

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, January 22, 2021/viernes, 22 de enero del 2021

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

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

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

<https://zoom.us/j/91200680381?pwd=QmNra0NLaG1PdVU4c0E5anVONlkyQT09>

You may also call in using the Zoom phone number: (669) 900-6833; [Meeting ID: 912 0068 0381](#)

[Passcode: 777292](#)

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

I. PRELIMINARY/PRELIMINARIO

A. CALL TO ORDER/Convocatoria

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

B. ROLL CALL/Asistencia

	Name/Nombre	Role/Miembro	Present/ Presente	Absent/ Ausente
1.	Nailah Kokayi	Parent/Padre (19-21)		
2.	Fernando Aceves	Parent/Padre (19-22) Vice President/Vice Presidente		
3.	Cristian García	Parent/Padre (20-23) Secretary/Secretario		
4.	Gemma Jáuregui	Teacher/Maestra (18-21)		
5.	Pedro León	Teacher/Maestro (19-22) President/Presidente		
6.	Vacant	Staff/Personal (20-23)		
7.	Nadeen Ruíz	Community Member/Miembro Comunitario (18-21)		
8.	Julissa de González	Community Member/Miembro Comunitario (19-22) Treasurer/Tesorerera		
9.	Nina Sylvains	Community Member/Miembro Comunitario (20-23)		
10.	Student Representative	Student Council President/Presidente del Concilio Estudiantil		
11.	Teejay Bersola	Director of Academic Accountability/Directora de Responsabilidad Académica		
12.	Judy Morales	Director of Business and Operations /Directora de negocios y operaciones		
13.	Eduardo de León	Executive Director/Director Ejecutivo		

C. APPROVAL OF AGENDA/Aprobación de la Agenda

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

Motion: _____ Second: _____ Vote: _____

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

a. December 18, 2020 minutes/minutas del mes de diciembre 18 del 2020

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

Motion: _____ Second: _____ Vote: _____

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

Motion: ____ Second: ____ Vote: ____

E. MISSION/Misión

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

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

II. COMMUNICATIONS NORMS/NORMAS DE COMUNICACION

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

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

III. INFORMATIONAL ITEMS/ARTICULOS DE INFORMACION

- 1. Parent Council/Association/Concilio y asociación de padres – Representative/representante (5 min)**
- 2. Student Council/Concilio Estudiantil - Representative/representante (5 min)**

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

A. LAS Distance Learning (DiLe) Plan - PACT.O 2.0 (Progress, Attendance, Communication, Teamwork, Opportunities) Update & Return to LAS Plan (Part 4)/Actualización del Plan de Aprendizaje a Distancia (DiLe) de LAS – PACT.O 2.0 (Progreso, Asistencia, Comunicación, Trabajo en Equipo, Oportunidades) y Plan de Regreso a LAS (parte 4) –School Leadership/Liderazgo escolar (15 min.)

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

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

Motion: ____ Second: ____ Vote: ____

B. LAS Academic Accountability 101: School Accountability Report Card (SARC) – Información básica de responsabilidad académica: Reporte de contabilidad escolar (SARC) – School Leadership (15 min.)

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

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

Motion: ____ Second: ____ Vote: ____

C. Anti-Racism at LAS –*Anti-racismo en LAS* – School Leadership/*Liderazgo* (10 min.)

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

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

Motion: _____ Second: _____ Vote: _____

D. Monthly Financial Update/*Resumen financiero del mes* – School Leadership/*Liderazgo* (10 min)

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

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

Motion: _____ Second: _____ Vote: _____

E. December Check Register/*Registro de la cuenta bancaria de diciembre* – School Leadership/*Liderazgo* (10 min)

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

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

Motion: _____ Second: _____ Vote: _____

F. Board Development: Future Retreat Dates/*Desarrollo de la mesa directiva: fechas para futuros retiros* – Board Executive Members/*Miembros ejecutivos de la mesa* (10 min)

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

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

Motion: _____ Second: _____ Vote: _____

V. FUTURE MEETINGS/*Próxima Junta*

A.) **Regular Meeting: Friday, February 26, 2021 at 5:30pm – viernes, 26 de febrero de 2021 a las 5:30pm**

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

VII. ADJOURNMENT/*Clausura*

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

Motion: _____ Second: _____ Vote: _____

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



Language Academy of Sacramento/Academia de Idiomas de Sacramento
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 2850 49th Street, Sacramento, CA 95817

Minutes/Minutas
BOARD MEETING/REUNIÓN DE LA MESA DIRECTIVA
Friday, December 18, 2020/ viernes, 18 de diciembre del 2020
5:30 pm through Zoom/ 5:30PM a travez de Zoom

I. PRELIMINARY/PRELIMINARIO

I.A & B	Meeting was called to order by Gemma Jáuregui at 5:39 PM. Roll call was taken./ La junta fue convocada por Gemma Jáuregui a las 5:39 PM. Se tomó lista.			
	Name/ Nombre	Role/ Papel	Present/ Presente	Absent/ Ausente
	1. Nailah Kokayi	Parent/Madre (19-20)	X	
	2. Fernando Aceves	Parent/Madre (19-22)	X	
	3. Cristian García	Parent/Madre (20-23)	X 5:50 PM	
	4. Gemma Jáuregui	Teacher/Maestra (18-21)Vice President/Vice President	X	
	5. Pedro León	Teacher/Maestro (19-22) Secretary/Secretario	X	
	6. Vacant	Staff/Personal (20-23)	X	
	7. Nadeen Ruiz	Community Member/Miembro Comunitario (18-21)	X	
	8. Julissa de González	Community Member/Miembro Comunitario (19-22)	X 5:52 PM	
	9. Nina Sylvains	Community Member/Miembro Comunitario (20-23)	X 5:50 PM	
	10. Student Representative	Student Council President/Presidente del Concilio Estudiantil	X	
	11. Teejay Bersola	Director of Academic Accountability/Directora de Responsabilidad Académica	X	
	12. Judy Morales	Director of Business and Operations/Directora 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 November 20, 2020 agenda. <i>Se hizo una moción para aprobar la agenda del 20 de noviembre del 2020</i> 1 st Motion/1 ^a Moción: Pedro León 2 nd Motion/2 ^a Moción: Nadeen Ruiz Absences/Ausencias: Cristián García, Julissa de González, Nina Sylvains Abstentions/Abstenciones: None/ninguna The motion passed with four votes. / <i>La moción pasó con cuatro votos.</i>		
I.D.	Approval of November Board Meeting Minutes <i>Aprobación de los Minutos de la Mesa Directiva</i>	A motion was made to approve the September 25, 2020 minutes <i>Se hizo una moción para aprobar las minutas del 25 de septiembre del 2020</i> 1 st Motion/1 ^a Moción: Nadeen Ruiz 2 nd Motion/2 ^a Moción: Fernando Aceves Absences/Ausencias: Cristián García, Julissa de González, Nina Sylvains Abstentions/Abstenciones: None/ninguna The motion passed with four votes. / <i>La moción pasó con cuatro 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>	None/Ninguno		
III. INFORMATIONAL ITEMS/ARTÍCULOS DE INFORMACIÓN:				
III.1	Parent Council/Association Representative	Eduardo de León shared an update regarding Parent Council and Parent Association.		

	<i>Representante del concilio y asociación de padres</i>	<p><i>Eduardo de León compartió un reporte sobre actividades del Concilio de padres y Asociación de padres.</i></p> <p>Governing Board member Kokayi, Eduardo de León and representatives from Parent Council met to discuss ways in which to maximize communication and cooperation between the Governing Board, Parent Council and the parent community at LAS.</p> <p><i>La miembro de la Mesa Directiva Kokayi, Eduardo de León y representantes del Cocilio de Padres se reunieron para discutir formas de maximizar la comunicación y cooperación entre la Mesa Directiva, el Cocilio de Padres y la comunidad de padres en LAS.</i></p>
III.2	Student Council/ Concilio estudiantil	<p>Student Council representative, Sherlyne Gómez, presented a summary of the work happening in student council. / <i>La representante del consejo estudiantil, Sherlyne Gómez, presentó un resumen del trabajo que está sucediendo en el concilio estudiantil.</i></p>
IV. ITEMS SCHEDULED FOR DISCUSSION AND/OR ACTION ARTÍCULOS PROGRAMADOS PARA DISCUSIÓN Y/O ACCIÓN		
IV.A	LAS Distance Learning (DiLe) Plan - PACT.O 2.0 (Progress, Attendance, Communication, Teamwork, Opportunities) Update & Return to LAS Plan (Part 3)/Actualización del Plan de Aprendizaje a Distancia (DiLe) de LAS – PACT.O 2.0 (Progreso, Asistencia, Comunicación, Trabajo en Equipo, Oportunidades) y Plan de Regreso a LAS (parte 3)	<p>School Leadership provided the Governing Board with updates from the County Department of Public Health as well as information about possible legislation being introduced that would be important when considering a return to campus. Teejay Bersola shared results from the latest staff and parent surveys. The board engaged in discussion regarding a possible return to LAS.</p> <p><i>El liderazgo escolar proporcionó a la Mesa Directiva noticias recientes del Departamento de Salud Pública del Condado, así como información sobre la posible introducción de legislación que sería importante al considerar el regreso al campus. Teejay Bersola compartió los resultados de las últimas encuestas de padres y personal. La Mesa Directiva habló sobre un posible regreso a LAS.</i></p> <p>A motion was made to suspend the transition to a hybrid model in January or February, and instead commit to making an announcement to the school community about plans by Friday, March 5, 2021.</p> <p><i>Se hizo una moción para suspender la transición a un modelo de aprendizaje híbrido en enero o febrero y, en cambio, comprometerse a hacer un anuncio a la comunidad escolar para el viernes 5 de marzo de 2021.</i></p> <p>1st Motion/1^a Moción: Pedro León 2nd Motion/2^a Moción: Nadeen Ruiz Absences/Ausencias: None/ninguna Abstentions/Abstenciones: None/ninguna The motion passed with eight votes. / <i>La moción pasó con ocho votos.</i></p>
	Public Comments <i>Comentarios Públicos</i>	None/Ninguno
IV.B	Comprehensive Coordinated Early Intervening Services Plan/ Plan Integral de Servicios Coordinados de Intervención Temprana	<p>Isela Mendez, LAS Special Education Coordinator, gave a presentation about the Comprehensive Coordinated Early Intervening Services Plan. The plan addresses the disproportionate identification of Hispanic students in the area of Speech and language based on 2018-2019 data.</p> <p><i>Isela Méndez, Coordinadora de Educación Especial de LAS, hizo una presentación sobre el Plan Integral de Servicios Coordinados de Intervención Temprana. El plan aborda la identificación desproporcionada de estudiantes hispanos en el área del habla y el lenguaje según los datos de 2018-2019.</i></p> <p>A motion was made to approve the LAS Comprehensive Coordinated Early Intervening Services Plan.</p> <p><i>Se hizo una moción para aprobar el Plan Integral de Servicios Coordinados de Intervención Temprana.</i></p> <p>1st Motion/1^a Moción: Nadeen Ruiz 2nd Motion/2^a Moción: Fernando Aceves Absences/Ausencias: None/ninguna Abstentions/Abstenciones: None/ninguna The motion passed with eight votes. / <i>La moción pasó con ocho votos.</i></p>

