, sus hijos o la escuela, con el fin de cambiar o mejorar la situación existente.

Si un estudiante, personal, padre, voluntario, asesor, organización asociada y la Mesa Directiva tienen una inquietud con respecto al desempeño de un estudiante o empleado escolar, hable con ese empleado directamente para ver si puede llegar a una solución mutuamente aceptable para el problema. (Consulte el Apéndice 2 - Protocolo "Idioma de la comunicación"). PADRES Y ADULTOS (NO EMPLEADOS DE LAS) ESTÁN ESTRICTAMENTE PROHIBIDOS AFRONTAR A LOS ESTUDIANTES DIRECTAMENTE. Si no puede hacer eso o no siente que ayudaría a la situación, comuníquese con la Administración de la Escuela; La administración escolar tomará medidas para abordar la situación. Si el resultado no es de su agrado, puede presentar una queja formal.

Formas de comunicarse con el personal de la escuela	
Con maestros	Llame a la escuela y deje un mensaje para el maestro. Haga una cita para ver al maestro. Envíe una solicitud por escrito para una reunión o conversación telefónica a través de una nota/correo electrónico.
Con administradores escolares	Llame a la escuela, deje un mensaje si es necesario. Hacer cita. Envíe una solicitud por escrito para una reunión o conversación telefónica a través de una nota/correo electrónico.

4.2 Nivel 2 - Procedimiento informal de manejo de reclamos

Una queja es una expresión de desilusión, insatisfacción o queja expresada por los reclamantes. El reclamante puede exigir a LAS que rectifique sus errores, tome medidas disciplinarias contra los presuntos ofensores o resuelva los problemas planteados en la queja. El personal responsable/miembro de la Mesa debe evitar mezclar las preocupaciones con las quejas para decidir los procedimientos apropiados para manejarlas.

En el caso de una disputa que involucre a una familia o estudiante, y después de un esfuerzo de buena fe con la persona o personas involucradas para resolver a fondo la disputa, los padres y/o estudiantes

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pueden presentar su queja siguiendo los procedimientos descritos a continuación. PADRES Y ADULTOS (NO EMPLEADOS DE LAS) ESTÁN ESTRICTAMENTE PROHIBIDOS AFRONTAR LOS ESTUDIANTES DIRECTAMENTE. Las preguntas o inquietudes directas deben dirigirse a los maestros y/o la administración escolar cuando se considere necesario

Si el caso no requiere una investigación que involucre la recopilación de evidencia, o la persona interesada no solicita una respuesta formal por escrito, el personal/liderazgo de los padres/miembro de la Mesa puede manejar el asunto luego del manejo informal de la queja. El personal responsable/el liderazgo de los padres/el miembro de la Mesa pueden brindar asistencia o ayudarlo a resolver su problema de inmediato siguiendo los procedimientos informales de manejo de quejas.

El personal/liderazgo de los padres/miembro de la Mesa debe escuchar las inquietudes del investigador/reclamante con cuidado y comprensión. Si el incidente no es grave, deben proporcionar la asistencia o información requerida o responder rápidamente a las inquietudes planteadas por el investigador/reclamante y ayudar a resolver los problemas involucrados.

Si es necesario, el personal de la escuela/miembro(s) de la Mesa a cargo del tema relevante debe tener conversaciones directas o entrevistas con la(s) persona(s) interesada(s) para explicar la postura de la escuela y eliminar cualquier malentendido, recelo o preocupación.

Para investigaciones verbales/opiniones/quejas manejadas por los procedimientos informales de manejo de quejas, las respuestas orales serán suficientes, y normalmente no se requieren respuestas escritas. Para las opiniones/quejas que se presentan por escrito o si la escuela desea aclarar su postura o proporcionar los detalles necesarios, el personal responsable puede decidir si una respuesta escrita simple a la persona(s) interesada/demandante es apropiada.

Los casos manejados por los procedimientos informales de manejo de quejas pueden o no estar documentados en registros escritos formales

4.3 Nivel 3 - Procedimientos formales de manejo de quejas

Si la escuela ha hecho sus mejores esfuerzos para resolver el problema a través de los procedimientos informales de manejo de quejas, pero el demandante aún no acepta la respuesta de la escuela, o el problema sigue sin resolverse, se deben iniciar los siguientes procedimientos formales de investigación de quejas.

La administración o la Mesa escolar de LAS puede elegir no aceptar las siguientes quejas:

1) Quejas anónimas no cubiertas por la Póliza Uniforme de Quejas: ya sea que la queja se presente por escrito o en persona, el demandante debe proporcionar su nombre, correspondencia/dirección de correo electrónico y/o número de teléfono de contacto para facilitar la investigación y la respuesta. Si el demandante falla o se niega a proporcionar dichos datos personales, lo que hace que sea imposible para la escuela investigar la queja y responder por escrito, la queja se considerará anónima y la Mesa puede considerar no manejarla.

- En circunstancias especiales (por ejemplo, reclamos de acoso sexual), la administración escolar o la Mesa pueden decidir hacer un seguimiento con una queja anónima

2) Quejas no hechas por la persona interesada: en general, la persona interesada debe presentar la queja por sí mismo. Cualquier persona que busque presentar una queja en nombre de la persona en cuestión tiene que obtener su consentimiento previo por escrito. Si el caso involucra a un estudiante (o

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un menor, o una persona con discapacidad intelectual), entonces sus padres/tutores, o la persona autorizada por los padres/tutores, pueden presentar una queja en su nombre.

3) Quejas relacionadas con incidentes que ocurrieron más de un año calendario antes. Normalmente, las quejas relacionadas con la operación diaria deben presentarse dentro del mismo año escolar. Si el incidente involucrado hubiera sucedido hace más de un año, el ambiente podría haber cambiado, o la evidencia podría haber desaparecido, o el reclamante/sujeto de la queja podría haber dejado su puesto o la escuela. LAS no podrá investigar la queja debido a la dificultad de recopilar evidencia.

- Aunque la queja se presente después de que el incidente haya tenido lugar durante más de un año, LAS puede decidir realizar una investigación en circunstancias especiales, por ejemplo, cuando hay pruebas suficientes o cuando la naturaleza de la queja es grave y urgente.

4) Quejas con información insuficiente: LAS puede requerir que el reclamante proporcione información suficiente sobre una queja. Si el reclamante no proporciona más información según lo solicitado para permitir una investigación adecuada o significativa, LAS puede considerar no realizar una investigación y cerrar el caso.

- Para evitar malentendidos, LAS debe proporcionar una respuesta por escrito al reclamante explicando claramente por qué no se manejó el caso

4.3.1 Alcance del Director/Gobernación de la Administración Escolar

Las ideas, sugerencias y quejas relacionadas con el funcionamiento diario y los asuntos internos de la escuela deben dirigirse al foro apropiado que esté en la mejor posición para abordar sus inquietudes. Las ideas, recomendaciones y quejas que afecten al estudiante, al maestro, al salón o al nivel de grado se abordarán primero con un maestro de nivel de grado. El Concilio de Padres puede recibir aportes de los padres que impactan a los padres y/o la comunidad escolar.

El Director Ejecutivo y la Administración Escolar consideran sugerencias, ideas y quejas que impactan en la comunidad escolar, el personal escolar y la administración, incluidas aquellas que se han ampliado desde otros foros en la escuela (por ejemplo, maestro, Concilio de Padres)

Los ejemplos de quejas relacionadas con el funcionamiento diario y los asuntos internos de la escuela incluyen, entre otros:

Dominio	Ejemplos
Administración y Organización	<ul style="list-style-type: none">• Cuentas escolares (por ejemplo, registros de contabilidad)• Pólizas escolares (por ejemplo, sistema de recompensa y penalización)• Normas de los servicios de contratistas (por ejemplo, servicios de autobuses escolares, suministro de almuerzos)• Ambiente escolar e higiene (por ejemplo, mantenimiento de instalaciones)
Aprendizaje y enseñanza	<ul style="list-style-type: none">• Plan de estudios basado en la escuela (por ejemplo, tiempo de clase)• Tarea (por ejemplo, cantidad de tarea)• Evaluación de estudiantes (por ejemplo, criterios de evaluación, criterios de evaluación basados en la escuela)• Desempeño del personal (por ejemplo, comportamiento/actitudes del personal docente, desempeño)

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	laboral)
Ethos escolar y apoyo estudiantil	<ul style="list-style-type: none">• Ethos escolar (por ejemplo, uniforme)• Apoyo estudiantil (por ejemplo, apoyo para estudiantes con necesidades educativas especiales)• Actividades extracurriculares (por ejemplo, programa de enriquecimiento y otras actividades estudiantiles)
Desempeño estudiantil	<ul style="list-style-type: none">• Desempeño general de los estudiantes (por ejemplo, resultados académicos, conducta)• Disciplina estudiantil (por ejemplo, lenguaje grosero y abusivo, fumar, pelear, intimidar)

4.3.2 Proceso de presentación de quejas formales al Director/Administración escolar

El padre o el estudiante pueden presentar su queja por escrito a la Administración de la escuela dentro de los cinco días hábiles de un esfuerzo fallido de buena fe para resolver la disputa.

