

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, March 5, 2021/viernes, 5 de marzo 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. January 16, 2021 minutes/minutas del 16 de enero de 2021
- b. January 22, 2021 minutes/minutas del 22 de enero de 2021
- c. February 27, 2021 minutes/minutas del 27 de febrero de 2021

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

Motion: ____ Second: ____ Vote: ____

E. MISSION/*Misión*

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

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

II. COMMUNICATIONS NORMS/NORMAS DE COMUNICACION

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

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

III. INFORMATIONAL ITEMS/ARTICULOS DE INFORMACION

1. Parent Council/Association/Concilio y asociación de padres – Representative/representante (5 min)

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

A. LAS Distance Learning (DiLe) Plan - PACT.O 2.0 (Progress, Attendance, Communication, Teamwork, Opportunities) Update & Return to LAS Plan (Part 6)/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 6) – School Leadership/Liderazgo escolar (30 min.)

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

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

Motion: ____ Second: ____ Vote: ____

B. LAS Academic Accountability 101: School Plan for Student Achievement (SPSA) – Información básica de responsabilidad académica: Plan escolar para el rendimiento estudiantil (SPSA) – School Leadership (20 min.)

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

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

Motion: ____ Second: ____ Vote: ____

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 Financials and Proposed Mid-Year Revisions/*Resumen financiero del mes y revisiones propuestas a mitad de año* – School Leadership/*Liderazgo* (20 min)

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

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

Motion: _____ Second: _____ Vote: _____

E. Second Interim Submission/*Segunda presentación provisional* – 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. December and January Check Registers/*Registros de la cuenta bancaria de diciembre y enero* – 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: _____

G. Policy/Bylaws Committee Report/*Reporte de comité de estatutos/pólizas* – Aceves (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, March 26, 2021 at 5:30pm – viernes, 26 de marzo 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.



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 2850 49th Street, Sacramento, CA 95817

Minutes/Minutas
BOARD RETREAT/RETIRO DE LA MESA DIRECTIVA
Saturday, January 16, 2021/ sábado, 16 de enero del 2021
9:00 am through Zoom/ 9:00AM a través de Zoom

I. PRELIMINARY/PRELIMINARIO

I.A & B	Meeting was called to order by Gemma Jáuregui at 9:10 AM. Roll call was taken./ La junta fue convocada por Gemma Jáuregui a las 9:10 AM. 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) Vice President/Vice President	X	
	3. Cristian García	Parent/Madre (20-23) Secretary/Secretario	X	
	4. Gemma Jáuregui	Teacher/Maestra (18-21)	X	
	5. Pedro León	Teacher/Maestro (19-22) President/President	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) Treasurer/Tesorera	X	
	9. Nina Sylvains	Community Member/Miembro Comunitario (20-23)	X	
	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 January 16, 2021 agenda. <i>Se hizo una moción para aprobar la agenda del 16 de enero del 2021</i> 1 st Motion/1 ^a Moción: Julissa de González 2 nd Motion/2 ^a Moción: Pedro León Absences/Ausencias: None/ninguna Abstentions/Abstenciones: None/ninguna The motion passed with eight votes. / <i>La moción pasó con ocho votos.</i>

II. COMMUNICATIONS NORMS/NORMAS DE COMUNICACIÓN

II.A.	Public Comments <i>Comentarios Públicos</i>	No public comments/No hubo comentarios públicos
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III. INFORMATIONAL ITEMS/ARTÍCULOS DE INFORMACIÓN:

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

IV.A	Governance 101: Board Governance Training/Brown Act/Conflict of Interest/Entrenamiento de Gobernancia/La Ley Brown/Conflicto de intereses	Jennifer McQuarrie, LAS Legal Counsel, provided a Governance 101 training. <i>Jennifer McQuarrie, abogada de LAS, presentó un entrenamiento de Gobernancia 101.</i>
	Public Comments <i>Comentarios Públicos</i>	None/Ninguno
IV.B	Governing Board Executive Member Elections, Committee Descriptions and Assignments/Elecciones para Miembros Ejecutivos,	The Governing Board engaged in a process to nominate and elect executive positions, and the following were the results: President, Pedro León; Vice President, Fernando Aceves; Treasurer, Julissa de González; Secretary, Cristian García Governing Board members also signed up for committees.

	<i>Descripciones y Asignaciones de Comités</i>	<i>Miembros de la mesa directiva pasó por el proceso de nominaciones y elecciones para los puesto ejecutivos y lo siguiente fue el resultado: Presidente, Pedro León; Vicepresidente, Fernando Aceves; Tesorera, Julissa de González; Secretario, Cristian García. Los miembros también se apuntaron para los puestos en comités.</i>
	Public Comments <i>Comentarios Públicos</i>	None/Ninguno
VIII. FUTURE MEETINGS/PRÓXIMA JUNTA		
1. Friday, January 22, 2021 Regular Board Meeting/ <i>viernes, 22 de enero de 2021 Junta regular de la Mesa</i>		
V.II FUTURE AGENDA ITEMS/TEMAS PARA AGENDAS FUTURAS		
VIII. ADJOURNMENT/CLAUSURA A motion was made to adjourn the board meeting. / <i>Se hizo una moción para terminar la reunión de la Mesa.</i> 1 st Motion/ <i>1ª Moción:</i> Gemma Jáuregui 2 nd Motion / <i>2ª Moción:</i> Pedro León Absences / <i>Ausencias:</i> None/ninguna Abstentions / <i>Abstenciones:</i> None / <i>Ninguna</i> The motion passed with eight votes. / <i>La moción pasó con ocho votos.</i> The board meeting was adjourned at 12:00PM. / <i>La reunión de la Mesa se terminó a las 12:00PM.</i>		



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Minutes/Minutas
BOARD MEETING/REUNIÓN DE LA MESA DIRECTIVA
Friday, January 22, 2021/ viernes, 22 de enero del 2021
5:30 pm through Zoom/ 5:30PM a través 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
	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	
	9. Nina Sylvains	Community Member/Miembro Comunitario (20-23)		X
	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 January 22, 2021 agenda. <i>Se hizo una moción para aprobar la agenda del 22 de enero del 2021</i> 1 st Motion/1 ^a Moción: Nadeen Ruíz 2 nd Motion/2 ^a Moción: Julissa de González Absences/Ausencias: Cristián García, Fernando Aceves, Nina Sylvains Abstentions/Abstenciones: None/ninguna The motion passed with five votes. / <i>La moción pasó con cinco votos.</i>
I.D.	Approval of December Board Meeting Minutes <i>Aprobación de los Minutos de la Mesa Directiva</i>	A motion was made to approve the December 18, 2020 minutes <i>Se hizo una moción para aprobar las minutas del 18 de diciembre del 2020</i> 1 st Motion/1 ^a Moción: Gemma Jáuregui 2 nd Motion/2 ^a Moción: Nadeen Ruíz Absences/Ausencias: Cristián García, Fernando Aceves, Nina Sylvains Abstentions/Abstenciones: None/ninguna The motion passed with five votes. / <i>La moción pasó con cinco votos.</i>
I.E	Mission <i>Misión</i>	The mission was read aloud. / <i>La misión fue leída en voz alta.</i>