	Public Comments <i>Comentarios Públicos</i>	None/ <i>Ninguno</i>
IV.C	LAS Academic Accountability 101: Annual Progress Report <i>Información básica de responsabilidad académica: informe de progreso anual</i>	Teejay Bersola shared information about the Annual Progress Report (APR), an accountability report which is submitted to SCUSD on an annual basis. <i>Teejay Bersola compartió información sobre el Informe de progreso anual (APR), un informe de contabilidad que se entrega al SCUSD anualmente.</i>
	Public Comments <i>Comentarios Públicos</i>	None/ <i>Ninguno</i>
IV.D	Anti-Racism at LAS <i>Anti-racismo en LAS</i>	School Leadership provided an update regarding Anti-Racism at LAS. Claudia Ochoa and Eduardo de León spoke with Sonia Lewis about how to bring Anti-Racism work and conversations to our school community. / <i>El liderazgo escolar compartió un reporte sobre el trabajo de anti-racismo que se está llevando a cabo en LAS. Claudia Ochoa y Eduardo de León hablaron con Sonia Lewis sobre cómo llevar el trabajo y las conversaciones sobre el anti-racismo a nuestra comunidad escolar.</i>
	Public Comments <i>Comentarios Públicos</i>	None/ <i>Ninguno</i>
IV.E	Curriculum Design Committee	Gemma Jáuregui provided an update about the work being done by the Curriculum Design Team. / <i>Gemma Jáuregui brindó una actualización sobre el trabajo que está realizando el Equipo de Diseño Curricular.</i>
	Public Comments <i>Comentarios Públicos</i>	None/ <i>Ninguno</i>
IV.F	November Check Register <i>Registros de la cuenta bancaria del mes de noviembre</i>	A motion was made to approve the November 2020 Check Register. <i>Se hizo una moción para aprobar los registros de las cuentas bancarias del mes de octubre del 2020.</i> 1 st Motion/ <i>1ª Moción</i> : Nadeen Ruiz 2 nd Motion/ <i>2ª Moción</i> : Fernando Aceves Absences/ <i>Ausencias</i> : None/ <i>ninguna</i> Abstentions/ <i>Abstenciones</i> : Pedro León Motion passed with seven votes. / <i>La moción pasó con siete votos.</i>
	Public Comments <i>Comentarios Públicos</i>	None/ <i>Ninguno</i>
VIII. FUTURE MEETINGS/PRÓXIMA JUNTA		
<ol style="list-style-type: none"> Saturday, January 16, 2021 Governing Board Retreat / <i>sabado 16 de enero de 2021</i> Friday, January 22, 2021 Regular Board Meeting/<i>viernes 22 de enero del 2021 Junta Regular de la Mesa Directiva</i> 		
V.II FUTURE AGENDA ITEMS/TEMAS PARA AGENDAS FUTURAS		
VIII. ADJOURNMENT/CLAUSURA		
<p>A motion was made to adjourn the board meeting. / <i>Se hizo una moción para terminar la reunión de la Mesa.</i></p> <p>1st Motion/ <i>1ª Moción</i>: Pedro León 2nd Motion / <i>2ª Moción</i>: Gemma Jáuregui Absences / <i>Ausencias</i>: None / <i>Ninguna</i> Abstentions / <i>Abstenciones</i>: None / <i>Ninguna</i></p> <p>The motion passed with eight votes. / <i>La moción pasó con ocho votos.</i></p> <p>The board meeting was adjourned at 7:34PM. / <i>La reunión de la Mesa se terminó a las 7:34PM.</i></p>		



Board Meeting Date: January 22nd, 2021

Subject: Parent Council

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

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

Parent Council: The Parent Council met on Thursday, January 14th

- **Grade Level Representatives Updates-** Grade level representatives had no updates at this time.
- **Administration Updates-** Eduardo de Leon, Executive Director, shared an update on the family surveys: hybrid option vs distance learning. He also mentioned that a moving forward plan will be presented on March 5th based on data available, state and local guidance.
- **Fundraising– Box Tops:** Xochitl Laredo and Michelle Pena, who have been leading the Box Tops fundraiser in the past years, shared information on how to continue via downloading an App.
- **Student Appreciation-** PC is planning a student appreciation drive through on February 12th/13th with a “Friendship and Love” theme. More information will follow.
- **Miscellaneous/Reminders/Questions: PA and Governing Board meetings-** PC is encouraged to participate in the PA and Governing Board meetings.

Parent Council: Our next meeting will take place on Thursday, February 11th at 6pm via Zoom

Parent Association Meeting: Meeting was held on January 13th @ 5:30pm via Zoom.

- **Governing Board Report-** Teejay Bersola, Director of Academic Accountability, gave an overview on the family survey results and board action based on the results, state and local guidance.
- **Parent Council Report-** Parent Council is currently planning a student appreciation drive through on February 12th and 13th with the theme “Love and Friendship.”
- **School Leadership Report-** Laura Lomeli, Administrative Assistant, shared Open Enrollment Process and information.



Fecha de la Reunión: 22 de enero del 2021

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 enero.

- **Representantes de nivel de grado:** Los representantes de nivel de grado no tienen actualización por el momento.
- **Actualización de la Administración:** Eduardo de León, Director Ejecutivo, compartió información acerca de las recientes encuestas; aprendizaje a distancia vs híbrido. También habló acerca de presentar un plan de avance el 5 de marzo, basado en la información disponible, del estado y orientación local.
- **Recaudación de fondos- Box Tops** Xochitl Laredo y Michelle Pena, quienes han ayudado con esta recaudación por los últimos años, compartieron información acerca de cómo seguir recaudando fondos al descargar una aplicación de Box Tops.
- **Misceláneo/Recordatorios/Preguntas:** Se les anima al Concilio de padres a participar en las juntas de la Asociación de padres y de la Mesa directiva.

Junta de Asociación de Padres: La junta tuvo lugar el 13 de enero a las 5:30 por medio de Zoom.

- **Reporte de la Mesa Directiva-** Teejay Bersola, Directora de Responsabilidad Académica, ofreció una visión general basada de las encuestas de familias, información del estado y orientación local.
- **Reporte del Concilio de padres-** El Concilio de padres, actualmente está planeando un desfile de carros para febrero 12 y 13 con el tema de “Amor y Amistad” para celebrar a todos los estudiantes.
- **Informe del liderazgo escolar-** Laura Lomeli, Asistente Administrativa, compartió detalles e información acerca de la Inscripción Abierta.

Concilio de padres: La próxima reunión va a tomar lugar el jueves, 11 de febrero de 2021 a las 6pm por medio de Zoom.



Board Meeting Date: January 22, 2021

Subject: LAS Distance Learning (DiLe) Plan & Return to LAS Update

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

Information:

The Language Academy of Sacramento (LAS) remains steadfast in its commitment to fulfilling our charter mission. In the midst of the Covid-19 public health crisis, LAS will continue to pursue innovative ways and means to ensure that the three charter pillars: 1) Academics, 2) Business and Operations, and 3) Governance, work efficiently and efficaciously in tandem, to address the ever-dynamic emerging needs of its constituents. During the December 18 board meeting, the board voted to make an announcement based on current data and guidance to the school community about next steps during the first week of March.

Key Updates of the Return to LAS Plan:

Stakeholder Survey Data: Family and staff survey results were compiled and shared with the school community in the January school newsletter. This information was also shared during at the January Parent Association meeting.

Expansion of Learning Hubs: Prior to the winter break, LAS staff had begun to invite small groups of students onto campus for reasons ranging from academic support to special education assessments. Following the break, steps have been taken to expand on site support for students that have been especially challenged, including middle school students and those that receive special education support.

Sacramento Department of Public Health: As previously shared, school leadership has been able to meet with representatives from the Sacramento Department of Public Health (SDPH), including Dr. Olivia Kasirye, the SDPH Public Health Officer. Topics included have ranged from the ability for SDPH to review school reopening plans to the potential for a Covid-19 vaccine to be made available to school employees. For now, Sacramento County continues to be in the most restrictive purple tier which would not allow LAS to open.

Governor Newsom’s “Safe Schools for All” Plan and Pending Legislation: On December 30, 2020, Governor Gavin Newsom announced a “Safe Schools for All” plan to encourage more schools to reopen for in-person instruction in 2021. While this plan requires legislative approval, School Leadership will continue to monitor its implementation in addition to the assembly bills that were mentioned during the December board meeting. As a reminder, Assembly Budget Committee Chairman Phil Ting introduced a bill, AB 10, which states that “Under AB10, starting March 1, 2021, schools allowed to open under state



A California Public School

and county health orders (those in the Red, Orange, or Yellow tiers) must implement a plan to do so within two weeks, setting a clear threshold for when in-person instruction resumes. Local districts can still decide for themselves which in-person model best fits their student and workforce needs, including a hybrid format of both in-person and distance learning.” In addition, Assembly member Kevin Kiley has proposed AB 76, a bill that would require schools in the state’s red, orange and yellow tiers to begin planning for opening as soon as it is deemed safe to do so. Both of these bills are in draft form and have not received final approval.

Return to LAS Plan Next Steps:

- Continue to monitor the effectiveness of the Extended Distance Learning program for LAS staff, students and families
- Continue with the implementation of Learning Hubs including the option to expand these and serve a higher number of students
- Provide updates during Parent Association and Parent Council Meetings
- Continue to meet with representatives from SDPH and SCOE, as well as other school leaders to learn about best practices
- Update the Governing Board and community at the February meeting
- Ensure that staff and families receive advanced notice in anticipation of any change to the current educational model

Estimated Time of Presentation: 15 min
Submitted By: School Leadership
Date: 01222021

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



Fecha de la reunión: 22 de enero de 2021

Tema: Plan de aprendizaje a distancia de LAS (DiLe) y actualización del Plan de regreso

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

Información:

La Academia de Idiomas de Sacramento (LAS) se mantiene firme en su compromiso de cumplir con nuestra misión de nuestro chárter. En medio de la crisis de salud pública de Covid-19, LAS continuará buscando formas y medios innovadores para garantizar que los tres pilares del chárter: 1) Académicos, 2) Negocios y operaciones, y 3) Gobernanza funcionen en conjunto de manera eficiente y eficaz, para abordar las necesidades emergentes siempre dinámicas de sus miembros. Durante la reunión de la junta del 18 de diciembre, la mesa directiva votó para anunciar un plan basado en datos y consejo actual durante la primera semana de marzo.

Aspectos clave del Plan de regreso a LAS:

Encuesta de partes interesadas: Los resultados de la encuesta de las familias y el personal se compartieron con la comunidad en el boletín escolar de enero. Esta información también se compartió durante la junta de la Asociación de Padres de enero.

Expansión de centros de aprendizaje: Antes de las vacaciones de invierno, el personal de LAS había comenzado a invitar a pequeños grupos de estudiantes a la escuela por razones que incluyen el apoyo académico hasta las evaluaciones de educación especial. Después de las vacaciones, se han tomado medidas para expandir el apoyo en el sitio para los estudiantes que han sido especialmente desafiados, incluidos los estudiantes de secundaria y los que reciben apoyo de educación especial.

Departamento de Salud Pública de Sacramento: Como se compartió anteriormente, el liderazgo escolar ha podido reunirse con representantes del Departamento de Salud Pública de Sacramento (SDPH), incluida la Dra. Olivia Kasirye, Oficial de Salud Pública de SDPH. Los temas que se han tocado incluyen la capacidad de SDPH de revisar los planes de reapertura de la escuela hasta la posibilidad de que una vacuna de Covid-19 esté disponible para los empleados de las escuelas. Por ahora, el condado de Sacramento sigue estando en el nivel púrpura, el nivel más restrictivo que no permitiría la apertura de LAS.

Plan "Escuelas seguras para todos" del gobernador Newsom y legislación pendiente: el 30 de diciembre de 2020, el gobernador Gavin Newsom anunció un plan "Escuelas seguras para todos" para alentar a más escuelas a reabrir para recibir instrucción en persona en 2021. El plan, que aún requiere ser



A California Public School

aprobado, continuará siendo monitoreado por parte del liderazgo escolar. Además, los proyectos de ley de la asamblea que se mencionaron durante la reunión de la junta de diciembre también se formaron parte del proceso de monitoreo. Como recordatorio, el presidente del Comité de Presupuesto de la Asamblea, Phil Ting, presentó un proyecto de ley, AB 10, que establece que “Bajo AB10, a partir del 1 de marzo de 2021, las escuelas pueden abrir bajo las órdenes de salud del estado y del condado (aquellas en rojo, naranja o amarillo niveles) deben implementar un plan para hacerlo dentro de dos semanas, estableciendo un umbral claro para cuando se reanude la instrucción en persona. Los distritos locales aún pueden decidir por sí mismos qué modelo en persona se adapta mejor a las necesidades de los estudiantes y la fuerza laboral, incluido un formato híbrido de aprendizaje en persona y a distancia”. Además, el miembro de la Asamblea Kevin Kiley propuso AB 76, un proyecto de ley que requeriría que las escuelas en los niveles rojo, naranja y amarillo del estado comiencen a planificar la apertura tan pronto como se considere seguro hacerlo. Ambos proyectos de ley están en forma de borrador y no han recibido la aprobación final.