Si el Director o la Administración de la Escuela reciben alguna queja formal, deben ser manejados de acuerdo con los siguientes procedimientos:

- asignar personal apropiado para investigar la queja y responder al reclamante;
- reconocer el recibimiento de la queja, solicitar el consentimiento del reclamante para obtener sus datos personales e información relacionada con la queja e informarle sobre el nombre, el título de la publicación y el número de teléfono del personal responsable de manejar el caso para fines de contacto .
- si es necesario, comunicarse con el reclamante y otras personas involucradas u organizar reuniones con ellos para tener una mejor comprensión de la situación o solicitar que brinden información relevante;
- el Director o la Administración de la escuela programará una reunión en un lugar y momento mutuamente conveniente para discutir la queja con todas las partes involucradas.
- El director (y, si es necesario, un asistente administrativo o una persona designada) llevará a cabo una investigación adicional sobre el asunto en cuestión, redactará los resultados y el informe de determinación final, y compartirá el informe con todas las partes involucradas.
- si es posible, manejar la queja dentro de los 60 días del calendario posteriores al recibimiento de la queja) y enviar una respuesta por escrito para informar al denunciante del resultado de la investigación;
 - Si 60 días del calendario es tiempo insuficiente para manejar la queja, se debe emitir una notificación por escrito al demandante por una extensión de hasta 60 días. Una queja debe resolverse dentro de un año a menos que circunstancias externas lo hagan irrazonable.
- si el reclamante acepta el resultado de la investigación, concluya el caso oficialmente por escrito; y si el reclamante no acepta el resultado de la investigación o la forma en que se tramitó la queja, y puede proporcionar nuevas pruebas o justificación suficiente, puede presentar una apelación ante el Presidente de la Mesa Directiva. La Mesa Directiva de LAS puede revisar y modificar el informe de determinación final del Director (o la persona designada), si encuentra que el Director (o la persona designada) no siguió correctamente el proceso de manejo de quejas. El Presidente o la persona designada por la junta deberán programar una reunión para considerar dicha apelación tan pronto como sea posible. Cualquier procedimiento de este tipo se llevará a cabo en sesiones cerradas, a menos que los padres, el maestro y/o el estudiante soliciten lo contrario.

Fecha de revisión:

- la decisión final de la Mesa Directiva se enviará al demandante dentro de los 60 días posteriores a la recepción de la queja por LAS. La decisión final de la Mesa Directiva deberá contener: 1) los hallazgos de hechos basados en la evidencia reunida; 2) conclusiones de derecho; 3) disposición de la queja; 4) la justificación de tal disposición; 5) acciones correctivas, si están justificadas, incluso con respecto a una queja de honorarios de alumnos, un remedio que cumpla con el Código de Educación sección 49013 (d) y 5 CCR § 4600 (u); 6) notificación del derecho del reclamante de apelar la decisión ante el Departamento de Educación de California (CDE); y 7) procedimientos a seguir para iniciar una apelación al CDE.

Si no está satisfecho con la decisión de la Mesa Directiva, el reclamante puede apelar por escrito al Departamento de Educación de California dentro de los 15 días posteriores al recibimiento de la decisión final de la Mesa Directiva.

4.4 Nivel 4 - Procedimientos formales de manejo de quejas a la Mesa Directiva

Las quejas formales son recibidas por el Presidente de la Mesa (o la persona designada) y enviadas al Comité de Resolución de Disputas para una acción adicional.

Una queja formal invoca procedimientos formales que requieren investigación, evidencia comprobada para llegar a una resolución. Las quejas formales deben incluir una declaración de que se ha violado la póliza constitucional o la ley/póliza constitucional del estado o que se ha violado una ley/regulación estatal o federal.

4.4.1 Alcance de quejas formales a la Mesa Directiva

La Mesa Directiva considera las quejas relacionadas con el gobierno escolar, la póliza de las escuelas autónomas, la ley o regulación estatal o federal y contra el Director Ejecutivo.

Las sugerencias, ideas y quejas que afecten a la comunidad escolar, el personal y la administración escolar, se enviarán al Director Ejecutivo y/o a la administración de la escuela según lo designado a través de esta póliza y procedimiento.

La Mesa Directiva revisará las apelaciones a resoluciones a quejas formales resueltas por la administración de la escuela de LAS. Dentro de los 5 días posteriores al recibimiento del informe de determinación final, los padres, maestros y/o estudiantes pueden presentar una apelación al Presidente de la Mesa Directiva/Comité de Resolución de Disputas. La Mesa Directiva puede elegir a este punto, revisar y/o modificar la decisión, si hay evidencia clara de que el Director no siguió el proceso de manejo de quejas descrito anteriormente. Todas las reuniones de la Mesa Directiva sobre asuntos relacionados con quejas se llevarán a cabo en sesiones cerradas, a menos que los padres, maestros y/o estudiantes soliciten lo contrario.

4.4.2 Proceso formal de presentación de quejas a la Mesa Directiva/Comité de resolución de disputas

Si la Mesa Directiva de LAS recibe alguna queja formal, se deben manejar de acuerdo con los siguientes procedimientos:

- asignar un comité/personal apropiado para investigar la queja y responder al reclamante;
- reconocer recibimiento de la queja, solicitar el consentimiento del reclamante para obtener sus datos personales e información relacionada con la queja e informarle

Fecha de revisión:

sobre el nombre, el título de la publicación y el número de teléfono del personal responsable de manejar el caso para fines de contacto.

- si es necesario, comuníquese con el reclamante y otras personas involucradas u organice reuniones con ellos para tener una mejor comprensión de la situación o solicite que brinden información relevante;
- el Comité de Manejo de Quejas puede programar una reunión en un momento y lugar mutuamente conveniente para discutir la queja con todas las partes involucradas.
- el Comité de Manejo de Quejas (o su designado) llevará a cabo una investigación adicional sobre el asunto en cuestión, redactará los resultados y el informe de determinación final, y compartirá la redacción con todas las partes involucradas.
- si es posible, maneje la queja dentro de los 60 días posteriores al recibimiento de la queja y envíe una respuesta por escrito para informar al reclamante del resultado de la investigación;
 - Si 60 días es tiempo insuficiente para manejar la queja, se debe emitir una notificación por escrito al reclamante por una extensión de hasta 60 días. Una queja debe resolverse dentro de un año, a menos que circunstancias externas lo hagan irrazonable.
- La decisión final de la Mesa Directiva deberá contener: 1) los hallazgos de hechos basados en la evidencia reunida; 2) conclusiones de derecho; 3) disposición de la queja; 4) la justificación de tal disposición; 5) acciones correctivas, si están justificadas, incluso con respecto a una queja de honorarios de alumnos, un remedio que cumpla con el Código de Educación sección 49013 (d) y 5 CCR § 4600 (u); 6) notificación del derecho del reclamante de apelar la decisión ante el Departamento de Educación de California (CDE); y 7) procedimientos a seguir para iniciar una apelación al CDE.

Si no está satisfecho con la decisión de la Mesa Directiva, el reclamante puede apelar por escrito al Departamento de Educación de California dentro de los 15 días posteriores al recibimiento de la decisión final de la Mesa Directiva. Por una buena causa, el Superintendente de Instrucción Pública puede otorgar una extensión para presentar apelaciones.

5. MANEJO DE COMPORTAMIENTO IRRAZONABLE

La comunicación y la mediación adecuadas son propicias para eliminar los malentendidos y mejorar la confianza mutua. En circunstancias generales, LAS no debe imponer restricciones a los reclamantes que se comuniquen con la escuela. Sin embargo, a veces cierto comportamiento irracional de los reclamantes puede tener un impacto negativo, por ejemplo, drenando una cantidad considerable de los recursos humanos de las escuelas, interrumpiendo sus operaciones o servicios, y amenazando la seguridad del personal y otras partes interesadas.

5.1 Definición de comportamiento irrazonable

El comportamiento irracional generalmente se puede clasificar como lo siguiente:

a) Actitud o comportamiento irracional, como:

- Actos de violencia o intimidación.
- Presentar quejas con lenguaje abusivo o en un tono insultante y discriminatorio.
- Proporcionar datos falsos u ocultar hechos deliberadamente

b) Exigencias irrazonables, como:

Fecha de revisión:

- Solicitar una gran cantidad de información o exigir un tratamiento especial.
- Hacer llamadas telefónicas incesantemente para pedir un diálogo o una entrevista, o para ordenarle a cierto miembro del personal que responda
- Ordenar a cierto miembro del personal que se reúnan en un momento y lugar específicos

c) Quejas persistentes irrazonables, como:

- Insistir en rechazar las explicaciones y conclusiones de la escuela, y/o exigir que la escuela discipline a ciertas personas, incluso después de que se hayan tomado los procedimientos de investigación apropiados.
- Con respecto al mismo caso, presentar repetidamente las mismas quejas o presentar justificaciones similares a las anteriores sin proporcionar ninguna evidencia nueva
- Con respecto al mismo caso, presentar persistentemente nuevas denuncias o nuevos objetivos de queja, pero no presentar evidencia concreta
- Interpretar las cosas de manera irrazonable o irracional, o discutir sobre detalles triviales.

El Director Ejecutivo de LAS y/o el Presidente de la Mesa tomará la decisión de determinar si el comportamiento del reclamante es razonable. Sin embargo, si la queja se presenta contra el Director Ejecutivo, tales decisiones serán tomadas por la Mesa Directiva de LAS.