II. COMMUNICATIONS NORMS/NORMAS DE COMUNICACIÓN

II.A.	Public Comments <i>Comentarios Públicos</i>	Eduardo de León shared that a group of LAS students, staff, and other schools in the region participated in a live zoom meeting with Supreme Court Justice Sonia Sotomayor. <i>Eduardo de León compartió que un grupo de estudiantes y personal de LAS, al igual que otras escuelas en la región, participaron en una junta en vivo por zoom con la jueza de la corte suprema, Sonia Sotomayor.</i>
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III. INFORMATIONAL ITEMS/ARTÍCULOS DE INFORMACIÓN:		
III.1	Parent Council/Association Representative <i>Representante del concilio y asociación de padres</i>	Eduardo de León shared an update regarding Parent Council and Parent Association. <i>Eduardo de León compartió un reporte sobre actividades del Concilio de padres y Asociación de padres.</i>
III.2	Student Council/Concilio estudiantil	Student Council representative, Hiroko Spikes, presented a summary of the work happening in student council. / <i>La representante del consejo estudiantil, Hiroko Spikes, presentó un resumen del trabajo que está sucediendo en el concilio estudiantil.</i>
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 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 provided the Governing Board with a Return to LAS update, including the following topics: Survey data results, Sacramento Department of Public Health information, State updates, and next steps. <i>El liderazgo escolar proporcionó a la Mesa Directiva un reporte actualizado sobre el plan de regreso a LAS, incluyendo los siguientes temas: resultados de encuestas, información del departamento de salud pública de Sacramento, reporte estatal, próximos paso.</i>
	Public Comments <i>Comentarios Públicos</i>	None/Ninguno
IV.B	LAS Academic Accountability 101: School Accountability Report Card (SARC) <i>Información básica de responsabilidad académica: Reporte de contabilidad escolar (SARC)</i>	Teejay Bersola shared the LAS SARC. <i>Teejay Bersola compartió el SARC de LAS.</i> A motion was made to approve the SARC. <i>Se hizo una moción para aprobar el SARC.</i> 1 st Motion/1 ^a Moción: Julissa de González 2 nd Motion/2 ^a Moción: Gemma Jáuregui Absences/Ausencias: Cristián García, Fernando Aceves, Nina Sylvains Abstentions/Abstenciones: None/ninguna The motion passed with five votes. / <i>La moción pasó con cinco votos.</i>
	Public Comments <i>Comentarios Públicos</i>	None/Ninguno
IV.C	Anti-Racism at LAS <i>Anti-racismo en LAS</i>	School Leadership provided an update regarding Anti-Racism at LAS, including details about staff professional development and future parent workshops. / <i>El liderazgo escolar compartió un reporte sobre el trabajo de anti-racismo que se está llevando a cabo en LAS, incluyendo detalles sobre el desarrollo profesional que está recibiendo el personal y los talleres planeados para familias.</i>
	Public Comments <i>Comentarios Públicos</i>	None/Ninguno
IV.D	Monthly Financials <i>Estados financieros mensuales</i>	Judy Morales shared the monthly financials. <i>Judy Morales compartió los estados financieros mensuales.</i>
	Public Comments <i>Comentarios Públicos</i>	None/Ninguno
IV.E	December Check Register <i>Registros de la cuenta bancaria del mes de diciembre</i>	The item was tabled until the February meeting since there were not enough voting members present. <i>El tema fue pospuesto hasta la junta de febrero debido a que no había suficientes miembros votantes presentes.</i>
	Public Comments <i>Comentarios Públicos</i>	None/Ninguno

IV.F	LAS Board Development Desarrollo de la mesa directiva	Discussion took place regarding the upcoming board retreat. <i>Hubo una discusión sobre el futuro retiro de la mesa directiva.</i>
	Public Comments <i>Comentarios Públicos</i>	None/Ninguno
VIII. FUTURE MEETINGS/PRÓXIMA JUNTA		
1. Friday, February 26, 2021 Regular Board Meeting/ <i>viernes 26 de febrero del 2021 Junta Regular de la Mesa Directiva</i>		
V.II FUTURE AGENDA ITEMS/TEMAS PARA AGENDAS FUTURAS		
<ul style="list-style-type: none"> • Gender Inclusivity Policy/<i>Póliza sobre inclusividad de género</i> 		
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>: Nadeen Ruíz</p> <p>2nd Motion / <i>2ª Moción</i>: Gemma Jáuregui</p> <p>Absences / <i>Ausencias</i>: Cristián García, Fernando Aceves, Nina Sylvains</p> <p>Abstentions / <i>Abstenciones</i>: None / <i>Ninguna</i></p> <p>The motion passed with five votes. / <i>La moción pasó con cinco votos.</i></p> <p>The board meeting was adjourned at 6:40PM. / <i>La reunión de la Mesa se terminó a las 6:40PM.</i></p>		



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Minutes/Minutas
BOARD MEETING/REUNIÓN DE LA MESA DIRECTIVA
Friday, January 22, 2021/ viernes, 22 de enero del 2021
5:30 pm through Zoom/ 5:30PM a través 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
	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	
	9. Nina Sylvains	Community Member/Miembro Comunitario (20-23)		X
	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	

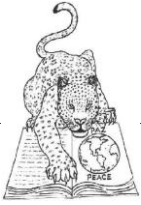
Agenda/Agenda		Action/Acción
I.C	Approval of Agenda <i>Aprobación de la Agenda</i>	A motion was made to approve the January 22, 2021 agenda. <i>Se hizo una moción para aprobar la agenda del 22 de enero del 2021</i> 1 st Motion/1 ^a Moción: Nadeen Ruíz 2 nd Motion/2 ^a Moción: Julissa de González Absences/Ausencias: Cristián García, Fernando Aceves, Nina Sylvains Abstentions/Abstenciones: None/ninguna The motion passed with five votes. / <i>La moción pasó con cinco votos.</i>
I.D.	Approval of December Board Meeting Minutes <i>Aprobación de los Minutos de la Mesa Directiva</i>	A motion was made to approve the December 18, 2020 minutes <i>Se hizo una moción para aprobar las minutas del 18 de diciembre del 2020</i> 1 st Motion/1 ^a Moción: Gemma Jáuregui 2 nd Motion/2 ^a Moción: Nadeen Ruíz Absences/Ausencias: Cristián García, Fernando Aceves, Nina Sylvains Abstentions/Abstenciones: None/ninguna The motion passed with five votes. / <i>La moción pasó con cinco votos.</i>
I.E	Mission <i>Misión</i>	The mission was read aloud. / <i>La misión fue leída en voz alta.</i>

II. COMMUNICATIONS NORMS/NORMAS DE COMUNICACIÓN

II.A.	Public Comments <i>Comentarios Públicos</i>	Eduardo de León shared that a group of LAS students, staff, and other schools in the region participated in a live zoom meeting with Supreme Court Justice Sonia Sotomayor. <i>Eduardo de León compartió que un grupo de estudiantes y personal de LAS, al igual que otras escuelas en la región, participaron en una junta en vivo por zoom con la jueza de la corte suprema, Sonia Sotomayor.</i>
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III. INFORMATIONAL ITEMS/ARTÍCULOS DE INFORMACIÓN:		
III.1	Parent Council/Association Representative <i>Representante del concilio y asociación de padres</i>	Eduardo de León shared an update regarding Parent Council and Parent Association. <i>Eduardo de León compartió un reporte sobre actividades del Concilio de padres y Asociación de padres.</i>
III.2	Student Council/Concilio estudiantil	Student Council representative, Hiroko Spikes, presented a summary of the work happening in student council. / <i>La representante del consejo estudiantil, Hiroko Spikes, presentó un resumen del trabajo que está sucediendo en el concilio estudiantil.</i>
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 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 provided the Governing Board with a Return to LAS update, including the following topics: Survey data results, Sacramento Department of Public Health information, State updates, and next steps. <i>El liderazgo escolar proporcionó a la Mesa Directiva un reporte actualizado sobre el plan de regreso a LAS, incluyendo los siguientes temas: resultados de encuestas, información del departamento de salud pública de Sacramento, reporte estatal, próximos paso.</i>
	Public Comments <i>Comentarios Públicos</i>	None/Ninguno
IV.B	LAS Academic Accountability 101: School Accountability Report Card (SARC) <i>Información básica de responsabilidad académica: Reporte de contabilidad escolar (SARC)</i>	Teejay Bersola shared the LAS SARC. <i>Teejay Bersola compartió el SARC de LAS.</i> A motion was made to approve the SARC. <i>Se hizo una moción para aprobar el SARC.</i> 1 st Motion/1 ^a Moción: Julissa de González 2 nd Motion/2 ^a Moción: Gemma Jáuregui Absences/Ausencias: Cristián García, Fernando Aceves, Nina Sylvains Abstentions/Abstenciones: None/ninguna The motion passed with five votes. / <i>La moción pasó con cinco votos.</i>
	Public Comments <i>Comentarios Públicos</i>	None/Ninguno
IV.C	Anti-Racism at LAS <i>Anti-racismo en LAS</i>	School Leadership provided an update regarding Anti-Racism at LAS, including details about staff professional development and future parent workshops. / <i>El liderazgo escolar compartió un reporte sobre el trabajo de anti-racismo que se está llevando a cabo en LAS, incluyendo detalles sobre el desarrollo profesional que está recibiendo el personal y los talleres planeados para familias.</i>
	Public Comments <i>Comentarios Públicos</i>	None/Ninguno
IV.D	Monthly Financials <i>Estados financieros mensuales</i>	Judy Morales shared the monthly financials. <i>Judy Morales compartió los estados financieros mensuales.</i>
	Public Comments <i>Comentarios Públicos</i>	None/Ninguno
IV.E	December Check Register <i>Registros de la cuenta bancaria del mes de diciembre</i>	The item was tabled until the February meeting since there were not enough voting members present. <i>El tema fue pospuesto hasta la junta de febrero debido a que no había suficientes miembros votantes presentes.</i>
	Public Comments <i>Comentarios Públicos</i>	None/Ninguno