Próximos pasos de Plan de Regreso a LAS:

- Continuar monitoreando la efectividad del programa de aprendizaje a distancia extendido para el personal, los estudiantes y las familias de LAS
- Continuar con la implementación de “Centros de aprendizaje”, incluyendo la opción de ampliarlos e invitar a un mayor número de estudiantes.
- Proporcionar actualizaciones durante las reuniones de la Asociación de Padres y del Concilio de Padres
- Continuar reuniones con representantes de SDPH y SCOE, incluyendo líderes escolares para aprender de la mejores prácticas
- Actualizar a la Mesa Directiva y a la comunidad en la reunión de febrero
- Asegurarse de que el personal y las familias reciban un aviso con anticipación de cualquier cambio al modelo de aprendizaje actual



A California Public School

Agenda Item# IVB

Board Meeting Date: January 22, 2021

Subject: School Accountability Report Card (SARC)

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

Committee: School Leadership

Summary:

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

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

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

LAS SARC				
Members	Aye	Nay	Abstain	Absent
Sylvains, Nina				
Ruiz, Nadeen				
De Gonzalez, Julissa				
Kokayi, Nailah				
Aceves, Fernando				
Garcia, Cristian				
Jáuregui, Gemma				
Leon, Pedro				
Totals:				

Recommendation:

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

Documents Attached:

1. LAS SARC

<p>Estimated Time of Presentation: 15 min Submitted By: School Leadership Date: 01.19.2021</p>	<p>Pertinent Pages in () Charter, pages _____ () MOU, pages _____</p>
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A California Public School

Agenda Artículo# IVB

Fecha de la Reunión: 22 de enero de 2021

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

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

Comité: Liderazgo escolar

Resumen:

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

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

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

Recomendación

El liderazgo escolar recomienda que la Mesa Directiva apruebe el SARC

Documentos adjuntos

1. SARC

LAS SARC				
Members	Aye	Nay	Abstain	Absent
Sylvains, Nina				
Ruiz, Nadeen				
De Gonzalez, Julissa				
Kokayi, Nailah				
Aceves, Fernando				
Garcia, Cristian				
Jáuregui, Gemma				
Leon, Pedro				
Totals:				

Tiempo estimado para la presentación: 15 min.
Entregado por: Liderazgo Escolar
Fecha: 1.19.2021

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



[SARC Home](#) » The Language Academy of Sacramento

2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

School Accountability Report Card

Reported Using Data from the 2019–2020 School Year

California Department of Education

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

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

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)

District Name Sacramento City Unified

Phone Number (916) 643-9000

Superintendent Jorge Aguilar

Email Address superintendent@scusd.edu

Website <http://www.scusd.edu>

School Contact Information (School Year 2020–2021)

School Name The Language Academy of Sacramento

Street 2850 49th St.

City, State, Zip Sacramento, Ca, 95817-2303

Phone Number 916-277-7137

Principal Eduardo deLeon, Executive Director

Email Address edeleon@lasac.info

Website <http://www.language-academy-sac.com>

County-District-School (CDS) Code 34674390106898

Last updated: 1/7/2021

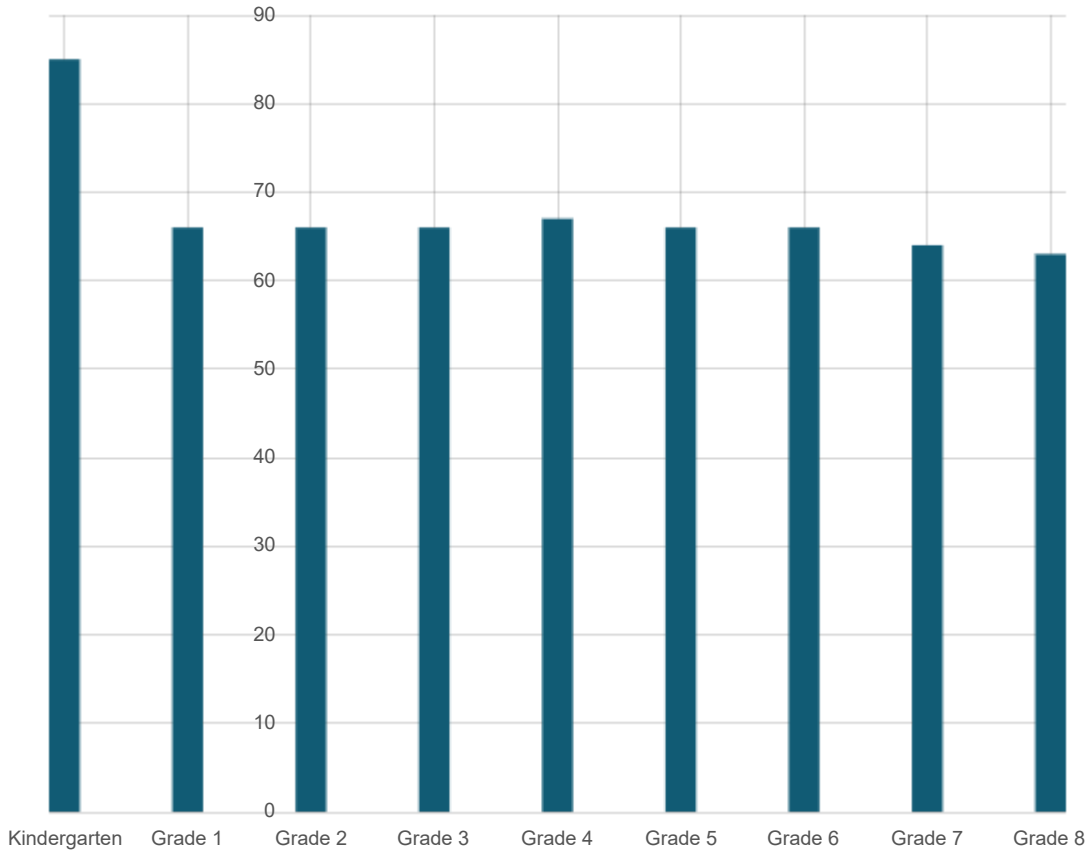
School Description and Mission Statement (School Year 2020–2021)

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

Last updated: 1/11/2021

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total
Number of Students	85	66	66	66	67	66	66	64	63	



Last updated: 1/11/2021

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or La
Percent of Total Enrollment	2.00 %	%	0.20 %	0.20 %	92.90 %
Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	
Percent of Total Enrollment	73.90 %	41.20 %	12.60 %	%	

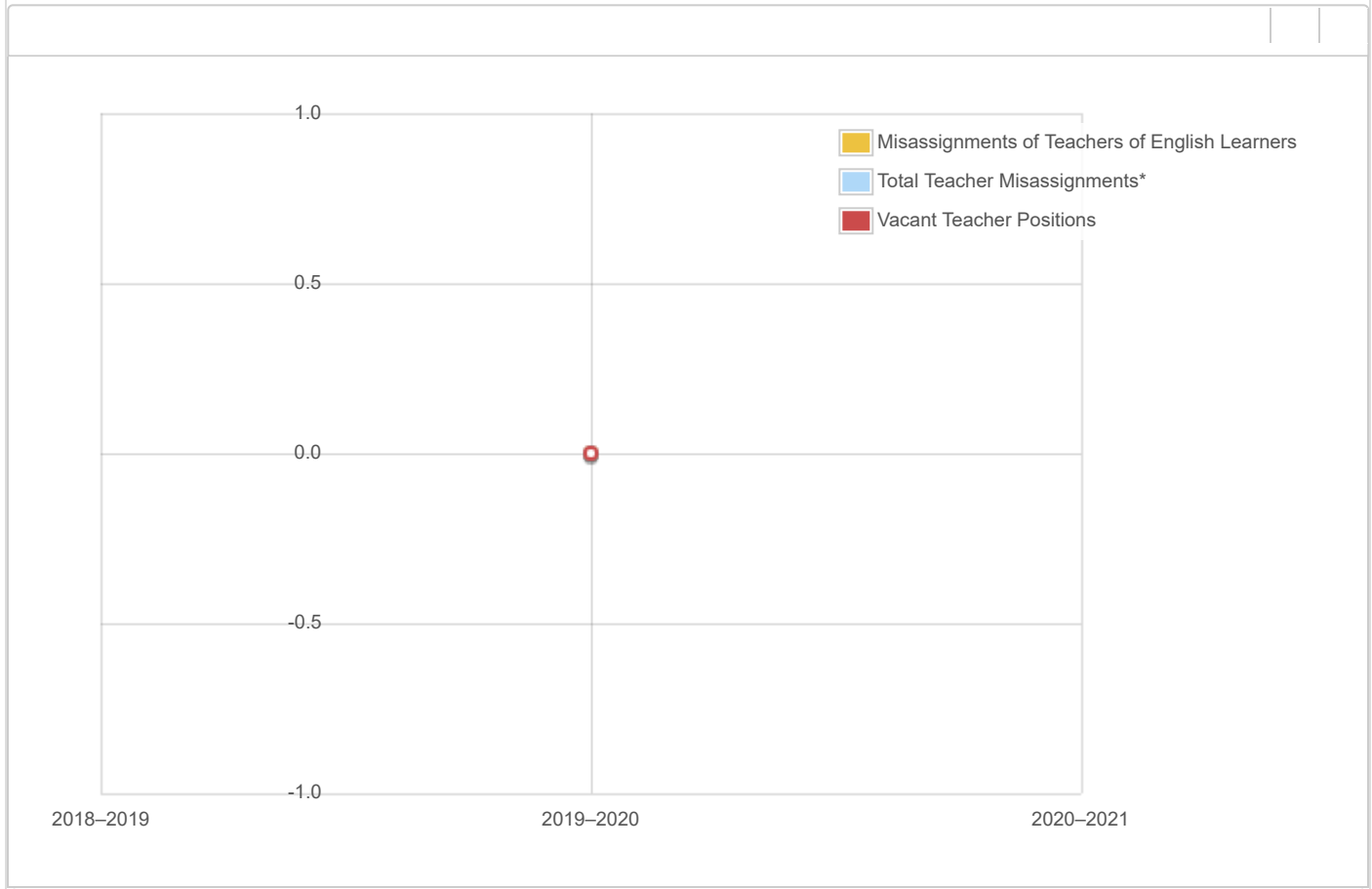
State Priority: Basic

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

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

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners		0	
Total Teacher Misassignments*		0	
Vacant Teacher Positions		0	



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

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

Last updated: 1/11/2021

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	GrK-5 McmillanMcGraw Hill Treasures, Columbia University Teacher's College Reading and Writing Projects (TCRWP) Units of Study Curriculum Gr6-Gr8 McDougal Littell, TCRWP Units of Study, ERWC	Yes	0.00 %
Mathematics	GrK-5 Eureka Math Gr6-Gr8 College Preparatory Mathematics	Yes	0.00 %
Science	Gr4-Gr5 Harcourt Brace Gr6-Gr8 Holt and Prentice Hall (Research/Pilot FY20)	Yes	0.00 %
History-Social Science	Gr4-Gr5 Harcourt Brace Gr6-Gr8 McDougal Littell	Yes	0.00 %
Foreign Language	Spanish Literacy: GrK-Gr6 Macmillan McGraw Hill Tesoros, TCRWP Units of Studu Gr7-Gr8 McDougal Littell (Language and AP Literature), TCRWP Units of Study, ERWC	Yes	0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/11/2021

School Facility Conditions and Planned Improvements

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.

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 hardtop. 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 complaint, fan in bathrooms 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.

LAS seeks the monetary support of the district to rehabilitate and modernize the remaining Core building areas: HVAC and roof. This is heightened importance due to COVID-19.

Rehabilitation and modernization of the Core building, Library, boys bathroom and girls bathroom is currently until further notice.

Last updated: 1/11/2021

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: October 2020

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

Overall Facility Rate

Year and month of the most recent FIT report: October 2020

Overall Rating

Good

Last updated: 1/11/2021

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

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

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

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

Subject	School 2018– 2019	School 2019– 2020	District 2018– 2019	District 2019– 2020	State 2018– 2019	State 2019– 2020
English Language Arts / Literacy (grades 3-8 and 11)	43.0%	N/A	43.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	36.0%	N/A	36.0%	N/A	39%	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in

this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/11/2021

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/11/2021

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/11/2021

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

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	26	N/A	25	N/A	30	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 1/11/2021

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant	N/A	N/A	N/A	N/A	N/A

Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/11/2021

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2019–2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
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Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 1/11/2021

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020–2021)

Governing Board

The Governing Board is responsible for adopting a school-wide vision with programmatic goals, aligned school policies and procedures, and the yearly budget. The Board is composed of nine voting members elected by their peers and/or the LAS Community: three community members, three parent representatives, and three teacher/staff representatives. The combination of staff, parent, and community membership ensures that the voice of each group of stakeholders is taken into consideration. The Governing Board meets monthly; Board agendas are posted at the school office, on the school website (www.lasac.info), hard copies are available upon request at the school. Parents and community members are encouraged to attend Board meetings. Information on how to give input at Board meetings is available at all Board meetings.