5.2 Manejo de comportamiento irrazonable

a) Actitud o comportamiento irrazonable - cualquier actitud o comportamiento irrazonable, incluidos los actos de violencia, intimidación y conducta o lenguaje abusivo/ofensivo, ya sea que se realicen personalmente, por teléfono o por escrito, son inaceptables. El miembro del personal que maneja la queja debe transmitir este mensaje claramente al reclamante y exigirle que deje de actuar de esa manera o, de lo contrario, la reunión o la conversación puede finalizar. Si el reclamante se niega a cumplir después de la advertencia, el miembro del personal puede terminar la reunión o conversación con el demandante.

LAS autoriza al miembro del personal para tomar la decisión, dependiendo de la situación, sobre si finalizar la entrevista o el diálogo con el reclamante y pedirle que se vaya, si su comportamiento representa una amenaza inmediata para la seguridad personal del personal o daña sus intereses personales. En caso de emergencia o si se considera necesario, LAS debe tomar las medidas apropiadas y decisivas, como informar a la policía o tomar medidas legales.

b) Demandas irrazonables - si un reclamante hace demandas irracionales que tienen un impacto adverso en la escuela, por ejemplo, interrumpir su operación/servicios u otras partes interesados se ven afectados por el comportamiento irracional del demandante, la escuela puede considerar sugerirle al demandante métodos de comunicación alternativos (por ejemplo, hacer una cita antes de visitar la escuela, presentar sus puntos de vista por escrito o comunicarse con el personal designado según el arreglo de la escuela, etc.). Sin embargo, la escuela debe notificar al reclamante por escrito sobre tales arreglos y procedimientos de manejo.

Si mejora el comportamiento del reclamante, LAS puede considerar si las restricciones deberían ser levantadas. Si la escuela decide mantener las restricciones, debe revisar periódicamente las condiciones para imponerlas.

c) Quejas persistentes irrazonables - ante estas quejas, si la escuela ha examinado cuidadosamente el caso y lo ha manejado adecuadamente bajo los procedimientos de investigación y apelación prescritos,

Fecha de revisión:

y ha enviado una explicación por escrito detallada e imparcial sobre el resultado al reclamante, la escuela puede decidir si restringir o detener los contactos con el reclamante y dejar de manejar el caso.

Para evitar expectativas poco realistas por parte del reclamante, la escuela debe comunicarle de manera firme que se ha tomado una decisión final sobre el caso y que la decisión es irreversible.

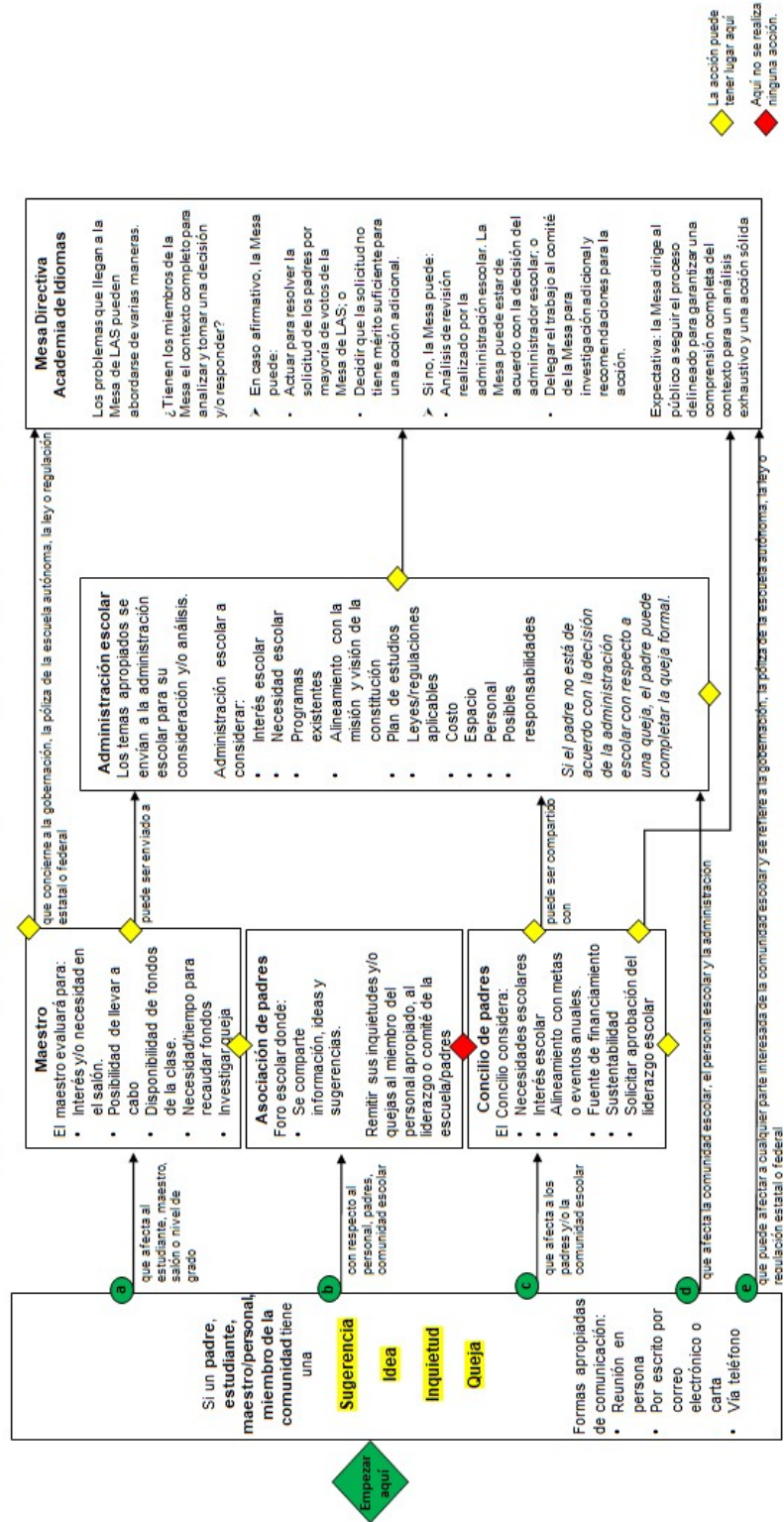
En respuesta a estas quejas, la escuela puede enviar una "Tarjeta de respuesta" al reclamante, refiriendo a las respuestas dadas anteriormente, y reiterar que la escuela no responderá a la misma queja ni se pondrá en contacto con él/ella nuevamente.

Fecha de revisión:

6. APÉNDICES/DOCUMENTOS ADJUNTO

6.1 Apéndice 1 - Diagrama del proceso de sugerencias, ideas, inquietudes o quejas

Diagrama del proceso de sugerencias, ideas, inquietudes o quejas



Fecha de revisión:

6.2 Apéndice 2 - Protocolo de lenguaje de comunicación

En la Academia de Idiomas de Sacramento (LAS), un proceso de comunicación claramente delineado es importante, no solo en términos de tener un procedimiento transparente que respalde las pólizas de la escuela, sino también en el establecimiento general de la cultura de la escuela como se evidencia en la naturaleza del discurso de sus partes interesadas o lo que llamaremos, 'lenguaje de comunicación'.

En LAS, el 'lenguaje de comunicación' al abordar inquietudes, preguntas e ideas entre las partes interesadas sigue la misma premisa y formato de diálogo, ya sea que el problema en cuestión se lleve a cabo en un entorno y/o procedimiento informal o formal. La premisa básica es que las personas en el diálogo provienen de perspectivas únicas y tienen derecho a expresarse. El "lenguaje de comunicación" o los medios por los cuales se expresarán seguirán el uso de las declaraciones "Yo" y los métodos de discurso de comprensión auditiva.

Pasos a seguir antes de abordar una inquietud

Pasos	Diálogo
1. Reflexiona y respira (Tomar 3 respiraciones profundas) El oxígeno proporciona la energía en nuestro cerebro para ayudarnos a procesar las cosas con mayor claridad.	¿Cómo me siento ahora? ¿Qué necesito? ¿Cómo me gustaría resolver esto?
2. Mediador ¿Es algo que puede resolver por su cuenta o necesita un mediador? (A veces, tener un mediador puede parecer intimidante para la otra persona, sea considerado y considere sobre el uso de mediadores).	¿Estaría bien si (el nombre del mediador) nos ayuda a resolver este conflicto?
3. Hacer una solicitud para hablar	¿Estaría dispuesto a hablar sobre lo que acaba de pasar? Si la otra persona aún no está lista para hablar, solicite otro momento.
4. Recuerde que la comunicación no verbal, "lenguaje corporal", habla más fuerte que las palabras	Use el contacto visual y sepa cómo sus brazos y cuerpo están relativos a la persona a la que se dirige.
5. Recuerde las reglas de escuchar para comprender	"Voy a escuchar atentamente". "No voy a interrumpir".

Resolviendo el conflicto

Pasos	Diálogo
1. Comparta sentimientos usando declaraciones de "Yo".	"Yo me sentí triste cuando tú ..." "Yo me sentí muy frustrado cuando ..."