IV.F	LAS Board Development Desarrollo de la mesa directiva	Discussion took place regarding the upcoming board retreat. <i>Hubo una discusión sobre el futuro retiro de la mesa directiva.</i>
	Public Comments <i>Comentarios Públicos</i>	None/Ninguno
VIII. FUTURE MEETINGS/PRÓXIMA JUNTA		
1. Friday, February 26, 2021 Regular Board Meeting/ <i>viernes 26 de febrero del 2021 Junta Regular de la Mesa Directiva</i>		
V.II FUTURE AGENDA ITEMS/TEMAS PARA AGENDAS FUTURAS		
<ul style="list-style-type: none"> • Gender Inclusivity Policy/<i>Póliza sobre inclusividad de género</i> 		
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>: Nadeen Ruíz</p> <p>2nd Motion / <i>2ª Moción</i>: Gemma Jáuregui</p> <p>Absences / <i>Ausencias</i>: Cristián García, Fernando Aceves, Nina Sylvains</p> <p>Abstentions / <i>Abstenciones</i>: None / <i>Ninguna</i></p> <p>The motion passed with five votes. / <i>La moción pasó con cinco votos.</i></p> <p>The board meeting was adjourned at 6:40PM. / <i>La reunión de la Mesa se terminó a las 6:40PM.</i></p>		



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Agenda Item # III2

Board Meeting Date: March 5, 2021

Subject: Parent Council & Parent Association

- 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, February 11th

- **Grade Level Representatives Updates-** Grade level representatives had no updates at this time. Kinder and 8th grade representatives will begin to discuss graduation celebrations with their grade level teachers.
- **Administration Updates-** Administration has no updates at this time.
- **Fundraising:** PC is waiting for Boom Supply (Mixed Bags) approval. Shelly Dueñas, 1st grade representative, is working on a Chipotle sale fundraiser. Both fundraisers are for the month of March.
- **Student Appreciation-** Friendship and Kindness appreciation activity is set for February 12th and 13th. Parent Council will be distributing a scarf with the LAS logo, LAS magnet, pencil, pan dulce and other goodies.
- **Miscellaneous/Reminders/Questions: PA and Governing Board meetings-** PC representative are encouraged to participate in the PA and Governing Board meetings.

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

Parent Association Meetings: Meeting was held on February 10th @ 5:30pm via Zoom.

- **Governing Board Report-** Teejay Bersola, Director of Academic Accountability, gave a LAS Single Plan for School Achievement (SPSA) overview.
- **Parent Council Report-** Parent Council had a successful student appreciation drive through on February 12th and 13th with the theme “Friendship and Kindness.” About half of our families showed up for this event.
- **School Leadership Report-** Laura Lomeli, Administrative Assistant, shared Open Enrollment information.

An additional meeting was held on Monday, March 1st at 5:00pm via Zoom where School Leadership shared the Return to LAS plan, the Intent to return survey and responded to parent questions.



Fecha de la Reunión: 5 de marzo de 2021

Tema: Concilio de padres y Asociación 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 11 de febrero.

- **Representantes de nivel de grado:** Los representantes de nivel de grado no tienen actualización por el momento. Los representantes de Kínder y de 8vo grado comenzarán a discutir la celebración de la graduación con sus respectivos maestros/as.
- **Actualización de la Administración:** La administración no tiene actualizaciones por el momento.
- **Apreciación de estudiantes:** La actividad de apreciación para los estudiantes ya está lista para el 12 y 13 de febrero. El concilio de padres estará distribuyendo una bufanda con el logo de LAS, un imán, lápiz, pan dulce y otras golosinas.
- **Recaudación de fondos:** Estamos en la espera de la aprobación para recaudar fondos por medio de Boom Supply (Mixed bags). Shelly Dueñas, representante de 1er grado, está organizando una venta por medio de Chipotle. Las dos actividades están programadas para el mes de marzo.
- **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.

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

Junta de Asociación de Padres: La junta tuvo lugar el 10 de febrero a las 5:30 via Zoom.

- **Reporte de la Mesa Directiva-** Teejay Bersola, Directora de Responsabilidad Académica, compartió el *Plan único para el rendimiento escolar* (SPSA) por sus siglas en Inglés).
- **Reporte del Concilio de padres-** El Concilio de padres pudo llevar a cabo un desfile de carros el 12 y 13 de febrero con el tema de “Amistad y Amabilidad” para celebrar a todos los estudiantes. Un promedio de la mitad de las familias de LAS participaron en el evento.
- **Informe del liderazgo escolar-** Laura Lomeli, Administrative Assistant, compartió información acerca de la Inscripción Abierta.

Hubo una junta adicional el lunes, 1º de marzo a las 5pm por Zoom donde el liderazgo escolar compartió una presentación acerca del plan de regreso a LAS, la encuesta de padres y respondieron a preguntas.



Board Meeting Date: March 5, 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 Feedback: Results from a staff survey was shared on Thursday, February 25th will be shared. Results from a family Intent to Return survey shared on Friday, February 26th will be shared. Over the past weeks, school leadership has met with the Curriculum Design Team, staff, and held a town hall meeting for parents to better understand the reopening plan and survey.

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 3rd-5th grades, 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.

Senate Bill 86: COVID-19 Relief, School Reopening, Reporting, and Public Health Requirements
 This week, members of the California state legislature and Governor Gavin Newsome introduced a school re-opening incentive plan. The plan reflects some components of previous bills, including the prioritization of students that would benefit most from in-person instruction. Schools that have approved COVID-19 safety plans and that are slated to open will qualify for additional funding to support in areas



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such as academics, mental health, personal protective equipment, facilities readiness, as well as other areas. A vote on the bill will take place on March 4, 2021.

LAS Reopening Plan – Key Features:

Planned Return Dates:

3rd – 5th Grade:

- Monday, April 12th, 2021 (Cohort A); Monday, April 18th, 2021 (Cohort B)
- Monday through Thursday from 8:00-8:30 am staggered drop off - 12:00-12:30 staggered pickup by last name
- Fridays will continue within Distance Learning

Transitional Kindergarten – 2nd Grade:

- Monday, April 26th, 2021 (Cohort A)
- Monday, May 3rd, 2021 (Cohort B)
- Monday through Thursday from 8:00-8:30 am staggered drop off - 12:00-12:30 staggered pickup by last name
- Fridays will continue within Distance Learning

6th – 8th Grade (Only if Sacramento County has moved into the Red Tier):

- Monday, May 10th, 2021 (Cohort A)
- Monday, May 17th, 2021 (Cohort B)
- Monday through Thursday from 8:00-8:30 am staggered drop off - 12:20-12:40 staggered pickup by last name
- Fridays will continue with Distance Learning

Choice #1: Hybrid Model: Students will alternate learning in the classroom and from home: one week in-person and the following week distance learning from home. Week 1: Cohort A is on campus for onsite learning (Roomies). Onsite instruction would be between 8:00-8:30 to 12:00-12:30 pm. Cohort B is at home for distance learning (Zoomies). Week 2: Cohort B is on campus for onsite learning and Cohort A is at home for distance learning. All students participate in distance learning in the afternoons and Fridays.