Parent Council/Parent Association

The Parent Council is the elected body representing LAS parents and the organization responsible for involving parents in

the activities of the school for the purpose of strengthening the LAS community. The Parent Council consists of non-voting officers such as President, Vice-President, Secretary, Treasurer that are elected by the existing Parent Council Members. In addition, voting classroom representative for each grade level that are elected by Language Academy parents. A language balance is sought within the Parent Council. All parents are encouraged to attend Parent Council meetings. Parent Council events will be attended by the School Administration, teachers, parents, and students. All parents of LAS students are members of the Parent Association. The sole purpose of the Parent Association is to support the mission of the Language Academy of Sacramento. Parent Association meetings will be held monthly, and will be planned and led by School Leadership and the Parent Council. The Parent Council will generate topics of interest from parents for these meetings. These meetings will provide an opportunity for parents to communicate with school staff and get to know other parents.

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

Participation in Advisory Councils

A parent or guardian has the right to participate as a member of the English Language Advisory Committee, a Parental Council, School Site Council or Governing Board in accordance with the rules governing parent or guardian memberships in those organizations.

English Learners Advisory Committee

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

Last updated: 1/11/2021

State Priority: Pupil Engagement

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

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

State Priority: School Climate

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

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

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	Suspensions	Expulsions
School 2017–2018	0.80%	0.00%
School 2018–2019	1.20%	0.00%
District 2017–2018	6.20%	0.00%
District 2018–2019	5.60%	0.00%
District 2018–2019	3.50%	0.10%
District 2018–2019	3.50%	0.10%

**State
2017–2018**

Suspensions and Expulsions for School Year 2019–2020 Only

State (data collected between July through February, partial school year due to the COVID-19 pandemic)

2019–2020

Rate	Suspensions	Expulsions
School 2019–2020	1.20%	0.00%
District 2019–2020	5.60%	0.04%
District 2019–2020	--	--

**State
2019–2020**

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

Last updated: 1/11/2021

School Safety Plan (School Year 2020–2021)

The Language Academy of Sacramento has adopted and implemented a comprehensive set of health, safety, and risk management policies. These policies were developed in consultation with the school’s insurance carriers, applicable laws and regulations, and approved by the LAS Governing Board.

IMMUNIZATIONS

All LAS staff and students enrolled shall be required to provide records documenting immunizations as is required at public schools. Health and Safety Code Sections 120325-120375, and Title 17, CA Code of Regulations Sections 6000-6075.

SCREENINGS

LAS adheres to the requirement regarding screening of pupils for vision, hearing, and scoliosis as applicable to grade levels served by the school. Ed Code 49450, et seq.

ADMINISTRATION OF MEDICATIONS

LAS adheres to the requirement regarding administration of medication in school per the California Department of Education’s guidance and applicable law. Ed Code 49423.

ZERO TOLERANCE FOR USE OF DRUGS AND TOBACCO

ZERO TOLERANCE FOR USE OF DRUGS AND TOBACCO

LAS shall function as a drug, alcohol, marijuana, and tobacco free workplace.

BACKGROUND CHECK

LAS adheres to the requirement that each employee of the school submits to a criminal background check and furnishes a criminal record summary as required by Education Code Section 44237.

MANDATED REPORTING

LAS adheres to the requirement that all staff, including teachers and non-teachers, shall be mandated child abuse reporters, and will be required to complete training on "Child Abuse: Mandatory Reporting," and will follow all applicable reporting laws.

EARTHQUAKE AND NATURAL DISASTER PREPAREDNESS

LAS adheres to the requirement that staff participate in school-wide training in response to natural disasters and other emergencies, including flood, civil unrest, fires, and earthquakes.

BLOODBORNE PATHOGENS

LAS adheres to the state and federal standards that address prevention of contact with bloodborne pathogens.

STAFF TRAINING TO INCLUDE EMERGENCY AND FIRST AID RESPONSE

LAS adheres to the requirement that staff are trained in emergency response, including appropriate "first responder" training or its equivalent.

SAFETY TRAINING

LAS shall comply with safety protocols such as conducting fire drills as required under Ed Code 32001 and check that the sprinkler system, fire extinguishers and fire alarms are in operable conditions. LAS shall conduct fire drills per required by law.

FACILITIES ADA COMPLIANCE AND SEISMIC SAFETY

LAS leases its facility from SCUSD and receives certification through SCUSD that school facilities have received state Fire Marshal approval and have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard. The school has facilities improvement plans to ensure that the school is accessible to all staff and students.

TUBERCULOSIS

LAS adheres to the requirement that all faculty and staff shall be tested/examined for tuberculosis prior to commencing employment. Ed. Code 49406

COVID-19 Safety Protocols: Posted on the school website

Last updated: 1/11/2021

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

Average Class Size and Class Size Distribution (Elementary) School Year (2017–2018)

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

Number of Classes * 33+ * Number of classes indicates how many classes fall into each size category (a range of total students per class).

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

Average Class Size and Class Size Distribution (Elementary) School Year (2018–2019)

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

**Number of Classes *
33+** * Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2019–2020)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	21.00	22.00	22.00	22.00	22.00	22.00	18.00	
Number of Classes * 1-20	1						19	
		3	3	3	3	3		
Number of Classes * 21-32	3						10	
							3	

**Number of Classes *
33+**

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes. Last updated: 1/11/2021

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

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

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

grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

Subject	English	Mathematics	Science	Social Science
Average Class Size	21.00	21.00	16.00	14.00
Number of Classes * 1-22	5	5	8	11
Number of Classes * 23-32	2	1		

**Number of Classes *
33+**

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

Last updated: 1/11/2021

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	609.0

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

Last updated: 1/11/2021

Student Support Services Staff (School Year 2019–2020)**Number of FTE* Assigned to School**

Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.80
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.70

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

Last updated: 1/11/2021

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$75296.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7750.12	\$83052.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/11/2021

Professional Development

Measure	2018– 2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	10	20	30
Questions: SARC TEAM sarc@cde.ca.gov 916-319-0406			
California Department of Education 1430 N Street Sacramento, CA 95814			



[Inicio del SARC](#) » La Academia de Idiomas de Sacramento

Informe de responsabilidad escolar 2019-2020

[Descarga de responsabilidad de traducción](#)

Informe de responsabilidad escolar Reportado usando datos del año escolar 2019-2020 Departamento de Educación de California

Para el 1 de febrero de cada año, la ley estatal exige que todas las escuelas de California publiquen un Informe de responsabilidad escolar (SARC). El SARC contiene información sobre la condición y el rendimiento de cada escuela pública de California. Bajo la Fórmula de Financiamiento de Control Local (LCFF), todas las agencias educativas locales (LEA) deben preparar un Plan de Responsabilidad y Control Local (LCAP), que describe cómo pretenden cumplir con las metas anuales específicas de la escuela para todos los alumnos, con actividades específicas para abordar las prioridades estatales y locales. Además, los datos reportados en un LCAP deben ser consistentes con los datos reportados en el SARC.

- Para obtener más información sobre los requisitos del SARC, consulte la página web del SARC del Departamento de Educación de California (CDE) en <https://w>
- Para obtener más información sobre LCFF o LCAP, consulte la página web de CDE LCFF en <https://www.cde.ca.gov/fg/aa/lc/>.
- Para obtener información adicional sobre la escuela, los padres / tutores y miembros de la comunidad deben comunicarse con el director de la escuela o la oficina



Original text

Additionally, data reported in ar reported in the SARC.

[Contribute a better translation](#)

DataQuest

DataQuest es una herramienta de datos en línea ubicada en la página web de CDE DataQuest en <https://dq.cde.ca.gov/dataquest/> que contiene información adicional sobre esta escuela y comparaciones de la escuela con el distrito y el condado. Específicamente, DataQuest es un sistema dinámico que proporciona informes para la rendición de cuentas (por ejemplo, datos de exámenes, inscripción, graduados de la escuela secundaria, abandonos, inscripciones en cursos, dotación de personal y datos sobre los estudiantes de inglés).

Panel de control de la escuela de California

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
District Name	Sacramento City Unified
Phone Number	(916) 643-9000
Superintendent	Jorge Aguilar
Email Address	superintendent@scusd.edu
Website	http://www.scusd.edu

School Contact Information (School Year 2020–2021)

School Name	The Language Academy of Sacramento
Street	2850 49th St.
City, State, Zip	Sacramento, Ca, 95817-2303
Phone Number	916-277-7137
Principal	Eduardo deLeon, Executive Director
Email Address	edeleon@lasac.info
Website	http://www.language-academy-sac.com
County-District-School (CDS) Code	34674390106898

Last updated: 1/7/2021

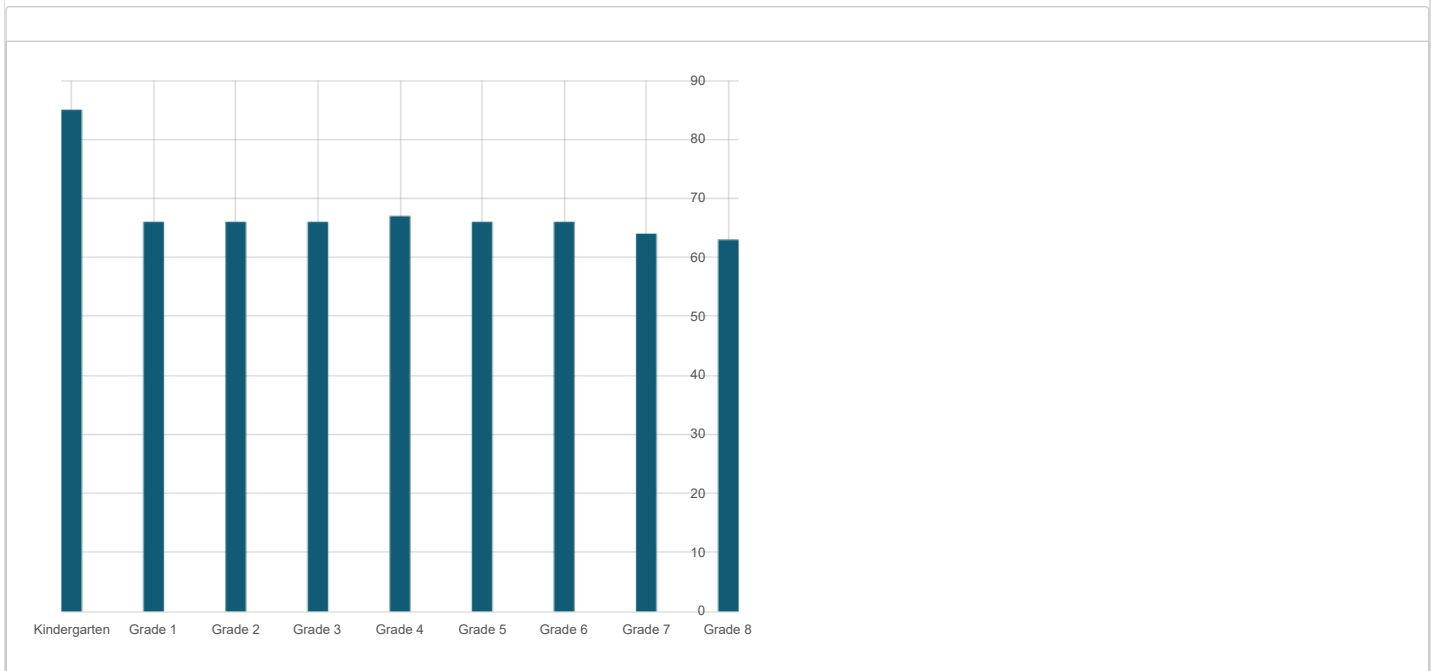
School Description and Mission Statement (School Year 2020–2021)

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

Last updated: 1/11/2021

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
Number of Students	85	66	66	66	67	66	66	64	63	609



Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Native Hawaiian or Pacific Islander	White	Two or More Ra
Percent of Total Enrollment	2.00 %	%	0.20 %	0.20 %	92.90 %	%	3.60 %	1.10 %
Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	Homeless			
Percent of Total Enrollment	73.90 %	41.20 %	12.60 %	%	0.50 %			