Fecha de revisión:

2. Escuchar para comprender (parafrasear).	"Yo te escuché decir que te sentiste triste cuando ..."
3. Reconocer los sentimientos de la otra persona (disculparse, si es apropiado).	"Yo lamento que te hayas sentido triste cuando ..." "Yo entiendo cómo eso puede haber herido tus sentimientos ..."
4. Hacer una solicitud; llegar a un entendimiento.	"¿Estarías dispuesto a ..."
5. Expresar gratitud.	"Gracias por tomarte el tiempo para hablar de..." "Gracias por escuchar..." Dar la mano y hacer contacto visual.

Fecha de revisión:

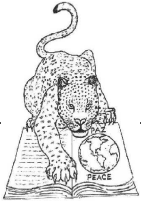
6.3 Apéndice 3 - Formulario de queja formal a la administración escolar de la Academia de Idiomas de Sacramento

Academia de Idiomas de Sacramento	
Formulario de Queja Formal	
(para ser entregado a la Administración escolar)	
Fecha: / /	Respuesta Solicitada: <input type="checkbox"/> Sí <input type="checkbox"/> No
Nombre del Reclamante (Escribir en letra de molde):	
Dirección del Reclamante:	
Número de teléfono del reclamante: () -	
Correo electrónico del reclamante:	
<input type="checkbox"/> Padre/Tutor <input type="checkbox"/> Estudiante* <input type="checkbox"/> Público <input type="checkbox"/> Anónimo	
Por favor indique el tipo de queja abajo:	
Soy un padre/miembro del personal/público. La naturaleza de mi queja es:	
<input type="checkbox"/> Queja concerniente a la escuela	<input type="checkbox"/> Queja concerniente al currículo de instrucción
<input type="checkbox"/> Queja concerniente a un empleado	<input type="checkbox"/> Discriminación en programas
<input type="checkbox"/> Otro:	
Soy un estudiante. La naturaleza de mi queja es:	
<input type="checkbox"/> Queja de estudiante (General)	<input type="checkbox"/> Derecho educativo de jóvenes en hogares temporales y estudiantes sin hogar
<input type="checkbox"/> Otro:	
Persona(s) involucrada(s) en la queja: 1.	
2.	
Fecha de ocurrencia (mm/dd/aa): / /	Hora:
Testigo(s) 1.	Teléfono de contacto: () -
2.	Teléfono de contacto: () -
Describa la naturaleza específica de la queja (incluya toda la información que considere necesaria. Adjunte páginas adicionales, si es necesario):	
Remedio solicitado del reclamante:	

Fecha de revisión:

6.4 Apéndice 4: Formulario de queja formal a la Mesa Directiva de la Academia de Idiomas de Sacramento

Academia de Idiomas de Sacramento Formulario de Queja Formal (para ser entregado a la Mesa Directiva)	
Fecha:	/ /
Nombre del Reclamante (Escribir en letra de molde):	
Dirección del Reclamante:	
Número de teléfono del reclamante: () -	
Correo electrónico del reclamante:	
<input type="checkbox"/> Padre/Tutor <input type="checkbox"/> Estudiante <input type="checkbox"/> Miembro del personal <input type="checkbox"/> Público <input type="checkbox"/> Anónimo	
Por favor indique el tipo de queja abajo:	
Soy un padre/miembro del personal/público. La naturaleza de mi queja es:	
<input type="checkbox"/> Queja concerniente al Director Ejecutivo <input type="checkbox"/> Queja concerniente a una póliza escolar	
<input type="checkbox"/> Queja concerniente a una ley o regulación estatal o federal	
<input type="checkbox"/> Apelación a la Resolución de quejas de la administración escolar <input type="checkbox"/> Otro:	
Soy un estudiante. La naturaleza de mi queja es:	
<input type="checkbox"/> Queja de estudiante (General) <input type="checkbox"/> Derecho educativo de jóvenes en hogares temporales y	
<input type="checkbox"/> Otro: estudiantes sin hogar	
Persona(s) involucrada(s) en la queja: 1.	
2.	
Fecha de ocurrencia (mm/dd/aa):	/ / Hora:
Testigo(s) 1.	Teléfono de contacto: () -
2.	Teléfono de contacto: () -
Describa la naturaleza específica de la queja (incluya toda la información que considere necesaria. Adjunte páginas adicionales, si es necesario):	
Remedio solicitado del reclamante:	



A California Public School

Agenda Item # IVC

Board Meeting Date: November 22, 2019

Subject: Technology Donation Program (TDP)

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

Historical Background:

Technology is assessed and tested on an annual basis in an effort to determine high performing computers for school-wide instructional and assessment needs. Laptops and desktops deemed unsalvageable are submitted to e-waste following all applicable State guidance. In summer 2019, an estimated 20 computers were assessed and deemed to be useable for single-use only. Currently, the LAS tech plan is on schedule to reach 1:1 by 2021 across all grade levels. As such, School Leadership is seeking the Board’s approval to refurbish and distribute useable computers to the qualified students at no-cost.

In an effort to ensure that refurbished computers reach the students most in need, we have developed a short application process. Criteria will be based on a point system of various categories (see attachment).

Recommendation:

School Leadership recommends the Board approve the distribution of refurbished equipment to students in need.

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

Estimated Time of Presentation: 10 min
Submitted By: School Leadership
Date: 11.18.2019

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



Fecha de la Reunión: 22 de noviembre de 2019

Tema: Programa de Donación de Tecnología (TDP, por sus siglas en inglés)

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

Contexto histórico:

La tecnología se evalúa y prueba anualmente en un esfuerzo por determinar las computadoras de alto rendimiento para las necesidades de enseñanza y evaluación de toda la escuela. Las computadoras portátiles y las computadoras de escritorio consideradas insalvables se someten a desechos electrónicos siguiendo todas las pautas estatales aplicables. En el verano de 2019, se evaluaron unas 20 computadoras que se consideraron utilizables solo para un solo uso. Actualmente, el plan de tecnología LAS está programado para alcanzar 1:1 para 2021 en todos los niveles de grado. Como tal, el Liderazgo Escolar busca la aprobación de la Mesa para renovar y distribuir computadoras utilizables a los estudiantes calificados sin costo alguno.

En un esfuerzo por garantizar que las computadoras restauradas lleguen a los estudiantes más necesitados, hemos desarrollado un breve proceso de solicitud. Los criterios se basarán en un sistema de puntos de varias categorías (vea documento adjunto).

Recomendación:

El Liderazgo Escolar recomienda que la Mesa apruebe la distribución de equipos restaurados a los estudiantes en necesidad.

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

Tiempo estimado para la presentación: 10 min
Entregado por: Liderazgo Escolar
Fecha: 11.18.2019

Páginas pertinentes en:
 () La constitución, páginas _____
 () MOU, páginas _____

Technology Donation Program (TDP) Nomination Form

Program:

The Language Academy of Sacramento has equipment purchased through general funds for school-wide student use. Equipment is evaluated on an annual basis to determine quality and high-capacity use. Decommissioned computers are evaluated for refurbishment and distribution for students. The 2019-2020 academic year will mark LAS' launch of its first tech exchange program to provide quality refurbished computers to students in need.

Equipment:

HP computers loaded with Windows 7. Computers are not covered under warranty and will not be available to return or replacement.

Qualifiers:

1. Teacher Nomination
 - a. Student has an academic need.
2. Student must qualify for free or reduced lunch, CalFresh Recipient, SSI Recipient, HUD Subsidized Housing Resident
3. Student must meet necessary attendance (absence rate of less than 10%)
4. Student does not have access to a computer or iPad at home.

All nominations will be scored on a scale from 1-4 to determine eligibility.

Name of Teacher:

Grade:

Name of Student being nominated:

Identified Need:

For Office Use Only

1a. Does Student meet academic need requirement? Yes No Score: _____

2. Does Student meet the low-income requirement? Yes No Score: _____

3. Does Student meet attendance requirement? Yes No Score: _____

4. Does Student have a computer or iPad access at home*)? Yes No Score: _____

*Based on SS Tech Survey completed 8/2019

Total Score (Max 16 points): _____

Programa de Donación de Tecnología (TDP)

Formulario de nominación

Programa:

La Academia de Idiomas de Sacramento tiene equipos comprados a través de fondos generales para el uso de los estudiantes en toda la escuela. El equipo se evalúa anualmente para determinar la calidad y el uso de alta capacidad. Las computadoras fuera de servicio se evalúan para su renovación y distribución para los estudiantes. El año académico 2019-2020 marcará el lanzamiento de LAS de su primer programa de intercambio tecnológico para proporcionar computadoras restauradas de calidad a los estudiantes que lo necesitan.

Equipo:

Computadoras HP cargadas con Windows 7. Las computadoras no están cubiertas por la garantía y no estarán disponibles para devolución o reemplazo.

Calificadores:

1. Nominación de maestros
 - a. El estudiante tiene una necesidad académica.
2. El estudiante debe calificar para almuerzo gratis o reducido, recibidor de CalFresh, recibidor de SSI, residente de vivienda subsidiada de HUD (Vivienda de Desarrollo Urbano)
3. El estudiante debe cumplir con la asistencia necesaria (tasa de ausencia de menos del 10%)
4. El estudiante no tiene acceso a una computadora o iPad en casa.

Todas las nominaciones se calificarán en una escala del 1 al 4 para determinar la elegibilidad.