Choice #2: Extended Distance Learning Model: Students would continue to learn from home and log-in to instruction between 8:00-8:30 to 12:00-12:30 pm, and then again after lunch to complete asynchronous learning and/or assigned synchronous time.

Cohort Planning: We will make every effort to try and ensure that families with multiple children are in the same cohort, but this is not a guarantee.

Staggered Drop-Off and Pick-Up: Based on survey results, a schedule, over a 30 minute time span and based on family last name, will be developed. Families will be informed of the expected drop off and pick up times. This measure will be implemented in an effort to limit the number of students arriving or leaving campus at the same time.



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Recess: Students, per stable cohort, will be provided with structured breaks inside and outside of the classroom. They will not have access to the play structures or common play equipment.

Required COVID-19 testing for hybrid learning: All students who elect the Hybrid Model will be required to come to campus prior to their start date for a COVID-19 initial test and consequently, will be tested every two weeks. Details about this process will be shared at a later date.

Childcare and Afterschool Programs: There will be no onsite after school care and ASES will remain online through the end of the year.

Teacher of Record (TK-5): LAS intends to follow the physical distance safety protocol in the classrooms. Although our intent is to try and maintain class rosters for our TK-5th grade, final survey results may require a change in teacher roster for both Hybrid and Extended Distance Learning models. Should your child's teacher change, we will inform you as soon as reasonably possible.

Middle School in Stable Cohorts: LAS 6th-8th grade students, participating in the Hybrid model, will be assigned to a stable cohort that will be on campus every other week. Your middle school student will be assigned to one teacher (one specific classroom) and will attend all their Zoom classes while they are in that designated classroom. Simply put, MS students will continue with their current distance learning schedule and digital platforms while belonging to a stable cohort with an assigned teacher on-site.

Lunch: Lunch will be provided for onsite students at the end of their instructional day. Lunches will be prepackaged and may be taken home. Families who do not participate in onsite instruction may continue to receive meals on Mondays, Wednesdays, and Fridays.

Parents & Visitors: In order to ensure stable cohorts and maximum safety, visitors (including parents/caregivers and family members) will not be allowed on campus, beyond the drop-off and pick-up area. All parents should make every effort to conduct all communication via phone or email unless explicitly instructed by office staff.

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
- Continue with planning for Reopening Plan
- 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 about progress at the March 26 meeting



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Attachments:

1. LAS Reopening Plan Presentation_03012021
2. LAS COVID-19 Policies and Procedures Draft
3. LAS CAL/OSHA Written COVID-19 Prevention Plan Draft

Recommendation: School leadership recommends that the Governing Board approve the Reopening Plan

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

<p>Estimated Time of Presentation: 30 min Submitted By: School Leadership Date: 03022021</p>

<p>Pertinent Pages in <input type="checkbox"/> Charter, pgs _____ <input type="checkbox"/> Bylaws, pgs _____ <input type="checkbox"/> MOU, pgs _____ <input type="checkbox"/> Policy _____</p>



Fecha de la reunión: 5 de marzo 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:

Pensamientos de partes interesadas: Los resultados de la encuesta que se administró al personal el 25 de febrero se presentaran. Los resultados de la Intención de regresar completada por familias se presentaran. En las últimas semanas, el liderazgo escolar se ha

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 3° - 5° grado, 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.



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Proyecto de ley 86 del Senado: Requisitos de alivio, reapertura de escuelas, informes y salud pública de COVID-19

Esta semana, los miembros de la legislatura del estado de California y el gobernador Gavin Newsome presentaron un plan de incentivos para la reapertura de escuelas. El plan refleja algunos componentes de proyectos de leyes anteriores, incluida la priorización de los estudiantes que se beneficiarían más de la instrucción en persona. Las escuelas que han aprobado planes de seguridad de COVID-19 y que están programadas para abrir calificarán para financiamiento adicional para apoyar en áreas académicas, de salud mental, equipo de protección personal, preparación de instalaciones, así como otras áreas. La votación sobre el proyecto de ley tendrá lugar el 4 de marzo de 2021.

Plan de Reapertura de LAS:

Fechas planeadas para el regreso a clases

3er - 5to grado:

- lunes, 12 de abril de 2021 (Grupo A)
- lunes, 18 de abril de 2021 (Grupo B)
- lunes a jueves entre 8:00-8:30am entrada escalonada - 12:00-12:30 despedida escalonada por apellido
- Los viernes continuarán dentro del Aprendizaje a distancia

Kínder transicional - 2do grado:

- lunes, 26 de abril de 2021 (Grupo A)
- lunes, 3 de mayo de 2021 (Grupo B)
- lunes a jueves entre 8:00-8:30am entrada escalonada - 12:00-12:30 despedida escalonada por apellido
- Los viernes continuarán dentro del Aprendizaje a distancia

6to - 8vo grado (Solo si el condado de Sacramento se ha cambiado al Nivel Rojo):

- lunes, 10 de mayo de 2021 (Grupo A)
- lunes, 17 de mayo de 2021 (Grupo B)
- lunes a jueves entre 8:00-8:30am entrada escalonada - 12:20-12:40 despedida escalonada por apellido
- Los viernes continuarán dentro del Aprendizaje a distancia

Opción # 1: Modelo híbrido: Los estudiantes alternarán el aprendizaje en el salón de clases y desde el hogar. Semana 1: El Grupo A está en la escuela para el aprendizaje en el salón (Roomies). La instrucción en el plantel sería entre las 8:00-8:30 y las 12:00-12:30pm. El Grupo B está en casa para el aprendizaje a distancia (Zoomies). Semana 2: El Grupo B está en la escuela para el aprendizaje en el salón y el Grupo A está en casa para el aprendizaje a distancia. Todos los estudiantes participan en el aprendizaje a distancia por las tardes y los viernes.

Opción # 2: Modelo de aprendizaje a distancia extendida: Los estudiantes continuarían aprendiendo desde casa e ingresarían para la instrucción entre las 8:00-8:30 hasta las 12:00-12:30pm y luego nuevamente después del almuerzo para completar el aprendizaje asincrónico y/o el tiempo sincrónico asignado.



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Planificación de grupos: Haremos todo lo posible para tratar de asegurar que las familias con varios hijos estén en el mismo grupo, pero no es una garantía.

Horarios escalonados: Con base en los resultados de la encuesta, se desarrollará un horario de más de 30 minutos y basado en el apellido de la familia. Se informará a las familias de los horarios esperados para dejar y recoger a los niños. Esta medida se implementará en un esfuerzo por limitar la cantidad de estudiantes que llegan o salen del plantel al mismo tiempo.

Recreo: Los estudiantes, por grupo estable, recibirán descansos estructurados dentro y fuera del salón. No tendrán acceso a las estructuras de juego ni al equipo de juego común.

Prueba de COVID-19 obligatorio para estudiantes en el modelo híbrido: Todos los estudiantes que elijan el Modelo Híbrido deberán venir al plantel antes de su fecha de inicio para un examen inicial COVID-19 y, en consecuencia, serán evaluados cada dos semanas. Los detalles sobre este proceso se compartirán en una fecha futura.

Programas de cuidado de estudiantes y después de clases: No habrá cuidado de niños en la escuela después de clases y ASES permanecerá en línea hasta el final del año.

Maestra/o de registro (TK-5º): LAS tiene la intención de seguir el protocolo de seguridad de distanciamiento físico en los salones. Aunque nuestra intención es tratar de mantener las listas de clases para TK-5º grado, los resultados finales de la encuesta pueden requerir un cambio en la lista de maestros para los modelos híbridos y de aprendizaje a distancia extendido. Si el maestro de su hijo llegara a cambiar, le informaremos lo antes posible.