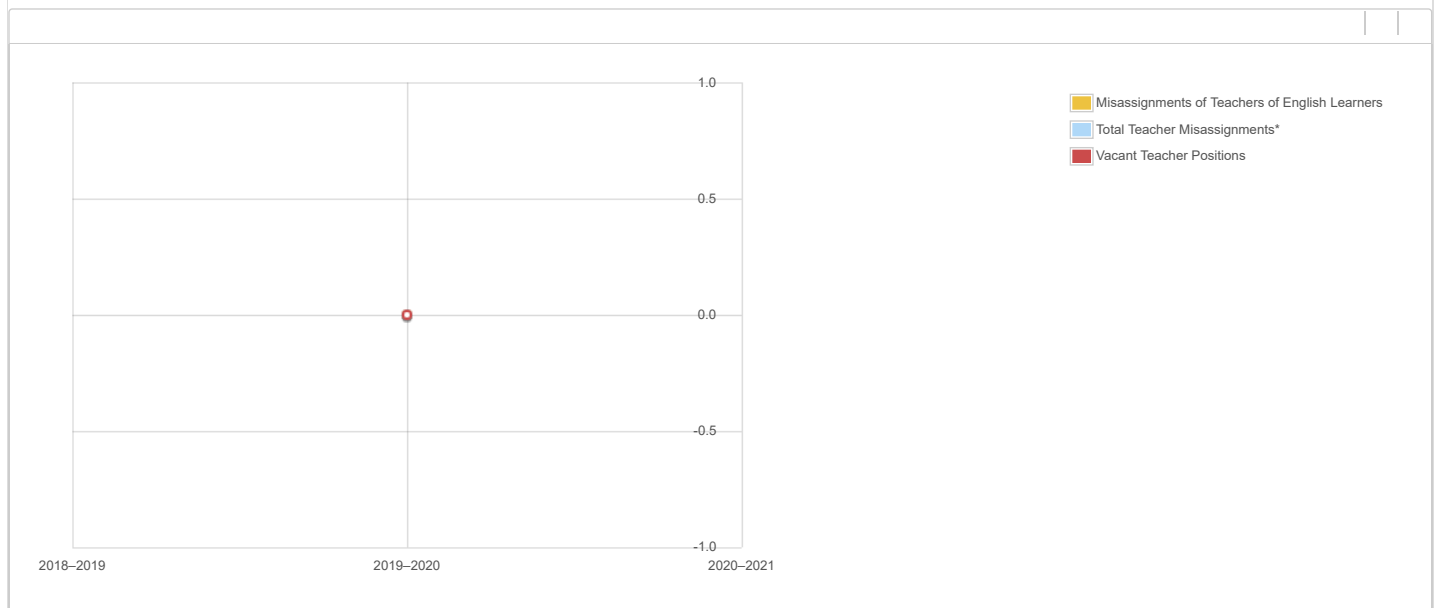
State Priority: Basic

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

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

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners		0	
Total Teacher Misassignments*		0	
Vacant Teacher Positions		0	



Nota: "Asignaciones incorrectas" se refiere a la cantidad de puestos ocupados por maestros que carecen de autorización legal para enseñar ese nivel de grado, materia, grupo de estudiantes, etc.

* Las asignaciones incorrectas de maestros incluyen la cantidad de asignaciones incorrectas de maestros de estudiantes de inglés.

Última actualización: 1/11/2021

Calidad, vigencia, disponibilidad de libros de texto y otros materiales educativos (año escolar 2020-2021)

Año y mes en que se recopilaron los datos: octubre de 2019

Tema	Libros de texto y otros materiales didácticos / año de adopción	¿De la adopción más reciente?	Porcentaje de estudiantes sin copia propia asignada
Lectura / Artes del lenguaje	GrK-5 McmillanMcGraw Hill Treasures, Universidad de Columbia Teacher's College Reading and Writing Projects (TCRWP) Unidades de estudio del plan de estudios Gr6-Gr8 McDougal Littell, Unidades de estudio de TCRWP, ERWC	si	0,00%
Matemáticas	GrK-5 Eureka Math Matemáticas preparatorias universitarias de grados 6 a 8	si	0,00%

Tema	Libros de texto y otros materiales didácticos / Año de adopción	¿De la adopción más reciente?	Porcentaje de estudiantes sin copia propia asignada
Ciencias	Brazalete Harcourt Gr4-Gr5 Gr6-Gr8 Holt y Prentice Hall (Investigación / Piloto FY20)	si	0,00%
Historia-Ciencias Sociales	Brazalete Harcourt Gr4-Gr5 Gr6-Gr8 McDougal Littell	si	0,00%
Idioma extranjero	Alfabetización en español: GrK-Gr6 Macmillan McGraw Hill Tesoros, Unidades TCRWP de Studu Gr7-Gr8 McDougal Littell (Lenguaje y literatura AP), Unidades de estudio de TCRWP, ERWC	si	0,00%
Salud			0,00%
Artes visuales y escénicas			0,0%
Science Lab Eqpmt (grados 9-12)	N / A	N / A	0,0%

Nota: las celdas con valores N / A no requieren datos.

Última actualización: 1/11/2021

Condiciones de las instalaciones escolares y mejoras planificadas

Las áreas centrales del edificio (aulas AQ, MP, cocina, oficina y baños) están en condiciones regulares a malas. Las áreas de rehabilitación y nueva construcción de LAS están en excelentes condiciones.

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. Serval 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 hardtop. 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 complaint, fan in bathrooms 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.

LAS seeks the monetary support of the district to rehabilitate and modernize the remaining Core building areas: HVAC and roof. This is heightened importance due to COVID-19.

Rehabilitation and modernization of the Core building, Library, boys bathroom and girls bathroom is currently until further notice.

Last updated: 1/11/2021

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: October 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	Core building HVAC needs modernization updates.
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	Core building needs to be modernized to align with increasing technology use in the classroom
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	

Safety: Fire Safety, Hazardous materials	Good	
System Inspected	Rating	Repair Needed and Action Taken or Planned

Structural: Structural Damage, Roofs	Fair	Core building roofing need to be modernized.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: October 2020

Overall Rating	Good
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Last updated: 1/11/2021

State Priority: Pupil Achievement

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

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

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

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

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

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

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts / Literacy (grades 3-8 and 11)	43.0%	N/A	43.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	36.0%	N/A	36.0%	N/A	39%	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year. Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/11/2021

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/11/2021

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/11/2021

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

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	26	N/A	25	N/A	30	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Última actualización: 1/11/2021

Resultados de las pruebas CAASPP en ciencias por grupo de estudiantes de quinto, octavo grado y escuela secundaria (año escolar 2019-2020)

Grupo de estudiantes	Matrícula Total	Número probado	Porcentaje probado	Porcentaje no probado	Porcentaje alcanzado o superado
Todos los estudiantes	N / A	N / A	N / A	N / A	N / A
Masculino	N / A	N / A	N / A	N / A	N / A
Hembra	N / A	N / A	N / A	N / A	N / A
Negro o afroamericano	N / A	N / A	N / A	N / A	N / A
Indio americano o nativo de Alaska	N / A	N / A	N / A	N / A	N / A
asiático	N / A	N / A	N / A	N / A	N / A
Filipino	N / A	N / A	N / A	N / A	N / A
hispano o latino	N / A	N / A	N / A	N / A	N / A
Nativo de Hawái o de las islas del Pacífico	N / A	N / A	N / A	N / A	N / A
Blanco	N / A	N / A	N / A	N / A	N / A
Dos o mas carreras	N / A	N / A	N / A	N / A	N / A
En desventaja socioeconómica	N / A	N / A	N / A	N / A	N / A
Aprendices de ingles	N / A	N / A	N / A	N / A	N / A
Estudiantes con discapacidades	N / A	N / A	N / A	N / A	N / A
Estudiantes que reciben servicios de educación migrante	N / A	N / A	N / A	N / A	N / A
Juventud de crianza	N / A	N / A	N / A	N / A	N / A
Vagabundo	N / A	N / A	N / A	N / A	N / A

Nota: las celdas con valores N / A no requieren datos.

Nota: Los datos de 2019-2020 no están disponibles. Debido a la pandemia de COVID-19, se emitió la Orden Ejecutiva N-30-20 que eximió el requisito de exámenes estatales para el año escolar 2019-2020.

Última actualización: 1/11/2021

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2019–2020)

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

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 1/11/2021

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020–2021)

Governing Board

The Governing Board is responsible for adopting a school-wide vision with programmatic goals, aligned school policies and procedures, and the yearly budget. The Board is composed of nine voting members elected by their peers and/or the LAS Community: three community members, three parent representatives, and three teacher/staff representatives. The combination of staff, parent, and community membership ensures that the voice of each group of stakeholders is taken into consideration. The Governing Board meets monthly; Board agendas are posted at the school office, on the school website (www.lasac.info), hard copies are available upon request at the school. Parents and community members are encouraged to attend Board meetings. Information on how to give input at Board meetings is available at all Board meetings.

Parent Council/Parent Association

The Parent Council is the elected body representing LAS parents and the organization responsible for involving parents in the activities of the school for the purpose of strengthening the LAS community. The Parent Council consists of non-voting officers such as President, Vice-President, Secretary, Treasurer that are elected by the existing Parent Council Members. In addition, voting classroom representative for each grade level that are elected by Language Academy parents. A language balance is sought within the Parent Council. All parents are encouraged to attend Parent Council meetings. Parent Council events will be attended by the School Administration, teachers, parents, and students.

All parents of LAS students are members of the Parent Association. The sole purpose of the Parent Association is to support the mission of the Language Academy of Sacramento. Parent Association meetings will be held monthly, and will be planned and led by School Leadership and the Parent Council. The Parent Council will generate topics of interest from parents for these meetings. These meetings will provide an opportunity for parents to communicate with school staff and get to know other parents.

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

Participation in Advisory Councils

A parent or guardian has the right to participate as a member of the English Language Advisory Committee, a Parental Council, School Site Council or Governing Board in accordance with the rules governing parent or guardian memberships in those organizations.

English Learners Advisory Committee

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

Last updated: 1/11/2021

State Priority: Pupil Engagement

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

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

State Priority: School Climate

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

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

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	Suspensions	Expulsions
School 2017–2018	0.80%	0.00%
School 2018–2019	1.20%	0.00%
District 2017–2018	6.20%	0.00%
District 2018–2019	5.60%	0.10%
	3.50%	0.10%

State
2017–2018
State
2018–2019

Suspensions and Expulsions for School Year 2019–2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	Suspensions	Expulsions
School 2019–2020	1.20%	0.00%
District 2019–2020	5.60%	0.04%
State 2019–2020	--	--

State 2019–2020

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

Last updated: 1/11/2021

School Safety Plan (School Year 2020–2021)

The Language Academy of Sacramento has adopted and implemented a comprehensive set of health, safety, and risk management policies. These policies were developed in consultation with the school's insurance carriers, applicable laws and regulations, and approved by the LAS Governing Board.

IMMUNIZATIONS

All LAS staff and students enrolled shall be required to provide records documenting immunizations as is required at public schools. Health and Safety Code Sections 120325-120375, and Title 17, CA Code of Regulations Sections 6000-6075.

SCREENINGS

LAS adheres to the requirement regarding screening of pupils for vision, hearing, and scoliosis as applicable to grade levels served by the school. Ed Code 49450, et seq.

ADMINISTRATION OF MEDICATIONS

LAS adheres to the requirement regarding administration of medication in school per the California Department of Education's guidance and applicable law. Ed Code 49423.

ZERO TOLERANCE FOR USE OF DRUGS AND TOBACCO

LAS shall function as a drug, alcohol, marijuana, and tobacco free workplace.

BACKGROUND CHECK

LAS adheres to the requirement that each employee of the school submits to a criminal background check and furnishes a criminal record summary as required by Education Code Section 44237.

MANDATED REPORTING

LAS adheres to the requirement that all staff, including teachers and non-teachers, shall be mandated child abuse reporters, and will be required to complete training on "Child Abuse: Mandatory Reporting," and will follow all applicable reporting laws.

EARTHQUAKE AND NATURAL DISASTER PREPAREDNESS

LAS adheres to the requirement that staff participate in school-wide training in response to natural disasters and other emergencies, including flood, civil unrest, fires, and earthquakes.

BLOODBORNE PATHOGENS

LAS adheres to the state and federal standards that address prevention of contact with bloodborne pathogens.

STAFF TRAINING TO INCLUDE EMERGENCY AND FIRST AID RESPONSE

LAS adheres to the requirement that staff are trained in emergency response, including appropriate "first responder" training or its equivalent.

SAFETY TRAINING

LAS shall comply with safety protocols such as conducting fire drills as required under Ed Code 32001 and check that the sprinkler system, fire extinguishers and fire alarms are in operable conditions. LAS shall conduct fire drills per required by law.

FACILITIES ADA COMPLIANCE AND SEISMIC SAFETY

LAS leases its facility from SCUSD and receives certification through SCUSD that school facilities have received state Fire Marshal approval and have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard. The school has facilities improvement plans to ensure that the school is accessible to all staff and students.