Nombre del maestro(a):**Grado:****Nombre del estudiante siendo nominado:****Necesidad identificada:****Sólo para uso de oficina**

1a. ¿Cumple el estudiante con el requisito de necesidad académica? Si No Puntuación: _____

2. ¿Cumple el estudiante con el requisito de bajos ingresos? Si No Puntuación: _____

3. ¿Cumple el estudiante con el requisito de asistencia? Si No Puntuación: _____

4. ¿Tiene el estudiante acceso a una computadora o iPad en casa? *)? Si No Puntuación: _____

* Basado en Encuesta de Tecnología completado 8/2019

Puntaje Total (Máximo 16 puntos): _____



A California Public School

Agenda Item# IVD

Board Meeting Date: November 22, 2019

Subject: Board Development: Charter Conference Attendance

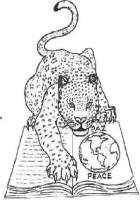
- Information Item Only
- Approval on Consent Agenda
- Conference/First Reading (Action Anticipated: _____)
- Conference (for discussion only)
- Conference/Action
- Action

Several board members are registered to attend one of the following charter school focused conferences. Members, especially those new to the board, are encouraged to attend workshops and trainings that focus on governance while in attendance. During the meeting, a list of workshops will be shared for the CSDC Conference.

- Charter Schools Development Center (CSDC) Leadership Conference (December 2-3, 2019)
 - [Conference Schedule](#)
- California Charter School's Association Conference (March 16-19, 2020)
 - [Conference Schedule](#)

Estimated Time of Presentation: 10 min
Submitted By: Petree
Date: 11.18.19

Pertinent Pages in
 () Charter, pgs _____ () Bylaws, pgs _____
 () MOU, pgs _____ () Policy _____



A California Public School

Agenda Articulo# IVD

Fecha de la Reunión: 22 de noviembre de 2019

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

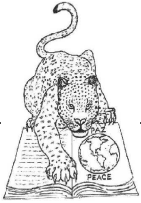
- Artículo de información
- Aprobación en la Agenda de Consentimiento
- Conferencia (solo para discutir)
- Conferencia/Primera lectura (Acción Anticipado: _____)
- Conferencia/Acción
- Acción

Varios miembros de la mesa directiva asistirán a una de las conferencias con un enfoque en escuelas chárter. Queremos promover la participación en talleres o entrenamientos enfocados en gobernación para miembros, especialmente los que son nuevos. Durante la junta se repartirá una lista de talleres que e proveerán en la conferencia de CSDC.

- Charter Schools Development Center (CSDC) Leadership Conference (2-3 de diciembre de 2019)
 - [Conference Schedule](#)
- California Charter School's Association Conference (16-19 de marzo de 2020)
 - [Conference Schedule](#)

Estimated Time of Presentation: 10 min
Submitted By: Petree
Date: 11.18.19

Pertinent Pages in
() Charter, pgs _____ () Bylaws, pgs _____
() MOU, pgs _____ () Policy _____



A California Public School

Agenda Item# IVE

Board Meeting Date: November 22, 2019

Subject: October 2019 Check Register

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

Committee: School Leadership

Recommendation:

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

Documents Attached:

1. October 2019 Check Register

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

Estimated Time of Presentation: 5 min
Submitted By: School Leadership
Date: 11.19.2019

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



A California Public School

Agenda Artículo# IVE

Fecha de la Reunión: 22 de noviembre de 2019

Tema: Registros de la cuenta bancaria: octubre 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 del mes de octubre del 2019.

Documento adjunto:

1. Registros de la cuenta bancaria del mes de octubre 2019

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

Tiempo estimado para la presentación: 5 min.
Entregado por: Liderazgo Escolar
Fecha: 11.19.2019

Páginas pertinentes en:
 () La constitución, páginas _____
 () MOU, páginas ____

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

Check Date	Check Number	Billing Addressee	Inv Description (Bill)	Amount
10/2/2019	8086	High Hill Ranch	Field trip - 1st grade field trip 10/3	510.00
10/7/2019	8087	Pedro Aguilera	Reimb: ASES materials	143.48
10/7/2019	8088	B Street Theatre	Field trip - 2nd grade field trip 12/3/19	702.00
10/7/2019	8089	Benchmark Education Company LLC	Classroom library	3,748.35
10/7/2019	8090	Capstone	Classroom library	491.37
10/7/2019	8091	Charter Safe	D/O, Property Liability Insurance (Oct2019)	7,157.00
10/7/2019	8092	EdTec Inc.	Back Office Sep 2019 and Oct 2019	12,833.34
10/7/2019	8093	Effie Yeaw Nature Center	Field trip - 3rd grade field trip 4/28-4/29	1,150.00
10/7/2019	8094	Francisca Garcia	Reimb: ASES materials/conference parking	43.96
10/7/2019	8095	Gopher	PE Equipment	337.66
10/7/2019	8096	Great Minds	Math Curriculum	4,503.21
10/7/2019	8097	Heinemann	Supplemental material	2,744.21
10/7/2019	8098	I Love to Read in Spanish	Mentor Text and library book	488.49
10/7/2019	8099	JCL Electronics, LLC	IT service hours (9/1/19-9/30/19)	4,110.00
10/7/2019	8100	K12 Health	Student SPED Services	1,264.00
10/7/2019	8101	Kaiser Foundation Health Plan Inc	Medical Benefits (Nov 2019)	25,633.60
10/7/2019	8102	Law Office of Jennifer McQuarrie	Legal counsel	209.00
10/7/2019	8103	Pedro Leon	Reimb: Math Notebooks	21.90
10/7/2019	8104	Ana Novoa	Reimb: Staff recognition	22.61
10/7/2019	8105	Occupational Therapy for Children	Student SPED Services	652.50
10/7/2019	8106	Office Depot	School-wide Instructional supplies, Ink, Office Supplies	2,933.45
10/7/2019	8107	Pantoja, Ariana	Reimb: Conference travel/fees	381.96
10/7/2019	8108	Rivera, Alba	Reimb: ASES materials	30.30
10/7/2019	8109	Rodriguez, Andrea	Reimb: Classroom materials/staff recognition	128.93
10/7/2019	8110	Irene Rodriguez	Reimb: Classroom library	499.88
10/7/2019	8111	Cynthia Suarez	Reimb: Library books/Supplemental materials/summer program/Mentor Text	208.07
10/7/2019	8112	The Home Depot Pro	Custodial supplies	419.22
10/7/2019	8113	Total Education Solutions	Student SPED Services	3,025.00
10/7/2019	8114	Karina Vargas	Reimb: Literacy manipulatives	40.20
10/11/2019	8115	Fortune Charter School Athletics	Boys Basketball Tournament	275.00
10/11/2019	8116	Sacramento County Office of Education	STRS EE Adjustments	653.21
10/14/2019	8117	Fortune Charter School Athletics	Boys Basketball Tournament	275.00
10/21/2019	8118	Crocker Art Museum	Field trip - 5th grade field trip 10/22	866.00
10/28/2019	8119	Pedro Aguilera	Reimb: ASES job posting and materials	208.88
10/28/2019	8120	BrainPOP LLC	Science material - 3rd grade	175.00
10/28/2019	8121	Graciela Castaneda	Reimb: Art materials	31.42
10/28/2019	8122	Charter Safe	D/O, Property Liability Insurance (Nov 2019)	7,157.00
10/28/2019	8123	CustomInk	8th grade t-shirts Fundraiser	719.25
10/28/2019	8124	De Lage Landen Financial Services	Copy Machine Lease	2,623.56
10/28/2019	8125	Department of Justice	Fingerprint apps	128.00
10/28/2019	8126	DirectEd	Substitute services	3,010.00
10/28/2019	8127	Diverse Network Associates, Inc. (CatapultK12)	Webhosting	99.00
10/28/2019	8128	Elevator Industries	Elevator Maintenance for the Month - Jun 2019 and Oct 2019	200.00
10/28/2019	8129	Rebecca Heredia	Reimb: Classroom Library and materials, Mentor Text	908.67
10/28/2019	8130	LA Libreria	Book fair sales, School Library Books	4,577.34
10/28/2019	8131	Learning Solutions	Student SPED Services	8,931.75
10/28/2019	8132	Pedro Leon	Reimb: Classroom Library	120.82
10/28/2019	8133	Lincoln National Life Insurance Company	Health Benefits (Nov 2019)	4,442.07
10/28/2019	8134	Michael's Transportation Service	Field trip - 1st grade field trip 10/3, K-10/10, 3rd-10/08	2,739.00
10/28/2019	8135	Network Office Systems	Copier supplies	1,531.32
10/28/2019	8135	Network Office Systems	Meter Charges - Copies	1,531.32
10/28/2019	8136	Ana Novoa	Reimb: Classroom/STEAM materials, Mentor Text and Sunshine committee	254.59
10/28/2019	8137	Claudia Ochoa	Reimb: PA Pan y Padres	32.42
10/28/2019	8138	Office Depot	ASES, classroom materials, Teacher ink, classroom projector	1,950.08
10/28/2019	8139	Pacific Learning	Library booksets	4,903.50
10/28/2019	8140	Pearson Education	Supplemental material - 3rd/4th grade	3,011.52
10/28/2019	8141	Really Good Stuff, LLC	Intervention supplies	279.68
10/28/2019	8142	Angelica Reyes	PC Tshirts sales fundraiser and PC member shirts	1,241.00
10/28/2019	8143	Riso Products of Sacramento	Copy Supplies	291.02
10/28/2019	8144	Sacramento City Unified School District	Custodial Salaries and Benefits July & Aug 2019	19,553.33
10/28/2019	8145	Sacramento Party Jumps	DDLMEvent - 11/1	334.00
10/28/2019	8146	Scholastic Reading Club	Classroom library	205.80
10/28/2019	8147	Square Milner LLP	First and Second Installment Audit contract	7,664.00
10/28/2019	8148	Steps To Literacy	TK Classroom library	472.50
10/28/2019	8149	Cynthia Suarez	Reimb: Library books/intervention/book club/PD/Literacy Supplies	215.00
10/28/2019	8150	Sutter Health Plus	Health Benefits (Nov 2019)	12,078.53
10/28/2019	8151	SYNCB/AMAZON	School-wide Instructional supplies, Office Supplies	6,269.65
10/28/2019	8152	The Home Depot Pro	Custodial supplies	552.57
10/28/2019	8153	Western Health Advantage	Health Benefits (Nov 2019)	9,399.16
10/29/2019	8154	Windstream	Telecom services July thru September 2019	2,304.84
10/8/2019	092820191	California Credit Union	Various	3,907.24
10/10/2019	092820192	California Credit Union	Various	384.23
Total				190,941.96