Secundaria en grupos estables: Los estudiantes de 6º a 8º grado de LAS, que participan en el modelo híbrido, serán asignados a un grupo estable que estará en el plantel cada dos semanas. Su estudiante de secundaria será asignado a un maestro (un salón de clase específico) y asistirá a todas sus clases de Zoom mientras esté en ese salón de clases designado. En pocas palabras, los estudiantes de secundaria continuarán con su programa actual de aprendizaje a distancia y plataformas digitales mientras pertenecen a un grupo estable con un maestro asignado en el plantel.

Almuerzo: Se proporcionará almuerzo a los estudiantes en el sitio al final de su día de instrucción. Los almuerzos estarán empaquetados y se pueden llevar a casa. Las familias que no participan en la instrucción en el sitio pueden seguir recibiendo comidas los lunes, miércoles y viernes.

Padres de familia y visitantes: Con el fin de garantizar grupos estables y máxima seguridad, no se permitirán visitantes (incluidos los padres/cuidadores y miembros de la familia) en el plantel, más allá del área de recogida y entrega. Todos los padres deben hacer todo lo posible para realizar todas las comunicaciones por teléfono o correo electrónico a menos que el personal de la oficina lo indique explícitamente.



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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
- Continuar con planes de reapertura
- 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 marzo

Adjunto:

1. Presentación de Reapertura de LAS_03012021
2. LAS COVID-19 Policies and Procedures Draft
3. LAS CAL/OSHA Written COVID-19 Prevention Plan Draft

Recomendación: El liderazgo escolar recomienda que la mesa directiva apruebe el Plan de reapertura de LAS.

LAS Spring Reopening Plan				
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: 30 min
Submitted By: School Leadership
Date: 03022021

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



Makes the Re-Opening Dream Work – School Phase 3 Spring

El trabajo en equipo hace que trabaje el sueño de reabrir – Escuela Fase 3 Primavera

Parent Special Meeting – March 1, 2021 / *Junta especial de padres – 1 de marzo de 2021*



Agenda

1. State and County Reopening Guidelines

Directrices de reapertura del estado y del condado

2. Intent to Return - Parent Survey / *Intención de regresar – Encuesta para padres*

- a) Planned Return dates for each cohort / *Fechas de regreso planificadas para cada grupo*
- b) Description of Hybrid Model / *Descripción del modelo híbrido*
- c) Staggered Drop off and Pick Up / *Horario escalonado para dejar y recoger*
- d) Recess / *Recreo*
- e) Required Testing / *Pruebas requeridas*
- f) Afterschool Care and ASES / *Cuidado después de escuela y ASES*
- g) Teacher of Record / *Maestro de registro*
- h) MS Cohorts / *Grupos de secundaria*
- i) Lunch / *Almuerzo*
- j) Parent and visitor restrictions / *Restricciones para padres y visitantes*

1. State and County Reopening Guidelines

- Sacramento County Public Health: COVID-19 Levels (1 of 7)

Directrices de reapertura del estado y condado – Salud Pública del Condado de Sacramento: Niveles de COVID-19 (1 de 7)



County risk level	Adjusted case rate* 7-day average of daily COVID-19 cases per 100K with 7-day lag, adjusted for number of tests performed	Positivity rate** 7-day average of all COVID-19 tests performed that are positive	
		Entire county	Health equity quartile
<p>WIDESPREAD</p> <p>Many non-essential indoor business operations are closed</p>	<p>More than 7.0 Daily new cases (per 100k)</p>	<p>More than 8.0% Positive tests</p>	
<p>SUBSTANTIAL</p> <p>Some non-essential indoor business operations are closed</p>	<p>4.0 – 7.0 Daily new cases (per 100k)</p>	<p>5.0 – 8.0% Positive tests</p>	<p>5.3 – 8.0% Positive tests</p>
<p>MODERATE</p> <p>Some indoor business operations are open with modifications</p>	<p>1.0 – 3.9 Daily new cases (per 100k)</p>	<p>2.0 – 4.9% Positive tests</p>	<p>2.2 – 5.2% Positive tests</p>
<p>MINIMAL</p> <p>Most indoor business operations are open with modifications</p>	<p>Less than 1.0 Daily new cases (per 100k)</p>	<p>Less than 2.0% Positive tests</p>	<p>Less than 2.2% Positive tests</p>

The positivity rate in the matrix above excludes people in state and federal prisons, US Immigration and Customs Enforcement facilities, US Marshal detention facilities, and Department of State Hospitals facilities.

*Small counties (those with a population less than 106,000) may be subject to alternate case assessment measures for purposes of tier assignment.

**Health equity metric is not applied for small counties. The health equity metric is used to move to a less restrictive tier.

1. State and County Reopening Guidelines - Sacramento County Public Health: COVID-19 Levels (2 of 7)



Re-Opening Tier Parameters

The county must meet the criteria for two consecutive weeks for case rate and positivity rate before advancing to the next tier.

Purple

- PK to 6th schools are allowed to open for in-person instruction when a 7-day average case rate is less than 25 cases a day per 100K residents.
- Sacramento County has been eligible since approximately February 16th
- 7th to 12th grade school not already open to all students for in-person instruction must remain closed.
- Schools conducting in-person instruction or supports must maintain mitigation measures, including social distancing, face coverings, and sanitization, in compliance with schools guidance from CDPH and Sacramento County Public Health.

Red

- Sacramento County will move to tier red when the case rate is less than 4-7 cases per day for 100K residents (currently 14.9) and the positivity rate is between 5-8% (currently 5.4%).
- Schools conducting in-person instruction or supports must maintain mitigation measures, including social distancing, face coverings, and sanitization, in compliance with schools guidance from CDPH and Sacramento County Public Health.

1. Directrices de reapertura del estado y condado

– Salud Pública del Condado de Sacramento: Niveles de COVID-19 (2 de 7)



Parámetros de reapertura por nivel

El condado debe cumplir con los criterios durante dos semanas consecutivas para la tasa de casos y la tasa de positividad antes de avanzar al siguiente nivel

Morado

- Las escuelas de prekínder a 6to pueden abrir para instrucción en persona cuando la tasa promedio de casos de 7 días es menos de 25 casos por día por cada 100,000 residentes.
- El condado de Sacramento ha sido elegible desde aproximadamente el 16 de febrero
- Las escuelas de 7o a 12o grado que aún no estén abiertas a todos los estudiantes para recibir instrucción en persona deben permanecer cerradas.
- Las escuelas que imparten instrucción o apoyo en persona deben mantener medidas de mitigación, incluido el distanciamiento social, cubrimiento de la cara y desinfección, en cumplimiento con las directrices escolares del CDPH y de Salud Pública del Condado de Sacramento.

Rojo

- El condado de Sacramento pasara al nivel rojo cuando la tasa de casos sea menos de 4-7 casos por dia por 100,000 residentes (actualmente 14.9) y la tasa de positividad este entre el 5-8% (actualmente 5.4%)
- Las escuelas que imparten instrucción o apoyo en persona deben mantener medidas de mitigación, incluido el distanciamiento social, cubrimiento de la cara y desinfección, en cumplimiento con las directrices escolares del CDPH y de Salud Pública del Condado de Sacramento.

1. State and County Reopening Guidelines

- Sacramento County Public Health: COVID-19 Levels (3 of 7)

Directrices de reapertura del estado y condado – Salud Pública del Condado de Sacramento: Niveles de COVID-19 (3 de 7)



Current tier assignments as of February 23, 2021

Tier assignments may occur any day of the week and may occur more than once a week. Select a county to see what region it's in.