TUBERCULOSIS

LAS adheres to the requirement that all faculty and staff shall be tested/examined for tuberculosis prior to commencing employment. Ed. Code 49406

COVID-19 Safety Protocols: Posted on the school website

Last updated: 1/11/2021

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

Average Class Size and Class Size Distribution (Elementary) School Year (2017–2018)

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

Number of Classes * * Number of classes indicates how many classes fall into each size category (a range of total students per class).
33+ ** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018–2019)

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

Number of Classes * 33+ * Number of classes indicates how many classes fall into each size category (a range of total students per class). ** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2019–2020)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	21.00	22.00	22.00	22.00	22.00	22.00	18.00	
Number of Classes * 1-20	1							19
	3	3	3	3	3			
Number of Classes * 21-32								10
								3

Number of Classes * 33+

* El número de clases indica cuántas clases caen en cada categoría de tamaño (un rango del total de estudiantes por clase).

** La categoría "Otro" es para clases de niveles de varios grados.

Última actualización: 1/11/2021

Tamaño promedio de clase y distribución del tamaño de clase (secundaria) (año escolar 2017-2018)

Tema	English	Mathematics	Science	Social Science
Tamaño promedio de clase	20.00	20.00	16.00	17.00
Número de clases * 1-22	2	2	7	8
Número de clases * 23-32	4	3		

Number of classes * 33+ * Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

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

Number of Classes * 33+ * Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

English	Mathematics	Science	Social Science
21.00	21.00	16.00	14.00
5	5	8	11
2	1		

Subject

Average Class Size

Number of Classes *

1-22

Number of Classes *

23-32

Number of Classes *

33+

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

Last updated: 1/11/2021

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	609.0

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

Last updated: 1/11/2021

Student Support Services Staff (School Year 2019–2020)

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.80
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.70

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

Last updated: 1/11/2021

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

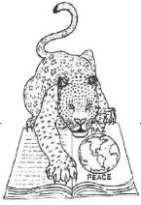
Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$75296.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7750.12	\$83052.00
Percent Difference – School Site and State	N/A	N/A	--	--

Nota: las celdas con valores N / A no requieren datos.

Última actualización: 1/11/2021

Desarrollo profesional

Medida	2018-2019	2019-2020	2020-2021
Número de días escolares dedicados al desarrollo del personal y la mejora continua	10	20	30
Preguntas: EQUIPO SARC sarc@cde.ca.gov 916-319-0406			
Departamento de Educación de California 1430 N Street Sacramento, CA 95814			



A California Public School

Agenda Item #IVC

Board Meeting Date: January 22, 2021

Subject: Anti-Racism at LAS

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

Committee: School Leadership

During the December 18, 2020 board meeting, school leadership shared a summary of steps taken to ensure that we are able to confidently apply anti-racist words, concepts, metaphors and frames to all aspects of work at LAS.

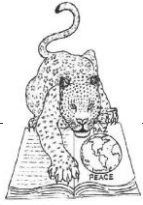
As we move forward with the goal of developing our anti-racist framework, the following is an update of actions taken and planned:

- LAS staff met for a professional development meeting with Dr. Dale Allender on January 15, 2020. The next meeting is scheduled for April 16, 2021.
- School Leadership and Claudia Ochoa continue to engage with Sonia Lewis, President and CEO of Ascribe Consulting, to plan anti-racist educational program for LAS parents. Information will be shared with the community in the coming weeks.

School leadership continues to be committed to providing the board and our school community with regular updates around these and other areas.

Estimated Time of Presentation: 10 min
Submitted By: School Leadership
Date: 01192021

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



A California Public School

Agenda Artículo #IVC

Fecha de la Reunión: 22 de enero de 2021

Tema: Anti-racismo en LAS

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

Comité: Liderazgo Escolar

Durante la junta de la mesa directiva que se llevó a cabo el 18 de noviembre, el liderazgo escolar compartió algunos pasos que se han tomado para poder aplicar con confianza las palabras, conceptos, metáforas y marcos anti-racistas en todos los aspectos del trabajo en LAS.

Al seguir desarrollando un marco de referencia anti-racista en LAS, los siguientes son pasos que se han tomado o que se tomarán:

- El personal de LAS se reunió para una junta de desarrollo profesional con el Dr. Dale Allender el 15 de enero de 2020. La próxima reunión se llevará a cabo el 16 de abril de 2021.
- El liderazgo escolar y Claudia Ochoa siguen en comunicación con Sonia Lewis, presidenta y directora ejecutiva de Ascribe Consulting, para planear un programa educativo antirracista para padres de LAS. Información se compartirá con la comunidad en las próximas semanas.

El liderazgo escolar continúa con el compromiso de proveer reportes actualizados sobre nuestra agenda enfocada en el anti-racismo a nuestra comunidad de una forma regular.

<p>Estimated Time of Presentation: 10 min Submitted By: School Leadership Date: 01192021</p>

<p>Pertinent Pages in () Charter, pages _____ () MOU, pages _____</p>
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A California Public School

Agenda Item# IVD

Board Meeting Date: January 22, 2021

Subject: Monthly Financials – November 2020

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

Committee: School Leadership

Summary:

No notable expense variances for the month of November.

Cash deferrals continue to be implemented by the State. The impact of these deferrals are minimal due to the school's strong reserve.

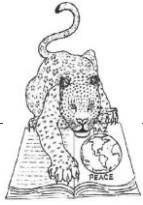
School Leadership, in partnership with EdTec, will present the closure of the LLMF funds and Annual Audit report at the February Board Meeting.

Documents Attached:

1. Monthly Financials YTD – November 2020
2. Monthly Cash Flow – November 2020
3. Monthly Balance Sheet – November 2020

Estimated Time of Presentation: 5 min
Submitted By: School Leadership
Date: 01/20/21

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



A California Public School

Agenda Artículo# IVD

Fecha de la Reunión: 22 de enero del 2021

Tema: Estados Financieros Mensuales – Noviembre 2020

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

Comité: Liderazgo Escolar

Resumen:

El mes de noviembre no tuvo variaciones de gastos notables.

Los aplazamientos de fondos continúan aplicándose en el Estado. El impacto de estos aplazamientos es mínimo debido a la fuerte reserva de la escuela.

El liderazgo escolar, en conjunto con EdTec, presentará el reporte final de los fondos LLMF y el informe del reviso fiscal anual en la reunión de la Mesa de Directivo de febrero.

Documento adjunto:

1. Finanzas mensuales hasta la fecha - noviembre de 2020
2. Flujo de caja mensual - noviembre de 2020
3. Balance mensual - noviembre de 2020

Language Academy
Income Statement
As of Nov FY2021

	Actual			YTD	Budget					
	Sep	Oct	Nov	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
SUMMARY										
Revenue										
LCFF Entitlement	454,325	-	1,003,560	1,636,074	5,443,081	5,948,803	5,948,803	-	4,312,729	28%
Federal Revenue	533,138	-	-	533,138	441,372	973,397	973,397	-	440,259	55%
Other State Revenues	82,494	31,753	31,753	201,194	662,285	711,442	711,442	-	510,248	28%
Local Revenues	1,606	1,320	728	5,106	33,300	33,300	33,300	-	28,194	15%
Fundraising and Grants	2,240	-	156	2,451	25,000	25,000	25,000	-	22,549	10%
Total Revenue	1,073,803	33,073	1,036,197	2,377,963	6,605,038	7,691,942	7,691,942	-	5,313,978	31%
Expenses										
Compensation and Benefits	440,300	447,602	510,650	1,697,377	4,547,425	4,779,328	4,779,328	-	3,081,951	36%
Books and Supplies	101,878	79,833	44,430	297,710	298,630	607,130	607,130	-	309,420	49%
Services and Other Operating Expenditures	76,235	26,455	37,380	233,717	1,223,219	1,313,718	1,313,718	-	1,080,000	18%
Depreciation	-	-	-	-	555,000	555,000	555,000	-	555,000	0%
Other Outflows	14,606	-	-	21,290	-	-	-	-	(21,290)	
Total Expenses	633,019	553,890	592,459	2,250,094	6,624,275	7,255,175	7,255,175	-	5,005,081	31%
Operating Income	440,784	(520,818)	443,738	127,869	(19,237)	436,766	436,766	-	308,897	
Fund Balance										
Beginning Balance (Unaudited)					9,718,424	9,867,341	9,867,341			
Operating Income					(19,237)	436,766	436,766			
Ending Fund Balance					9,699,187	10,304,107	10,304,107			
Fund Balance as a % of Expenses					146%	142%	142%			

Language Academy
Income Statement
As of Nov FY2021

	Actual			YTD	Budget					
	Sep	Oct	Nov	Actual YTD	Approved	Previous	Current	Previous	Current	% Current
					Budget v1	Forecast	Forecast	Forecast vs. Current Forecast	Forecast Remaining	Forecast Spent
KEY ASSUMPTIONS										
Enrollment Summary										
K-3					287	287	287	-		
4-6					197	197	197	-		
7-8					130	130	130	-		
Total Enrolled					614	614	614	-		
ADA %										
K-3					95.0%	94.6%	94.6%	0.0%		
4-6					95.0%	97.7%	97.7%	0.0%		
7-8					95.0%	93.6%	93.6%	0.0%		
Average ADA %					95.0%	95.4%	95.4%	0.0%		
ADA										
K-3					272.65	271.59	271.59	-		
4-6					187.15	192.41	192.41	-		
7-8					123.50	121.73	121.73	-		
Total ADA					583.30	585.73	585.73	-		

Language Academy
Income Statement
As of Nov FY2021

		Actual			YTD	Budget					
		Sep	Oct	Nov	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
REVENUE											
LCFF Entitlement											
8011	Charter Schools General Purpose Entitlement - State Aid	178,189	-	641,480	997,858	3,518,612	3,558,700	3,558,700	-	2,560,842	28%
8012	Education Protection Account Entitlement	276,136	-	-	276,136	720,252	1,104,543	1,104,543	-	828,407	25%
8096	Charter Schools in Lieu of Property Taxes	-	-	362,080	362,080	1,204,217	1,285,560	1,285,560	-	923,480	28%
SUBTOTAL - LCFF Entitlement		454,325	-	1,003,560	1,636,074	5,443,081	5,948,803	5,948,803	-	4,312,729	28%
Federal Revenue											
8181	Special Education - Entitlement	-	-	-	-	76,125	76,125	76,125	-	76,125	0%
8291	Title I	-	-	-	-	179,686	179,686	179,686	-	179,686	0%
8292	Title II	-	-	-	-	24,385	24,385	24,385	-	24,385	0%
8294	Title IV	-	-	-	-	13,199	13,199	13,199	-	13,199	0%
8299	All Other Federal Revenue	533,138	-	-	533,138	147,977	680,002	680,002	-	146,864	78%
SUBTOTAL - Federal Revenue		533,138	-	-	533,138	441,372	973,397	973,397	-	440,259	55%
Other State Revenue											
8319	Other State Apportionments - Prior Years	-	-	-	1,432	-	-	-	-	(1,432)	
8381	Special Education - Entitlement (State)	31,753	31,753	31,753	130,541	361,298	365,306	365,306	-	234,765	36%
8382	Special Education Reimbursement (State)	-	-	-	18,480	-	-	-	-	(18,480)	
8550	Mandated Cost Reimbursements	-	-	-	-	9,875	9,875	9,875	-	9,875	0%
8560	State Lottery Revenue	-	-	-	-	126,111	120,519	120,519	-	120,519	0%
8590	All Other State Revenue	50,741	-	-	50,741	-	50,741	50,741	-	-	100%
8596	Other State Revenue 6	-	-	-	-	165,000	165,000	165,000	-	165,000	0%
SUBTOTAL - Other State Revenue		82,494	31,753	31,753	201,194	662,285	711,442	711,442	-	510,248	28%
Local Revenue											
8632	Sale of Publications	488	-	-	488	-	-	-	-	(488)	
8636	Uniforms	199	-	-	199	12,000	12,000	12,000	-	11,801	2%
8638	Merchandise Sales	-	-	-	-	1,300	1,300	1,300	-	1,300	0%
8639	All Other Sales	333	-	-	333	-	-	-	-	(333)	
8660	Interest	456	1,320	687	3,915	9,000	9,000	9,000	-	5,085	43%
8670	Fees and Contracts	-	-	-	-	6,000	6,000	6,000	-	6,000	0%
8699	All Other Local Revenue	-	-	-	-	5,000	5,000	5,000	-	5,000	0%
8999	Uncategorized Revenue	129	-	42	171	-	-	-	-	(171)	
SUBTOTAL - Local Revenue		1,606	1,320	728	5,106	33,300	33,300	33,300	-	28,194	15%
Fundraising and Grants											
8801	Donations - Parents	240	-	-	240	5,000	5,000	5,000	-	4,760	5%
8802	Donations - Private	2,000	-	-	2,000	5,000	5,000	5,000	-	3,000	40%
8803	Fundraising	-	-	156	211	15,000	15,000	15,000	-	14,789	1%
SUBTOTAL - Fundraising and Grants		2,240	-	156	2,451	25,000	25,000	25,000	-	22,549	10%
TOTAL REVENUE		1,073,803	33,073	1,036,197	2,377,963	6,605,038	7,691,942	7,691,942	-	5,313,978	31%