Language Academy
Income Statement
As of Oct FY2020

	Actual				YTD	Budget				% Current Forecast Spent		
	Aug	Sep	Oct	Actual YTD		Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Budget v1 vs.			
									Current Forecast		Current Forecast	Current Forecast
SUMMARY												
Revenue												
LCFF Entitlement	-	610,913	337,265	948,178	5,914,181	5,914,181	5,914,181	-	-	4,966,003	16%	
Federal Revenue	-	-	-	-	287,250	287,250	287,250	-	-	287,250	0%	
Other State Revenues	15,215	37,711	27,386	96,127	607,610	623,422	623,422	-	15,812	527,295	15%	
Local Revenues	2,814	7,662	2,632	18,195	48,300	48,300	48,300	-	-	30,105	38%	
Fundraising and Grants	47	8,417	6,949	15,980	57,200	57,200	57,200	-	-	41,220	28%	
Total Revenue	18,076	664,703	374,231	1,078,480	6,914,541	6,930,353	6,930,353	-	15,812	5,851,873	16%	
Expenses												
Compensation and Benefits	170,294	389,744	406,058	1,142,468	4,481,092	4,481,092	4,481,092	-	-	3,338,624	25%	
Books and Supplies	30,245	21,828	39,549	159,476	373,855	379,855	379,855	-	(6,000)	220,379	42%	
Services and Other Operating Expenditures	56,080	46,316	91,965	328,262	1,365,719	1,345,671	1,345,671	-	20,048	1,019,409	24%	
Depreciation	92,537	45,718	44,300	182,554	555,000	555,000	555,000	-	-	372,446	33%	
Other Outflows	1,555	2,807	-	4,369	-	-	-	-	-	(4,369)	-	
Total Expenses	350,712	506,413	581,872	1,815,129	6,775,665	6,761,617	6,761,617	-	14,048	4,946,489	27%	
Operating Income	(332,636)	158,289	(207,641)	(736,649)	138,876	168,735	168,735	-	29,860	905,384		
Fund Balance												
Beginning Balance (Unaudited)					9,247,014	9,341,315	9,341,315					
Operating Income					138,876	168,735	168,735					
Ending Fund Balance					9,385,889	9,510,050	9,510,050					
Fund Balance as a % of Expenses					139%	141%	141%					

Language Academy
Income Statement
As of Oct FY2020

	Actual			YTD	Budget							
	Aug	Sep	Oct		Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Current Forecast	Current Forecast Remaining	% Current Forecast Spent
KEY ASSUMPTIONS												
Enrollment Summary												
K-3					282	282	282	282	-	-	-	-
4-6					198	198	198	198	-	-	-	-
7-8					132	132	132	132	-	-	-	-
Total Enrolled					612	612	612	612	-	-	-	-
ADA %												
K-3					95.0%	95.0%	95.0%	95.0%	0.0%	0.0%	0.0%	0.0%
4-6					95.0%	95.0%	95.0%	95.0%	0.0%	0.0%	0.0%	0.0%
7-8					95.0%	95.0%	95.0%	95.0%	0.0%	0.0%	0.0%	0.0%
Average ADA %					95.0%	95.0%	95.0%	95.0%	0.0%	0.0%	0.0%	0.0%
ADA												
K-3					267.90	267.90	267.90	267.90	-	-	-	-
4-6					188.10	188.10	188.10	188.10	-	-	-	-
7-8					125.40	125.40	125.40	125.40	-	-	-	-
Total ADA					581.40	581.40	581.40	581.40	-	-	-	-

Language Academy
Income Statement
As of Oct FY2020

	Actual				YTD	Budget				% Current Forecast Spent		
	Aug	Sep	Oct	Actual YTD		Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast		Approved Current Forecast	Current Forecast Remaining
REVENUE												
LCFF Entitlement												
8011 Charter Schools General Purpose Entitlement - State Aid	-	374,740	337,265	712,005	3,911,341	3,796,821	3,796,821	-	(114,520)	-	3,084,816	19%
8012 Education Protection Account Entitlement	-	236,134	-	236,134	888,517	917,066	917,066	-	58,548	-	680,932	26%
8096 Charter Schools in Lieu of Property Taxes	-	39	-	39	1,144,323	1,200,294	1,200,294	-	55,971	-	1,200,256	0%
SUBTOTAL - LCFF Entitlement	-	610,913	337,265	948,178	5,914,181	5,914,181	5,914,181	-	0	-	4,966,003	16%
Federal Revenue												
8181 Special Education - Entitlement	-	-	-	-	76,125	76,125	76,125	-	-	-	76,125	0%
8291 Title I	-	-	-	-	177,789	177,789	177,789	-	-	-	177,789	0%
8292 Title II	-	-	-	-	23,336	23,336	23,336	-	-	-	23,336	0%
8294 Title IV	-	-	-	-	10,000	10,000	10,000	-	-	-	10,000	0%
SUBTOTAL - Federal Revenue	-	-	-	-	287,250	287,250	287,250	-	-	-	287,250	0%
Other State Revenue												
8319 Other State Apportionments - Prior Years	-	10,325	-	10,325	-	-	-	-	-	-	(10,325)	
8381 Special Education - Entitlement (State)	15,215	27,386	27,386	85,202	315,700	315,700	315,700	-	-	-	230,498	27%
8550 Mandated Cost Reimbursements	-	-	-	-	9,504	9,813	9,813	-	308	-	9,813	0%
8560 State Lottery Revenue	-	-	-	-	118,606	120,350	120,350	-	1,744	-	120,350	0%
8596 Other State Revenue 6	-	-	-	600	163,800	177,559	177,559	-	13,759	-	176,959	0%
SUBTOTAL - Other State Revenue	15,215	37,711	27,386	96,127	607,610	623,422	623,422	-	15,812	-	527,295	15%
Local Revenue												
8636 Uniforms	-	5,549	-	5,549	12,000	12,000	12,000	-	-	-	6,451	46%
8638 Merchandise Sales	-	-	-	-	1,300	1,300	1,300	-	-	-	1,300	0%
8660 Interest	542	518	1,480	3,865	9,000	9,000	9,000	-	-	-	5,135	43%
8670 Fees and Contracts	-	1,000	-	1,500	6,000	6,000	6,000	-	-	-	4,500	25%
8693 Field Trips	-	-	-	-	15,000	15,000	15,000	-	-	-	15,000	0%
8699 All Other Local Revenue	-	594	-	740	5,000	5,000	5,000	-	-	-	4,260	15%
8999 Uncategorized Revenue	2,272	-	1,152	6,541	-	-	-	-	-	-	(6,541)	
SUBTOTAL - Local Revenue	2,814	7,662	2,632	18,195	48,300	48,300	48,300	-	-	-	30,105	38%
Fundraising and Grants												
8801 Donations - Parents	-	8,417	2,899	11,316	17,200	17,200	17,200	-	-	-	5,884	66%
8802 Donations - Private	-	-	750	750	15,000	15,000	15,000	-	-	-	14,250	5%
8803 Fundraising	47	-	3,300	3,914	25,000	25,000	25,000	-	-	-	21,086	16%
SUBTOTAL - Fundraising and Grants	47	8,417	6,949	15,980	57,200	57,200	57,200	-	-	-	41,220	28%
TOTAL REVENUE	18,076	664,703	374,231	1,078,480	6,914,541	6,930,353	6,930,353	-	15,812	-	5,851,873	16%