1. State and County Reopening Guidelines

- Reopening Plans (4 of 7) *Directrices de reapertura del estado y condado – Planes de reapertura (4 de 7)*



The Language Academy of Sacramento

COVID-19 Policies & Procedures

LAS Community: Staff, Parents, and Students

6 feet 6 feet 6 feet

COVID-19 School Guidance Checklist

January 14, 2021

CALIFORNIA
ALL
Your Actions
Save Lives

Language Academy of Sacramento

CALOSHA COVID-19
Prevention Plan (WCPP)



1. State and County Reopening Guidelines

- Plan Content (5 of 7)

COVID-19 Reopening Plan

Infection Mitigation Strategies: Health, Safety and Personal Protective Equipment, include:

1. Face coverings
2. Stable groups: cohorts
3. Physical distancing
4. Adequate ventilation
5. Handwashing hygiene
6. Symptom(s) and close contact exposure screening
7. Surveillance or screening testing

CALOSHA (WCPP) PLAN – Employee Specific

Additional Employee Mitigation Strategies:

1. Evaluate, Identify, implement control measures specific to LAS
2. Communicate to staff regarding the potential exposures to COVID-19
3. Framework to return employees back to work who may have tested positive to COVID-19, have symptoms of COVID-19 but tested negative, or be asymptomatic but may still be infectious.

1. Directrices de reapertura del estado y del condado- Contenido del plan (5 de 7)



Plan de reapertura de COVID-19

Estrategias de mitigación de infecciones: Salud, Seguridad y Equipo de protección personal, que incluyen:

1. Cubrimientos faciales
2. Grupos estables
3. Distanciamiento físico
4. Ventilación adecuado
5. Higiene del lavado de manos
6. Evaluación de síntoma(s) y detección de exposición por contacto cercano
7. Pruebas de vigilancia o evaluación

PLAN CALOSHA (WCPP) – Específico al empleado

Estrategias de mitigación adicionales para los empleados:

1. Evaluar, identificar e implementar medidas de control específicas para LAS
2. Comunicar al personal sobre las posibles exposiciones a COVID-19.
3. Marco para devolver al trabajo a los empleados que pueden haber dado positivo al COVID-19, tienen síntomas de COVID-19 pero salieron negativos, o están asintomáticos pero aún pueden estar infectados.



1. State and County Reopening Guidelines

- Community Outreach - Stakeholder Review Dates
(6 of 7)

Date	Stakeholder
Completed Review Friday, February 26 th	LAS Legal Counsel
Thursday, March 4 th	Staff Meeting
Wednesday, March 10 th	Parent Association
Thursday, March 11 th	California Department of Health (CDPH)
	Sacramento County Department of Public Health (SDPH)



1. Directrices de reapertura del estado y del condado- Alcance comunitario - Fechas de revisión de las partes interesadas (6 de 7)

Fecha	Parte interesada
Revisión completa el viernes, 26 de febrero	Asesor legal de LAS
jueves, 4 de marzo	Reunión del personal
miércoles, 10 de marzo	Asociación de padres
Jueves, 11 de marzo	Departamento de Salud de California (CDPH)
	Departamento de Salud Pública del Condado de Sacramento (SDPH)

1. State and County Reopening Guidelines

- Site Preparation (7 of 7)



Site/ Classrooms March 1st

- Completion of hydration and sanitation station
- Remove excess furniture
- Desks six (6) ft. apart
- Physical distancing marker
- CDC signage throughout the campus
- Installation of care station (hand sanitizer, gloves, cleaning supplies, first aid)

Technology March 8th

- Installation of interactive screens
- Reconnect and troubleshoot technology issues throughout the campus for teachers who are back on campus. Priority for hybrid teachers 3rd-5th
- Noise cancelling headphones for Middle School students
- Microphones for teachers

Student Materials March 8th - 31st

- Purchase of individual boxes and consumable materials for Cohort A & B Students.



1. Directrices de reapertura del estado y del condado- Preparación del sitio (7 de 7)



Sitio / Salones 1 de marzo

- Finalización de la estación de hidratación y desinfección
- Remover el exceso de muebles
- Escritorios separados por seis (6) pies
- Marcador de distanciamiento físico
- Letreros del CDC en todo el plantel
- Instalación de una estación de cuidados (desinfectante de manos, guantes, productos de limpieza, primeros auxilios)

Tecnología 8 de marzo

- Instalación de pantallas interactivas
- Reconectar y solucionar problemas de tecnología en todo la escuela para los maestros que están de regreso al plantel. Prioridad para maestros híbridos de 3o-5o
- Audífonos con cancelación de ruido para estudiantes de secundaria
- Micrófonos para maestros

Materiales para estudiantes 8 a 31 de marzo

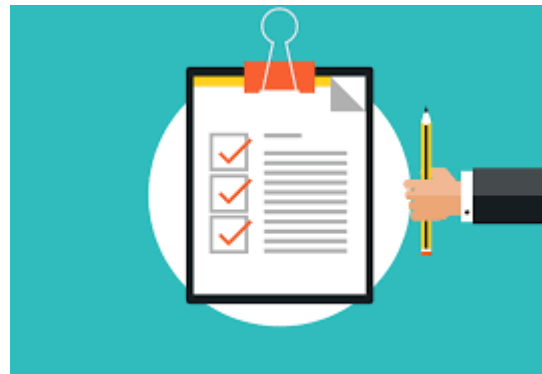
- Compra de cajas individuales y materiales consumibles para estudiantes de Grupo A y B.





INTENT TO RETURN PARENT SURVEY

*ENCUESTA PARA PADRES DE
INTENCIÓN DE REGRESAR*



2. Parent Survey – Important Information



- Sent to parents via email and text message on Friday, February 26th
- A Spanish and English version was sent based on preferred home language
- Requires parent to respond by Wednesday, March 3rd @ 11:59 pm.
- Parents must choose instructional model for each student enrolled at LAS. Model choice will remain in effect until the end of the school year.
 - Parents who do not respond by deadline will have their students automatically placed in distance learning model.

2. Encuesta para padres: Información importante



- Enviado por correo electrónico y mensaje de texto a los padres el viernes, 26 de febrero
- Se envió una versión en español e inglés basada en el idioma de preferencia
- Requiere que los padres respondan a mas tardar el miércoles, 3 de marzo a las 11:59pm.
- Los padres deben elegir el modelo de instrucción para cada estudiante inscrito en LAS. La elección del modelo permanecerá en vigor hasta el final del año escolar.
 - Los padres que no respondan antes de la fecha límite tendrán a sus estudiantes automáticamente colocados en el modelo de aprendizaje a distancia.

2a. Parent Survey – Planned Return Dates



3rd – 5th Grade:

- Monday, April 12th, 2021 (Cohort A)
- Monday, April 18th, 2021 (Cohort B)
- Fridays will continue within Distance Learning

Transitional Kindergarten – 2nd Grade:

- Monday, April 26th, 2021 (Cohort A)
- Monday, May 3rd, 2021 (Cohort B)
- Fridays will continue within Distance Learning

6th – 8th Grade (Only if Sacramento County has moved into the Red Tier):

- Monday, May 10th, 2021 (Cohort A)
- Monday, May 17th, 2021 (Cohort B)
- Fridays will continue within Distance Learning

2a. Encuesta para padres - Fechas de regreso planeadas



3ro - 5to grado:

- lunes, 12 de abril de 2021 (Grupo A)
- lunes, 18 de abril de 2021 (Grupo B)
- Los viernes continuarán dentro del aprendizaje a distancia

Kínder transicional- 2do grado:

- lunes, 26 de abril de 2021 (Grupo A)
- lunes, 3 de mayo de 2021 (Grupo B)
- Los viernes continuarán dentro del aprendizaje a distancia

6° a 8° grado (solo si el condado de Sacramento se ha movido al nivel rojo):

- lunes, 10 de mayo de 2021 (Grupo A)
- lunes, 17 de mayo de 2021 (Grupo B)
- Los viernes continuarán dentro del aprendizaje a distancia

2b. Parent Survey – Hybrid Models



Students will alternate learning in the classroom and from home: one week in-person and the following week distance learning from home.

Week 1:

Cohort A is on campus for onsite learning (Roomies). Onsite instruction would be between 8:00-8:30 to 12:00-12:30 pm. Cohort B is at home for distance learning (Zoomies).