Language Academy
Income Statement
As of Nov FY2021

	Actual			YTD	Budget						
	Sep	Oct	Nov	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent	
EXPENSES											
Compensation & Benefits											
Certificated Salaries											
1100	Teachers Salaries	176,924	182,075	182,760	541,760	1,909,221	1,909,221	1,909,221	-	1,367,461	28%
1101	Teacher - Stipends	68,612	10,756	103,102	203,670	29,500	196,400	196,400	-	(7,271)	104%
1102	Title I / SES Tutoring	-	-	-	-	17,325	17,325	17,325	-	17,325	0%
1103	Teacher - Substitute Pay	5,958	4,526	3,863	14,346	56,800	56,800	56,800	-	42,454	25%
1300	Certificated Supervisor & Administrator Salaries	9,409	9,409	9,409	47,046	110,905	110,905	110,905	-	63,859	42%
1311	SPED Certificated	35,113	34,813	34,813	119,720	366,345	366,345	366,345	-	246,625	33%
1920	Other Cert - Summer	-	-	-	10,929	19,983	67,338	67,338	-	56,409	16%
1940	Academic Accountability & Intervention	11,054	10,954	11,037	33,044	104,166	110,166	110,166	-	77,122	30%
	SUBTOTAL - Certificated Salaries	307,069	252,534	344,984	970,514	2,614,244	2,834,499	2,834,499	-	1,863,985	34%
Classified Salaries											
2100	Classified Instructional Aide Salaries	1,544	5,681	2,743	9,969	32,984	44,456	44,456	-	34,488	22%
2103	SPED Classified	10,515	18,017	8,714	37,246	113,060	128,518	128,518	-	91,272	29%
2200	Classified Support Salaries	4,124	12,170	7,209	23,503	82,998	77,222	77,222	-	53,719	30%
2300	Classified Supervisor & Administrator Salaries	9,025	9,025	8,615	44,306	108,334	114,343	114,343	-	70,037	39%
2400	Classified Clerical & Office Salaries	15,187	22,308	11,953	74,481	160,853	166,765	166,765	-	92,284	45%
2905	Other Classified - After School	7,612	12,347	6,688	33,085	180,633	112,184	112,184	-	79,099	29%
2925	Other Classified - Childcare	-	-	-	-	2,142	2,142	2,142	-	2,142	0%
2930	Other Classified - Maintenance/grounds	6,482	12,958	7,074	38,034	107,648	112,945	112,945	-	74,911	34%
	SUBTOTAL - Classified Salaries	54,490	92,506	52,998	260,624	788,653	758,575	758,575	-	497,951	34%
Employee Benefits											
3100	STRS	38,906	39,786	39,398	123,812	406,932	442,503	442,503	-	318,691	28%
3300	OASDI-Medicare-Alternative	9,135	10,980	9,412	35,253	102,154	104,993	104,993	-	69,740	34%
3400	Health & Welfare Benefits	24,183	48,661	50,367	279,049	560,000	560,000	560,000	-	280,951	50%
3500	Unemployment Insurance	179	172	198	608	17,331	18,920	18,920	-	18,312	3%
3600	Workers Comp Insurance	4,263	-	11,638	18,033	40,835	43,117	43,117	-	25,084	42%
3700	Retiree Benefits	2,075	(4,865)	-	(0)	-	-	-	-	0	
3900	Other Employee Benefits	-	7,828	1,656	9,485	17,276	16,721	16,721	-	7,236	57%
	SUBTOTAL - Employee Benefits	78,741	102,562	112,668	466,239	1,144,528	1,186,254	1,186,254	-	720,014	39%
Books & Supplies											
4100	Approved Textbooks & Core Curricula Materials	36,861	448	9,120	52,667	37,454	47,454	47,454	-	(5,213)	111%
4101	SPED Textbooks	-	-	-	-	7,000	7,000	7,000	-	7,000	0%
4200	Books & Other Reference Materials	7,970	10,566	32,715	55,445	79,820	160,820	160,820	-	105,375	34%
4201	Library Resources	-	2,036	133	3,527	7,552	7,552	7,552	-	4,025	47%
4300	Materials & Supplies	-	-	63	63	-	-	-	-	(63)	
4315	Custodial Supplies	4,392	68	-	4,460	21,360	21,360	21,360	-	16,900	21%
4320	Educational Software	4,507	420	190	5,117	-	16,700	16,700	-	11,583	31%
4325	Instructional Materials & Supplies	4,488	1,182	1,331	10,270	22,718	37,718	37,718	-	27,448	27%
4330	Office Supplies	7,316	602	733	9,860	19,500	19,500	19,500	-	9,640	51%
4335	PE Supplies	-	-	-	-	3,000	3,000	3,000	-	3,000	0%
4340	Professional Development Supplies	112	207	-	350	4,794	4,794	4,794	-	4,444	7%
4352	Garden	-	-	-	-	1,000	1,000	1,000	-	1,000	0%

Language Academy
Income Statement
As of Nov FY2021

	Actual			YTD	Budget					
	Sep	Oct	Nov	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs.	Current Forecast	% Current
								Current Forecast	Remaining	Forecast Spent
4354 ASES Materials	-	761	101	863	3,000	3,000	3,000	-	2,137	29%
4355 Summer Preschool	-	-	-	-	2,700	2,700	2,700	-	2,700	0%
4356 SPED Consumables	-	202	44	246	9,782	25,582	25,582	-	25,336	1%
4410 Classroom Furniture, Equipment & Supplies	2,124	-	-	2,124	10,200	10,200	10,200	-	8,076	21%
4420 Computers: individual items less than \$5k	34,107	63,341	-	146,874	51,750	221,750	221,750	-	74,876	66%
4423 Classroom Noncapitalized items 1	-	-	-	-	10,000	10,000	10,000	-	10,000	0%
4430 Non Classroom Related Furniture, Equipment & Supplies	-	-	-	5,845	7,000	7,000	7,000	-	1,155	84%
SUBTOTAL - Books and Supplies	101,878	79,833	44,430	297,710	298,630	607,130	607,130	-	309,420	49%
Services & Other Operating Expenses										
5210 Conference Fees	-	407	-	407	5,000	5,000	5,000	-	4,593	8%
5215 Travel - Mileage, Parking, Tolls	-	-	-	-	7,000	7,000	7,000	-	7,000	0%
5220 Travel and Lodging	-	-	-	-	8,000	8,000	8,000	-	8,000	0%
5305 Dues & Membership - Professional	205	1,827	-	2,154	10,404	10,404	10,404	-	8,250	21%
5450 Insurance - Other	13,390	-	6,695	26,780	51,000	51,000	51,000	-	24,220	53%
5515 Janitorial, Gardening Services & Supplies	-	-	-	2,300	165,084	165,084	165,084	-	162,784	1%
5535 Utilities - All Utilities	-	-	-	-	97,920	97,920	97,920	-	97,920	0%
5605 Equipment Leases	3,439	-	-	9,031	34,639	34,639	34,639	-	25,609	26%
5610 Rent	-	-	-	-	99,210	99,210	99,210	-	99,210	0%
5615 Repairs and Maintenance - Building	-	200	-	400	10,200	10,200	10,200	-	9,800	4%
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	-	-	-	-	1,020	1,020	1,020	-	1,020	0%
5805 Administrative Fees	1,500	-	3,800	5,300	19,132	19,132	19,132	-	13,832	28%
5806 Assemblies	-	-	-	-	3,060	3,060	3,060	-	3,060	0%
5809 Banking Fees	6	9	-	46	428	428	428	-	382	11%
5812 Business Services	6,550	6,550	6,550	31,238	78,600	78,600	78,600	-	47,362	40%
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	-	-	-	-	55,519	60,678	60,678	-	60,678	0%
5826 Directors Contingency	16,911	-	4,961	31,020	20,000	40,000	40,000	-	8,980	78%
5830 Field Trips Expenses	-	-	45	45	(0)	40,340	40,340	-	40,295	0%
5833 Fines and Penalties	-	-	-	-	563	563	563	-	563	0%
5836 Fingerprinting	128	61	-	189	816	816	816	-	627	23%
5839 Fundraising Expenses	373	67	1,424	5,115	36,700	36,700	36,700	-	31,585	14%
5843 Interest - Loans Less than 1 Year	-	-	-	-	110,370	110,370	110,370	-	110,370	0%
5845 Legal Fees	708	-	66	1,654	10,200	10,200	10,200	-	8,546	16%
5851 Marketing and Student Recruiting	-	-	-	-	1,224	1,224	1,224	-	1,224	0%
5857 Payroll Fees	919	1,390	1,413	5,402	15,300	15,300	15,300	-	9,898	35%
5860 Printing and Reproduction	3,055	-	1,180	4,673	28,000	28,000	28,000	-	23,327	17%
5861 Prior Yr Exp (not accrued)	270	-	-	18,063	-	-	-	-	(18,063)	
5863 Professional Development	50	50	50	2,897	20,000	20,000	20,000	-	17,103	14%
5869 Special Education Contract Instructors	7,564	2,285	8,141	21,398	163,914	163,914	163,914	-	142,516	13%
5875 Staff Recruiting	-	-	-	-	1,020	1,020	1,020	-	1,020	0%
5878 Student Assessment	-	5,520	-	8,187	12,280	12,280	12,280	-	4,093	67%
5880 Student Health Services	-	-	-	7,725	3,131	3,131	3,131	-	(4,594)	247%
5881 Student Information System	-	-	-	9,037	15,964	15,964	15,964	-	6,927	57%
5884 Substitutes	-	-	520	520	56,000	56,000	56,000	-	55,480	1%
5887 Technology Services	16,687	7,338	-	24,124	20,000	43,000	43,000	-	18,876	56%

Language Academy
Income Statement
As of Nov FY2021

		Actual			YTD	Budget					
		Sep	Oct	Nov	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
5910	Communications - Internet / Website Fees	16	8	113	6,184	19,200	19,200	19,200	-	13,016	32%
5915	Postage and Delivery	2,191	794	-	4,030	1,800	3,800	3,800	-	(230)	106%
5920	Communications - Telephone & Fax	2,273	(49)	2,422	5,798	19,200	19,200	19,200	-	13,402	30%
SUBTOTAL - Services & Other Operating Exp.		76,235	26,455	37,380	233,717	1,223,219	1,313,718	1,313,718	-	1,080,000	18%
Capital Outlay & Depreciation											
6900	Depreciation	-	-	-	-	555,000	555,000	555,000	-	555,000	0%
SUBTOTAL - Capital Outlay & Depreciation		-	-	-	-	555,000	555,000	555,000	-	555,000	0%
Other Outflows											
7999	Uncategorized Expense	14,606	-	-	21,290	-	-	-	-	(21,290)	
SUBTOTAL - Other Outflows		14,606	-	-	21,290	-	-	-	-	(21,290)	
TOTAL EXPENSES		633,019	553,890	592,459	2,250,094	6,624,275	7,255,175	7,255,175	-	5,005,081	31%

Language Academy
Balance Sheet
As of Nov FY2021

	Jun FY2020	Nov FY2021
ASSETS		
Cash Balance	4,455,544	5,501,654
Accounts Receivable	1,602,453	375,959
Prepays	85,965	40,147
Fixed Assets, Net	8,089,828	8,089,828
TOTAL ASSETS	14,233,789	14,007,587
LIABILITIES & EQUITY		
Accounts Payable	385,043	259,016
Current Loans and Other Payables	201,349	36,231
Long-Term Loans and Other Liabilities	3,745,275	3,682,349
Beginning Net Assets	9,341,315	9,902,122
Net Income (Loss) to Date	560,808	127,869
TOTAL LIABILITIES & EQUITY	14,233,789	14,007,587