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

	Actual				YTD	Budget				% Current Forecast Spent	
	Aug	Sep	Oct	Actual YTD		Approved Budget v1	Previous Forecast	Current Forecast	Approved Current Forecast vs. Budget v1 vs. Current Forecast		
EXPENSES											
Compensation & Benefits											
Certificated Salaries											
1100	Teachers Salaries		183,076	183,076	366,152	1,865,033	1,865,033			1,498,881	20%
1101	Teacher - Stipends	4,205	4,613	4,205	13,023	38,633	38,633			25,610	34%
1103	Teacher - Substitute Pay	435	1,616	1,429	3,480	72,000	72,000			68,520	5%
1300	Certificated Supervisor & Administrator Salaries	9,405	9,405	9,405	37,456	110,905	110,905			73,449	34%
1311	Cert Admin - Custom 1	11,997	34,228	34,228	87,733	353,840	353,840			266,107	25%
1920	Other Cert - Summer	1,325	420	-	1,745	17,220	17,220			15,475	10%
1940	Academic Accountability & Intervention	-	10,517	-	10,517	156,582	156,582			146,065	7%
	SUBTOTAL - Certificated Salaries	27,366	243,874	232,343	520,105	2,614,212	2,614,212			2,094,107	20%
Classified Salaries											
2100	Classified Instructional Aide Salaries	2,202	2,613	3,585	8,400	31,585	31,585			23,184	27%
2103	SPED Classified	7,069	9,523	10,301	26,893	107,798	107,798			80,905	25%
2200	Classified Support Salaries	2,746	5,362	5,058	13,165	74,371	74,371			61,206	18%
2300	Classified Supervisor & Administrator Salaries	14,912	12,344	13,360	51,408	140,443	140,443			89,035	37%
2400	Classified Clerical & Office Salaries	14,572	8,472	8,882	35,901	109,584	109,584			73,682	33%
2900	Classified Other Salaries	4,805	2,457	2,730	14,797	-	-			(14,797)	-
2905	Other Classified - After School	12,929	17,732	17,581	49,551	174,140	174,140			124,589	28%
2925	Other Classified - Childcare	-	-	-	-	2,080	2,080			0	0%
2930	Other Classified - Maintenance/grounds	10,127	9,985	10,089	33,779	104,513	104,513			70,734	32%
	SUBTOTAL - Classified Salaries	69,362	68,488	71,586	233,895	744,513	744,513			510,619	31%
Employee Benefits											
3100	STRS	5,255	41,493	40,324	90,543	424,311	424,311			333,768	21%
3300	OASDI-Medicare-Alternative	5,430	8,848	8,889	24,979	98,026	98,026			73,046	25%
3400	Health & Welfare Benefits	49,989	24,987	46,415	242,380	527,310	527,310			284,930	46%
3500	Unemployment Insurance	47	155	151	374	17,886	17,886			17,512	2%
3600	Workers Comp Insurance	10,657	2,142	4,268	23,463	40,305	40,305			16,842	58%
3700	Retiree Benefits	2,187	1,901	2,081	6,728	-	-			(6,728)	-
3900	Other Employee Benefits	-	-	-	-	14,528	14,528			-	0%
	SUBTOTAL - Employee Benefits	73,565	77,383	102,129	388,468	1,122,366	1,122,366			733,898	35%
Books & Supplies											
4100	Approved Textbooks & Core Curricula Materials	-	-	4,503	24,572	112,500	112,500			87,928	22%
4101	SPED Textbooks	-	-	-	-	7,344	7,344			7,344	0%
4200	Books & Other Reference Materials	8,148	10,491	20,867	44,158	79,160	79,160			35,002	56%
4201	Library Resources	186	2,810	2,918	6,713	12,485	12,485			5,772	54%
4315	Custodial Supplies	1,458	1,936	1,410	5,333	18,360	18,360			13,027	29%
4325	Instructional Materials & Supplies	7,646	2,142	2,072	12,718	29,040	29,040			16,327	44%
4330	Office Supplies	6,136	491	3,286	11,562	18,360	18,360			6,798	63%
4335	PE Supplies	224	838	1,192	2,579	6,090	6,090			3,511	42%
4340	Professional Development Supplies	111	37	56	205	4,794	4,794			4,589	4%
4352	Garden	-	-	-	-	2,000	2,000			2,000	0%
4354	ASES Materials	2,784	333	633	6,676	8,000	8,000		(6,000)	1,324	83%
4355	Summer Preschool	30	20	20	163	1,200	1,200			1,037	14%
4356	SPED Consumables	205	234	1,632	4,134	9,782	9,782			5,648	42%
4410	Classroom Furniture, Equipment & Supplies	2,827	-	747	4,636	10,200	10,200			5,564	45%
4420	Computers (individual items less than \$5K)	-	-	-	31,210	33,000	33,000			1,790	95%

Language Academy
Income Statement
As of Oct FY2020

	Actual			YTD	Budget				% Current Forecast Spent	
	Aug	Sep	Oct		Approved Budget v1	Previous Forecast	Current Forecast	Approved Current Forecast		Current Forecast Remaining
4423 Classroom Noncapitalized Items 1	-	547	174	721	5,100	5,100	5,100	4,379	14%	
4430 Non Classroom Related Furniture, Equipment & Supplies	490	1,970	38	4,096	22,440	22,440	22,440	18,344	18%	
SUBTOTAL - Books and Supplies	30,245	21,828	39,549	159,476	373,855	379,855	379,855	(6,000)	42%	
Services & Other Operating Expenses										
5210 Conference Fees	50	250	250	2,130	20,000	20,000	20,000	17,870	11%	
5215 Travel - Mileage, Parking, Tolls	214	641	8	953	9,588	9,588	9,588	8,635	10%	
5220 Travel and Lodging	65	-	132	330	28,970	28,970	28,970	28,640	1%	
5305 Dues & Membership - Professional	335	1,824	129	2,288	10,200	10,200	10,200	7,912	22%	
5450 Insurance - Other	5,023	-	10,046	35,159	51,000	51,000	51,000	15,841	69%	
5515 Janitorial, Gardening Services & Supplies	1,696	-	19,553	33,343	165,084	165,084	165,084	131,741	20%	
5535 Utilities - All Utilities	-	-	-	26,970	97,920	97,920	97,920	70,950	28%	
5605 Equipment Leases	3,570	2,624	2,624	11,441	34,639	34,639	34,639	23,198	33%	
5610 Rent	8,002	-	-	21,538	99,210	99,210	99,210	77,672	22%	
5615 Repairs and Maintenance - Building	100	325	200	725	10,200	10,200	10,200	9,475	7%	
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	-	-	-	-	11,220	11,220	11,220	11,220	0%	
5804 Parent Trainings	-	-	-	-	1,000	1,000	1,000	1,000	0%	
5805 Administrative Fees	745	1,500	7,664	17,559	19,132	19,132	19,132	1,573	92%	
5806 Assemblies	-	-	-	-	3,774	3,774	3,774	3,774	0%	
5809 Banking Fees	13	17	21	63	428	428	428	366	15%	
5810 Service 4	-	-	-	8	-	-	-	(8)		
5812 Business Services	4,521	-	12,833	25,667	95,000	77,000	77,000	51,333	33%	
5813 Board Development	-	-	-	-	4,000	4,000	4,000	4,000	0%	
5818 SPED Legal Fees	-	-	-	-	1,000	1,000	1,000	1,000	0%	
5824 District Oversight Fees	-	-	-	-	59,142	59,142	59,142	59,142	0%	
5830 Field Trips Expenses	2,361	1,344	6,244	10,179	56,304	56,304	56,304	46,125	18%	
5833 Fines and Penalties	-	-	-	226	563	563	563	337	40%	
5836 Fingerprinting	96	64	128	352	816	816	816	464	43%	
5839 Fundraising Expenses	719	1,096	4,072	8,266	36,700	36,700	36,700	28,434	23%	
5843 Interest - Loans Less than 1 Year	-	-	-	-	110,370	110,370	110,370	110,370	0%	
5845 Legal Fees	627	-	209	836	10,200	10,200	10,200	9,364	8%	
5851 Marketing and Student Recruiting	-	-	-	-	1,224	1,224	1,224	1,224	0%	
5857 Payroll Fees	1,295	1,336	805	4,178	15,300	15,300	15,300	11,123	27%	
5860 Printing and Reproduction	3,372	1,551	3,200	9,422	28,000	28,000	28,000	18,578	34%	
5863 Professional Development	5,760	3,712	-	13,482	34,500	34,500	34,500	21,018	39%	
5869 Special Education Contract Instructors	10,918	12,162	13,873	43,136	165,240	165,240	165,240	122,104	26%	
5874 Sports	-	-	-	-	15,530	15,530	15,530	15,530	0%	
5875 Staff Recruiting	-	-	-	-	1,020	1,020	1,020	1,020	0%	
5878 Student Assessment	-	8,286	-	8,387	12,852	12,852	12,852	4,465	65%	
5880 Student Health Services	-	-	-	-	3,121	3,121	3,121	3,121	0%	
5881 Student Information System	-	260	3,010	7,119	16,524	16,524	16,524	3,863	77%	
5884 Substitutes	4,666	4,657	4,110	15,055	20,000	20,000	20,000	17,881	28%	
5887 Technology Services	-	-	-	-	51,000	51,000	51,000	4,945	75%	
5893 Transportation - Student	-	4,364	117	4,582	19,000	19,000	19,000	51,000	0%	
5910 Communications - Internet/ Website Fees	249	303	431	1,236	4,896	4,896	4,896	14,418	24%	
5915 Postage and Delivery	1,683	-	2,305	8,971	1,800	1,800	1,800	564	69%	
5920 Communications - Telephone & Fax	-	-	-	-	28,152	12,000	12,000	16,152	75%	
SUBTOTAL - Services & Other Operating Exp.	56,080	46,316	91,965	326,262	1,365,719	1,345,671	1,345,671	20,048	24%	
Capital Outlay & Depreciation										