Week 2:

Cohort B is on campus for onsite learning and Cohort A is at home for distance learning. All students participate in distance learning in the afternoons and Fridays.

2b. Encuesta para padres: Modelos híbridos



Los estudiantes alternarán el aprendizaje en el salón y desde casa: una semana en persona y la siguiente semana aprendizaje a distancia en casa.

Semana 1:

Grupo A está en el plantel para el aprendizaje en el sitio (*Roomies*). La instrucción en la escuela sería entre las 8:00-8:30 y las 12:00-12:30pm. El grupo B está en casa para el aprendizaje a distancia (*Zoomies*).

Semana 2:

Grupo B está en el plantel para el aprendizaje en el sitio y el Grupo A está en casa para el aprendizaje a distancia. Todos los estudiantes participan en el aprendizaje a distancia por las tardes y los viernes.

2c. Parent Survey – Staggered Drop off and Pick Up



Based on survey results, a schedule, over a 30 minute time span and based on family last name, will be developed. Families will be informed of the expected drop off and pick up times. This measure will be implemented in an effort to limit the number of students arriving or leaving campus at the same time.

Example (Final Schedule will depend on Intent to Return Survey Results):

Last Name Begins with	Drop off Time	Pick Up Time
A – I	7:40 - 7:50 am	12:20 -12:30 pm
J – R	7:50 - 8:00 am	12:30 - 12:40 pm
S - Z	8:00 - 8:10 am	12:40 – 12:50 pm

2c. Encuesta para padres: Horario escalonado para dejar y recoger



En base a los resultados de la encuesta, se desarrollará un horario de más de 30 minutos y basado en el apellido de la familia. Se informará a las familias de los horarios esperados para dejar y recoger a los niños. Esta medida se implementará en un esfuerzo por limitar la cantidad de estudiantes que llegan o salen del plantel al mismo tiempo.

Ejemplo (el horario final dependerá de los resultados de la encuesta de Intención de regresar):

El apellido comienza con	Hora de entrega	Hora de recogida
A – I	7:40 - 7:50 am	12:20 -12:30 pm
J – R	7:50 - 8:00 am	12:30 - 12:40 pm
S - Z	8:00 - 8:10 am	12:40 – 12:50 pm

2c. Parent Survey – Staggered Drop off and Pick Up: **Why do we need a staggered drop off?** / *Encuesta para padres: Horario escalonado para dejar y recoger: ¿Por qué necesitamos un horario escalonado?*



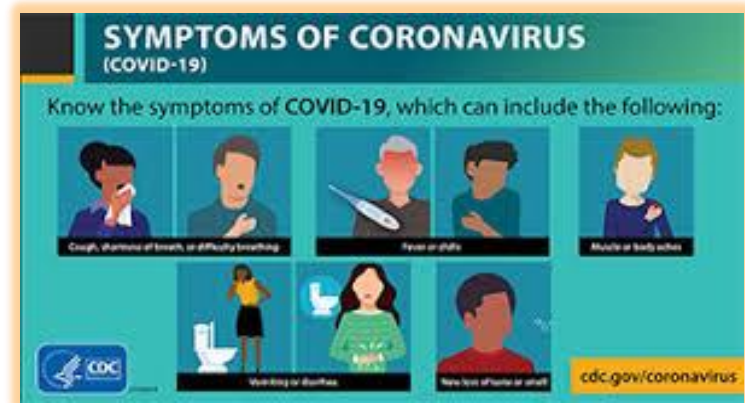
Temperature Check

Verificación de temperatura



Symptom Pre-Check

Comprobación previa de síntomas





2d. Parent Survey – Recess

Students, per stable cohort, will be provided with structured breaks inside and outside of the classroom. They will not have access to the play structures or common play equipment.

Additional staff have been hired to ensure sufficient supervision during recess and bathroom breaks.





2d. Encuesta para padres - Recreo

Los estudiantes, por grupo estable, recibirán descansos estructurados dentro y fuera del salón. No tendrán acceso a las estructuras de juego ni al equipo de juego común.

Se ha contratado personal adicional para garantizar una supervisión suficiente durante el recreo y los descansos para ir al baño.



2e. Parent Survey – Required COVID-19 Testing



What is BinaxNow rapid test?

- The rapid antigen test available to employees and students
- Uses a direct nasal swab and provides results within 15 minutes
- Test will be conducted by trained professionals



2e. Encuesta para padres – Prueba requerida de COVID-19



¿Qué es la prueba rápida BinaxNow?

- La prueba rápida de antígenos disponible para empleados y estudiantes
- Utiliza una prueba nasal directo y proporciona resultados en 15 minutos
- La prueba será realizada por profesionales capacitados.



2e. Parent Survey – Testing Schedule



Estimated COVID-19 Test Date	Start Date	Grade Level	Cohort	Week	Number of Students to be tested
Saturday, April 10, 2021	Monday, April 12, 2021	3rd, 4th , 5th	A	Week 1	
Saturday, April 17, 2021	Monday, April 19, 2021	3rd, 4th , 5th	B	Week 1	
Saturday, April 24, 2021	Monday, April 26, 2021	TK, K, 1st, 2nd	A	Week 1	
		3rd, 4th , 5th	A	Week 2	
Saturday, May 1, 2021	Monday, May 3, 2021	TK, K, 1st, 2nd	B	Week 1	
		3rd, 4th , 5th	B	Week 2	
Saturday, May 8, 2021	Monday, May 10, 2021	6th, 7th, 8th	A	Week 1	
		TK, K, 1st, 2nd	A	Week 2	
Retest		3rd, 4th , 5th	A	Week 3	
Saturday, May 15, 2021	Monday, May 17, 2021	6th, 7th, 8th	B	Week 1	
		TK, K, 1st, 2nd	B	Week 2	
Retest		3rd, 4th , 5th	B	Week 3	
	Monday, May 24, 2021	6th, 7th, 8th	A	Week 2	
Retest		TK, K, 1st, 2nd	A	Week 3	
		3rd, 4th , 5th	A	Week 4	
	Monday, May 31, 2021	6th, 7th, 8th	B	Week 2	
Retest		TK, K, 1st, 2nd	B	Week 3	
		3rd, 4th , 5th	B	Week 4	
Retest	Monday, June 7, 2021	6th, 7th, 8th	A	Week 3	
		TK, K, 1st, 2nd	A	Week 4	
		3rd, 4th , 5th	A	Week 5	

2e. Encuesta para padres: Calendario de pruebas



Fecha estimada de la prueba COVID-19	Fecha de inicio	Nivel de grado	Grupo	Semana	Número de estudiantes a ser evaluados
sábado, 10 de abril de 2021	lunes, 12 de abril de 2021	3ro, 4to, 5to	A	Semana 1	
sábado, 17 de abril de 2021	lunes, 19 de abril de 2021	3ro, 4to, 5to	B	Semana 1	
sábado, 24 de abril de 2021	lunes, 26 de abril de 2021	TK, K, 1º, 2º	A	Semana 1	
		3ro, 4to, 5to	A	Semana 2	
sábado, 1 de mayo de 2021	lunes, 3 de mayo de 2021	TK, K, 1º, 2º	B	Semana 1	
		3ro, 4to, 5to	B	Semana 2	
sábado, 8 de mayo de 2021	lunes, 10 de mayo de 2021	6, 7, 8	A	Semana 1	
		TK, K, 1º, 2º	A	Semana 2	
Volver a probar		3ro, 4to, 5to	A	Semana 3	
sábado, 15 de mayo de 2021	lunes, 17 de mayo de 2021	6, 7, 8	B	Semana 1	
		TK, K, 1º, 2º	B	Semana 2	
Volver a probar		3ro, 4to, 5to	B	Semana 3	
	lunes, 24 de mayo de 2021	6, 7, 8	A	Semana 2	
Volver a probar		TK, K, 1º, 2º	A	Semana 3	
		3ro, 4to, 5to	A	Semana 4	
	lunes, 31 de mayo de 2021	6, 7, 8	B	Semana 2	
Volver a probar		TK, K, 1º, 2º	B	Semana 3	
		3ro, 4to, 5to	B	Semana 4	
Volver a probar	lunes, 7 de junio de 2021	6, 7, 8	A	Semana 3	
		TK, K, 1º, 2º	A	Semana 4	
		3ro, 4to, 5to	A	Semana 5	

2e. Parent Survey – Required COVID-19 Testing



Who would get tested?