Language Academy
Monthly Cash Forecast
As of Nov FY2021

	2020-21													Forecast	Remaining Balance
	Actuals & Forecast														
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun			
Actuals	Actuals	Actuals	Actuals	Actuals	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast			
Beginning Cash	4,455,544	4,574,240	4,987,664	5,465,257	4,978,020	5,501,654	4,749,455	5,017,893	5,101,293	5,013,276	5,103,191	4,922,135			
REVENUE															
LCFF Entitlement	-	178,189	454,325	-	1,003,560	577,667	853,803	577,667	484,330	577,757	301,621	301,621	5,948,803	1,641,824	
Federal Revenue	-	-	533,138	-	-	75,298	20,981	75,298	20,981	59,043	75,298	20,981	973,397	92,380	
Other State Revenue	15,717	39,477	82,494	31,753	31,753	60,788	35,426	65,585	45,463	86,713	75,622	45,463	731,354	115,099	
Other Local Revenue	986	466	1,606	1,320	728	(995,018)	3,412	3,412	3,412	3,412	3,412	3,412	34,121	1,003,560	
Fundraising & Grants	-	56	2,240	-	156	7,549	2,500	2,500	2,500	2,500	2,500	2,500	25,000	-	
TOTAL REVENUE	16,703	218,187	1,073,803	33,073	1,036,197	(273,716)	916,122	724,462	556,686	729,425	458,453	373,977	7,712,675	1,849,303	
EXPENSES															
Certificated Salaries	26,953	38,974	307,069	252,534	344,984	267,726	267,726	267,726	267,726	267,726	267,726	267,726	2,844,599	-	
Classified Salaries	30,515	30,115	54,490	92,506	52,998	71,136	71,136	71,136	71,136	71,136	71,136	71,136	758,575	-	
Employee Benefits	85,102	87,167	78,741	102,562	112,668	106,143	108,620	101,998	101,998	101,052	101,052	101,052	1,188,152	-	
Books & Supplies	51,479	20,091	101,878	79,833	44,430	44,203	44,203	44,203	44,203	44,203	44,203	44,203	607,130	-	
Services & Other Operating Expenses	41,290	52,357	76,235	26,455	37,380	155,999	155,999	155,999	159,640	155,393	155,393	155,393	1,331,781	4,247	
Capital Outlay & Depreciation	-	-	-	-	-	277,500	46,250	46,250	46,250	46,250	46,250	46,250	555,000	-	
Other Outflows	6,684	-	14,606	-	-	(21,290)	-	-	-	-	-	-	-	-	
TOTAL EXPENSES	242,021	228,704	633,019	553,890	592,459	901,418	693,934	687,312	690,953	685,759	685,759	685,759	7,285,237	4,247	
Operating Cash Inflow (Outflow)	(225,318)	(10,517)	440,784	(520,818)	443,738	(1,175,134)	222,187	37,150	(134,267)	43,665	(227,306)	(311,783)	427,438	1,845,055	
Revenues - Prior Year Accruals	653,447	546,801	-	4,993	21,253	375,959	-	-	-	-	-	-	-	-	
Other Assets	45,818	-	-	-	-	-	-	-	-	-	-	-	-	-	
Fixed Assets	-	-	-	-	-	277,500	46,250	46,250	46,250	46,250	46,250	46,250	46,250	-	
Expenses - Prior Year Accruals	(39,539)	-	-	-	-	(237,135)	-	-	-	-	-	-	-	-	
Accounts Payable - Current Year	(136,911)	(6,970)	12,938	3,385	33,580	6,612	-	-	-	-	-	-	-	-	
Summerholdback for Teachers	(115,874)	(115,889)	23,871	25,202	25,063	-	-	-	-	-	-	-	-	-	
Loans Payable (Long Term)	(62,926)	-	-	-	-	-	-	-	-	-	-	-	-	-	
Ending Cash	4,574,240	4,987,664	5,465,257	4,978,020	5,501,654	4,749,455	5,017,893	5,101,293	5,013,276	5,103,191	4,922,135	4,656,602			



A California Public School

Agenda Item#IVE

Board Meeting Date: January 22, 2021

Subject: December 2020 Check Register

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

Committee: School Leadership

Recommendation:

School Leadership requests that the Governing Board review and approve the December 2020 check register.

Documents Attached:

1. December 2020 Check Register

December 2020				
Members	Aye	Nay	Abstain	Absent
Ruiz, Nadeen				
De González, Julissa				
Sylvains, Nina				
Kokayi, Nailah				
Aceves, Fernando				
García, Cristian				
Jáuregui, Gemma				
Leon, Pedro				
Vacant				
Totals:				

Estimated Time of Presentation: 5 min
Submitted By: School Leadership
Date: 1/20/2021

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



A California Public School

Agenda Artículo#IVE

Fecha de la Reunión: 22 de enero del 2021

Tema: Registros de la cuenta bancaria diciembre 2020

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

Comité: Liderazgo Escolar

Recomendación: El Liderazgo Escolar solicita que la Mesa Directiva revise y apruebe el registro de la cuenta bancaria de diciembre 2020.

Documento adjunto:

1. Registro de la cuenta bancaria del mes de diciembre 2020.

diciembre 2020				
Members	Aye	Nay	Abstain	Absent
Ruiz, Nadeen				
De Gonzalez, Julissa				
Sylvains, Nina				
Kokayi, Nailah				
Aceves, Fernando				
García, Cristian				
Jáuregui, Gemma				
Leon, Pedro				
Vacant				
Totals:				

Tiempo estimado para la presentación: 5 min.
Entregado por: Liderazgo Escolar
Fecha: 1/20/20212

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

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

Check Date	Check Number	Vendor	Inv Description (Bill)	Amount
12/1/2020	8799	Pedro Aguilera	Reimb: Parent Workshop Supplies	39.59
12/1/2020	8800	Teodora-Jean A. Bersola-Isaguirre	Reimb: Office Supplies	121.28
12/1/2020	8801	PDI Education dba Brain Hive	Classroom library	2,998.70
12/1/2020	8802	Colleen Conant	Reimb: Classroom Library	1,068.90
12/1/2020	8803	Cross Country Education	Reconciliation: Sub Services	520.00
12/1/2020	8804	EdTec Inc.	Reconciliation: Back Office February/April 2020	12,833.34
12/1/2020	8805	Ana Luna Franco	Reimb: Classroom Material/Library	1,473.37
12/1/2020	8806	Adriana Gutierrez	Reimb: Classroom Library	1,564.53
12/1/2020	8807	Hamery Publishing Group	Classroom library	3,159.12
12/1/2020	8808	Rebecca Heredia	Reimb: Classroom materials	167.77
12/1/2020	8809-VOID	Ann C Hubbell	<i>Incorrect Amount processed</i>	21.50
12/1/2020	8810	Lee & Low Books	Classroom library	1,073.40
12/1/2020	8811	Maria de Luna	Reimb: Mentor Text	676.23
12/1/2020	8812	Cristina Meza	Reimb: Classroom materials/Library	91.31
12/1/2020	8813	NCS Pearson, Inc.	SPED Materials	2,469.02
12/1/2020	8814	Ana Novoa	Reimb: Classroom library/Supplies	391.08
12/1/2020	8815	Occupational Therapy for Children	SPED Services	292.50
12/1/2020	8816	Office Depot	Classroom and Office Materials	520.80
12/1/2020	8817	Pacific Learning	Classroom library	3,852.75
12/1/2020	8818	Rosio Perez	Reimb: Classroom materials	293.51
12/1/2020	8819	Araceli Rosas	Reimb: Intervention materials	35.87
12/1/2020	8820	Sacramento County Office of Education	Administrative Fees	1,800.00
12/1/2020	8821	Scholastic Book Clubs	Classroom library	324.33
12/1/2020	8822	Scholastic Inc	Classroom library	110.74
12/1/2020	8823	Scholastic Reading Club	Classroom library	1,019.42
12/1/2020	8824	Cynthia Suarez	Reimb: Mentor Text/Intervention	55.85
12/1/2020	8825	SYNCB/AMAZON	Classroom libraries	6,970.71
12/1/2020	8826	Total Education Solutions	SPED Services	17,725.00
12/4/2020	8827	Benchmark Education	Classroom library	921.90
12/4/2020	8828	Perla Campos	Reimb: Classroom Library	527.87
12/4/2020	8829	De Lage Landen Financial Services, Inc	Copy Machine Lease	5,375.72
12/4/2020	8830	Edpuzzle	Supplemental instructional materials	1,300.00
12/4/2020	8831	JCL Electronics, LLC	Tech Support Oct 2020	2,985.00
12/4/2020	8832	Kaiser Foundation Health Plan Inc	Health Benefits (January 2021)	25,216.97
12/4/2020	8833	Literacy Resources, LLC.	Professional Development	750.00
12/4/2020	8834	Office Depot	Office supplies	33.36
12/4/2020	8835	Pacific Office Automation	Ink	127.66
12/4/2020	8836	T-Mobile	DiLe Student internet services	807.26
12/4/2020	8837	Windstream/PAETEC	Telephone Services	1,274.47
12/9/2020	8838-VOIDED	ABDO	<i>Incorrect Amount processed</i>	87.69
12/9/2020	8839	Pedro Aguilera	Reimb: Parent Workshop Supplies	121.66
12/9/2020	8840	CareSolace	Mental Health Services - Annual fees	890.00
12/9/2020	8841	Graciela Castaneda	Reimb: Classroom Library	118.07
12/9/2020	8842	Elevator Industries	Elevator maintenance	100.00
12/9/2020	8843	Tiffany Gellie	Reimb: Classroom materials	37.88
12/9/2020	8844	Ann C Hubbell	Reimb: Classroom Material/Library	846.36
12/9/2020	8845	I Love to Read in Spanish	Classroom library	4,595.58
12/9/2020	8846	Gemma Jauregui	Reimb: 8th grade t-shirts	799.17
12/9/2020	8847	Ana Novoa	Reimb: Classroom Library	799.02
12/9/2020	8848	Occupational Therapy for Children	SPED Services	639.00
12/9/2020	8849	Rosio Perez	Reimb: Classroom materials	68.16
12/9/2020	8850	Sacramento County Office of Education	B TSA Administrative Fees	2,000.00
12/9/2020	8851	Mayra Tejada	Reimb: Classroom Library	77.24
12/18/2020	8852	ABDO	Classroom library	65.03
12/18/2020	8853	Charter Safe	Property and Liability (January 2021)	8,826.00
12/18/2020	8854	Lincoln National Life Insurance Company	Health Benefits (January 2021)	4,384.85
12/18/2020	8855	Sutter Health Plus	Health Benefits (January 2021)	14,129.84
12/18/2020	8856	Vision Service Plan - CA	Health Benefits (January 2021)	949.69
12/18/2020	8857	Western Health Advantage	Health Benefits (January 2021)	8,942.81
12/24/2020	8858	Dale Allender	Professional Development	3,000.00
12/24/2020	8859	PDI Education dba Brain Hive	Classroom library	997.68
12/24/2020	8860	Dolores Cardenas	Intervention Tutoring Services	599.00
12/24/2020	8861	CCHAT Center	SPED Services	90.00
12/22/2020	8862	Deco Tech Systems	Tech site improvements	67,860.26
12/24/2020	8863	Department of Justice	Fingerprinting Fees	416.00
12/24/2020	8864	EdTec Inc.	Back Office December 2020	6,550.00
12/24/2020	8865	First Book	Classroom library	1,580.74
12/24/2020	8866	K12 Health	SPED Services	2,528.00
12/28/2020	8867	LA Libreria	Classroom library	7,536.08
12/24/2020	8869	Law Office of Jennifer McQuarrie	Legal counsel	176.00
12/24/2020	8870	Learning Solutions	SPED Services	3,221.09
12/24/2020	8871	Lee & Low Books	Classroom library	1,061.10
12/24/2020	8872	Pedro Leon	Reimb: Classroom Library	1,880.97
12/24/2020	8873	Xana C Macias	Reimb: Classroom library/Supplies	136.02
12/24/2020	8874	Cristina Meza	Reimb: Classroom Library	650.16
12/24/2020	8875	Office Depot	classroom material	167.28
12/24/2020	8876	Pamela E Phelps	classroom material	38.62
12/24/2020	8877	Scholastic Reading Club	Classroom library	612.00
12/24/2020	8878	Scholastic Book Clubs	Classroom library	324.33
12/24/2020	8879	Mayra Tejada	Reimb: Classroom materials	591.52
12/24/2020	8880	Total Education Solutions	SPED Services	6,200.00
12/7/2020	112820201	California Credit Union	Various	3,309.13
12/7/2020	11282020a	California Credit Union	Various	494.78
Total				259,489.64



A California Public School

Agenda Item# IVF

Board Meeting Date: January 22, 2021

Subject: LAS Board Development

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

Committee: Board Executive Members & School Leadership

Board members will discuss the following:

1. The agenda and dates for a Board retreat to address finance and academics.



A California Public School

Agenda Artículo# IVF

Fecha de la Reunión: 22 de enero de 2021

Tema: Desarrollo de la Mesa Directiva

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

Comité: Miembros ejecutivos de la mesa directiva & Liderazgo Escolar

Los miembros de la Mesa Directiva hablaran sobre:

- 1) La agenda y fechas para un retiro de la mesa directiva con un enfoque en finanzas y aspectos académicos.