Language Academy
Income Statement
As of Oct FY2020

	Actual			YTD	Budget				
	Sep	Oct	Actual YTD		Approved Budget v1	Previous Forecast	Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining
6900 Depreciation	45,718	44,300	182,554	555,000	555,000	555,000	-	372,446	33%
SUBTOTAL - Capital Outlay & Depreciation	45,718	44,300	182,554	555,000	555,000	555,000	-	372,446	33%
Other Outflows									
7999 Uncategorized Expense	2,807	-	4,369	-	-	-	-	(4,369)	
SUBTOTAL - Other Outflows	2,807	-	4,369	-	-	-	-	(4,369)	
TOTAL EXPENSES	506,413	581,872	1,815,129	6,775,665	6,761,617	6,761,617	-	14,048	27%



A California Public School

Agenda Item# VA

Board Meeting Date: November 22, 2019

Subject: Curriculum Design Team Committee

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

Committee: Campos P., de Luna M., Conant C., Dobkin S., Jáuregui G., Mendez I., Bersola T., de León E.

Information:

The Curriculum Design Team (CDT) met on November 7, 2019, and addressed the following agenda items:

- Fair Act and Implementation for K-8
 - Reading provided by P. León
 - Ask teams what exactly we are doing? Where in our curriculum can we add this?
 - P. León will be creating a matrix with questions for staff
 - Next Steps - maybe more training
- EL and RFEP Program Compliance
 - Math Assessments for Report Card Grading: Agreements and Follow up Discussion
 - MAP Math Online Fall Administration: Completion
 - MAP Math Reports Agreement to share with families during conferences: Follow up and PD Friday Role Playing Scenarios (garner a few from group)
- Report Card Grading/Percentages Equivalencies
 - Alignment of RC and Assessments (Literacy) - Continue work
 - Establish Ad-Hoc committee
- ELD at LAS
 - What does it look like (TK - 8)
 - Goal setting
- Intervention
 - Intervention update
 - Long-term intervention plan
- PD Design for Report Cards
 - Dates for PD
 - Ad-Hoc committee
- Lucia Rocha's visit and Debrief
 - Debrief Rocha's visit
 - Next Steps & Feedback
- CDT Work Time
 - Establish additional working meeting

The next meeting will be on December 5, 2019 at 2:45pm.

Estimated Time of Presentation: 5 min
Submitted By: Jáuregui
Date: 10.21.2019

Pertinent Pages in
 () Charter, pgs _____ () Bylaws, pgs _____
 () MOU, pgs _____ () Policy _____



A California Public School

Agenda Articulo# VA

Fecha de la Reunión: 22 de noviembre de 2019

Tema: Comité del Diseño Curricular

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

Comité: Campos, P., Méndez, I., Dobkin, S., Conant, C., Bersola T., de León E., Jáuregui G., de Luna M

Información:

El Comité de Diseño Curricular (CDT) se reunió el 7 de noviembre de 2019, y discutió los siguientes temas:

- Ley Justa e Implementación para K-8
 - Lectura proporcionada por P. León
 - Preguntar a los equipos ¿qué estamos haciendo exactamente? ¿Dónde en nuestro plan de estudios podemos agregar esto?
 - P. León creará una matriz con preguntas para el personal
 - Próximos pasos – quizás más capacitación
- Cumplimiento del programa EL y RFEP
 - Evaluaciones de matemáticas para la calificación en la boleta de calificaciones: Acuerdos y Discusión de seguimiento
 - Administración en línea de otoño de MAP Matemáticas: Finalización
 - Acuerdo de Informes de MAP Matemáticas para compartir con las familias durante las conferencias: Seguimiento y Escenarios de juego de papeles en Desarrollo Profesional del viernes (obtenga algunos del grupo)
- Calificaciones en Boleta de Calificaciones/Equivalencias de porcentajes
 - Alineación de Boleta de Calificaciones y evaluaciones (lectoescritura) - Continuar trabajo
 - Establecer un comité especial
- ELD en LAS
 - Cómo se mira (TK-8)
 - Establecimiento de metas
- Intervención
 - Actualización de intervención
 - Plan de intervención a largo plazo
- Diseño PD para boletas de calificaciones
 - Fechas para PD
 - Comité especial
- Visita y el informe de Lucia Rocha
 - Comentarios finales de la visita de Rocha
 - Próximos pasos y comentarios
- Tiempo de trabajo CDT
 - Establecer una reunión de trabajo adicional

La próxima reunión será el 5 de diciembre de 2019 a las 2:45 p.m.

Tiempo estimado para la presentación: 5 min.
Entregado por: Jáuregui
Fecha: 11.22.2019

Pertinent Pages in
 () Charter, pgs _____ () Bylaws, pgs _____
 () MOU, pgs _____ () Policy _____



A California Public School

Agenda Item # VB

Board Meeting Date: November 22, 2019

Subject: Finance Committee

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

Committee Members: A. Campa (Chair), J. de González, A. Escareño, X. Macias, G. Castañeda, and A. Hubbell

Finance Committee met in Thursday, November 14th, 2019. Committee discusses to main items.

1. Finance Committee Member Criteria
 - a. Multi-year appointment 2-3 years, possibly staggered
 - b. Parent member, finance experience desired but not required
 - c. Community member, finance experience or background strongly desired
 - d. Grant or large scale fundraising experience desired
 - e. Maintain five year separation of potential community members
 - f. Apply criteria consistent with Board precedence
2. Proposed mid-year revisions
 - a. Decrease in student enrollment from 612 to 609, fiscal impact 50K
 - b. Maintain Average Daily Attendance (ADA) at 95%
 - c. Decrease in 5812-Business Services by 18K due to renegotiation of services
 - d. Decrease 5893-Transportation services due to cancellation of services
 - e. Redistribution of 25k between payroll substitutes and consultant substitutes
 - f. Redistribution of 5910-Internet and 5920-Phone service fees due to E-Rate funding
 - g. Increase by 29K in 4200-Books and Other Reference Materials, increase allows for an additional \$500 investment in classroom libraries per grade-level teacher and 10K in intervention materials
 - h. Increase in ASES Materials to reflect additional expenditures with fundraising funds.
 - i. Increase 4330-Office Supplies by 5K for the remainder of the year
 - j. Increase postage by 1K for remainder of the year

Members have been asked to review proposed changes with stakeholders and submit feedback to BOO by December 13, 2019.

Finance Committee will have final proposed budget revisions at the January 2020 Board Meeting.

Estimated Time of Presentation: 10 min
Submitted By: Campa
Date: 11.18.19

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



Fecha de la Reunión: 22 de noviembre de 2019

Tema: Comité de finanzas

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

Comité: A. Campa (Presidente), J. de González, A. Escareño, X. Macias, G. Castañeda, y A. Hubbell

El Comité de Finanzas se reunió el jueves, 14 de noviembre de 2019. El Comité discutió los siguientes temas principales.

1. Criterios de los miembros del Comité de Finanzas
 - a. Nombramiento multianual 2-3 años, posiblemente espaciado
 - b. Miembro de padre, experiencia financiera deseada pero no requerida
 - c. Miembro de la comunidad, experiencia financiera muy deseado
 - d. Experiencia deseada en subvención o recaudación de fondos a gran escala
 - e. Mantener una separación de cinco años para posibles miembros de la comunidad.
 - f. Aplicar criterios consistentes con la precedencia de la Mesa
2. Revisiones propuestas a mitad de año
 - a. Disminución en la matrícula estudiantil de 612 a 609, impacto fiscal 50K
 - b. Mantener el promedio de asistencia diaria (ADA) al 95%
 - c. Disminución de 5812-Servicios comerciales en 18K debido a la renegociación de servicios
 - d. Disminución 5893-Servicios de transportación por cancelación de servicios.
 - e. Redistribución de 25k entre sustitutos de nómina y sustitutos de agencia
 - f. Redistribución de las tarifas del servicio 5910-Internet y 5920-Telefono debido a la financiación de E-Rate
 - g. Aumento de 29K en 4200 libros y otros materiales de referencia, el aumento permite una inversión adicional de \$500 en bibliotecas del salón por maestro de nivel de grado y 10K en materiales de intervención
 - h. Aumento en los materiales de ASES para reflejar gastos adicionales con fondos de recaudación de fondos.
 - i. Aumento en los suministros de oficina 4330 de 5K por el resto del año
 - j. Aumento en tarifas postales de 1K por el resto del año.

Se les ha pedido a los miembros que revisen los cambios propuestos con las partes interesadas y que envíen sus comentarios a BOO antes del 13 de diciembre de 2019.

El Comité de Finanzas tendrá las revisiones finales propuestas de presupuesto en la reunión de la Mesa de enero de 2020.

Tiempo estimado para la presentación: 10 min
Entregado por: Campa
Fecha: 11.18.19

Páginas pertinentes en:
() La constitución, páginas _____
() MOU, páginas _____