All staff will be required to participate in testing. All students who choose onsite instruction will also be required to participate in testing.

When will the testing take place?

Testing will take place for each cohort 2-3 days before their first day of school. Subsequent testing will depend on positivity rate (*more than 5% could trigger weekly testing for all students*)

Example: Test negative on Friday, April 9, 2021 ⇔ Begin Monday, April 12, 2021

Where will the testing take place?

Testing will occur on the LAS campus with a drive-thru set in the parking lot.

How much will it cost to get my student tested?

LAS has allocated funds to cover the cost of testing. There is not cost to families.

Can my family get tested?

At this time, we will only be testing students enrolled at the Language Academy. However, we can provide your resources to free county testing sites.

2e. Encuesta para padres – Prueba requerida de COVID-19



¿Quién se haría la prueba?

Se requerirá que todo el personal participe en las pruebas. También se requerirá que todos los estudiantes que elijan instrucción en el sitio participen en las pruebas.

¿Cuándo se realizarán las pruebas?

Las pruebas se llevarán a cabo para cada grupo 2-3 días antes del primer día de clases. Las pruebas posteriores dependerán de la tasa de positividad (*más del 5% podría llevar a pruebas semanales para todos los estudiantes*)

Ejemplo: prueba negativa el viernes, 9 de abril de 2021 ⇒ Comienza el lunes, 12 de abril de 2021

¿Dónde se realizarán las pruebas?

Las pruebas se llevarán a cabo en el plantel de LAS con un auto servicio en el estacionamiento.

¿Cuánto costará hacer que mi estudiante evalúe?

LAS ha asignado fondos para cubrir el costo de las pruebas. No hay costo para las familias.

¿Puede mi familia hacerse la prueba?

En este momento, solo evaluaremos a los estudiantes inscritos en la Academia de Idiomas. Sin embargo, podemos proporcionarles recursos a los sitios de prueba gratuitos del condado.

2e. Parent Survey – Required COVID-19 Testing



What if my child does not want to be tested?

All student will be required to be tested in order to participate in the hybrid instructional model. We will do our best to work with you and your child in order to have a successful testing day.

How will families receive results?

School Administration will contact parents to let them know their child(ren) tested positive. Students will be advised to contact their doctor and remain in home quarantine for 10 days.

What if the student who tested positive has siblings? Will they have to quarantine as well?

Yes, **siblings** would **have had** close contact at home must stay home until they meet public health criteria for returning (the exact timeline will vary by individual).

2e. Encuesta para padres – Prueba requerida de COVID-19



¿Qué pasa si mi hijo no quiere hacerse la prueba?

Se requerirá que todos los estudiantes sean evaluados para poder participar en el modelo de instrucción híbrido. Haremos todo lo posible para trabajar con usted y su niño para tener un día de prueba exitoso.

¿Cómo recibirán las familias los resultados?

La administración escolar se comunicará con los padres para informarles que sus hijos dieron positivo en la prueba. Se aconsejará a los estudiantes que se comuniquen con su médico y permanezcan en cuarentena en casa durante 10 días.

¿Qué pasa si el estudiante que dio positivo tiene hermanos? ¿Tendrán que ponerse en cuarentena también?

Sí, los **hermanos** que **hubieran tenido** un contacto cercano en casa deben quedarse en casa hasta que cumplan con los criterios de salud pública para regresar (el tiempo exacto variará según la persona).

2e. Parent Survey – Required COVID-19 Testing



What will happen is a student or staff member is positive?

LAS Administration will conduct a thorough investigation to determine who was exposed to the positive student or staff member.

If necessary, administration will close the exposed cohort for a 14 day quarantine.

Any staff or students exposed to someone who has tested positive will receive a letter and phone call with 24 hours of exposure.

2e. Encuesta para padres - Prueba requerida de COVID-19



¿Qué pasará si un estudiante o miembro del personal es positivo?

La Administración de LAS llevará a cabo una investigación exhaustiva para determinar quién estuvo expuesto al estudiante o miembro del personal positivo.

Si es necesario, la administración cerrará el grupo expuesta durante una cuarentena de 14 días.

Todo el personal o los estudiantes expuestos a alguien que haya dado positivo en la prueba recibirán una carta y una llamada telefónica con 24 horas de exposición.

2f. Parent Survey - Afterschool Care and ASES / *Encuesta para padres: cuidado después de la escuela y ASES*



There will be no onsite after school care
In order to maintain stable cohorts ASES will remain online
through the end of the year.

No habrá cuidado en el sitio después de la escuela.

Para mantener grupos estables, ASES permanecerá en línea hasta fin de año.

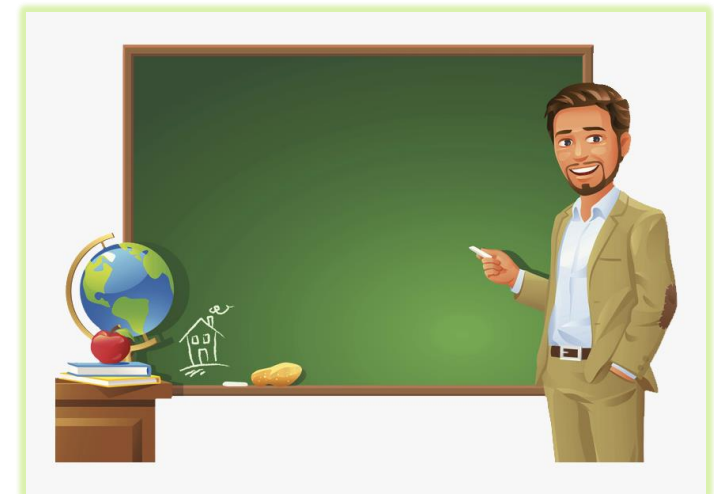


AFTERSCHOOL PROGRAM

2g. Parent Survey – Teacher of Record



- LAS intends to follow the physical distance safety protocol in the classrooms.
- Although our intent is to try and maintain class rosters for our TK-5th grade, final survey results may require a change in teacher roster for both Hybrid and Extended Distance Learning models.
- Should your child's teacher change, we will inform you as soon as reasonably possible.



2g. Encuesta para padres - Maestro de registro



- LAS tiene la intención de seguir el protocolo de seguridad de distanciamiento físico en los salones.
- Aunque nuestra intención es tratar de mantener listas de clases para nuestros grados TK-5, los resultados finales de la encuesta pueden requerir un cambio en la lista de maestros para los modelos híbridos y de aprendizaje a distancia extendido.
- Si habrá un cambio, le informaremos tan pronto como sea razonablemente posible.



2h. Parent Survey – Middle School Cohorts



- LAS 6th-8th grade students, participating in the Hybrid model, will be assigned to a stable cohort that will be on campus every other week.
- Your middle school student will be assigned to one teacher (one specific classroom on campus) and will attend all their Zoom classes while they are in that designated classroom.
- MS students will continue with their current distance learning schedule and digital platforms while belonging to a stable cohort with an assigned teacher on-site.

2h. Encuesta para padres – Grupos de secundaria



- Los estudiantes de 6º a 8º grado de LAS, que participan en el modelo híbrido, serán asignados a un grupo estable donde estarán cada dos semanas.
- Su estudiante de secundaria será asignado a un maestro (un salón de clases específico en el plantel) y asistirá a todas sus clases de Zoom mientras esté en ese salón de clases designado.
- Los estudiantes de secundaria continuarán con su horario actual de aprendizaje a distancia y plataformas digitales mientras pertenecen a un grupo estable con un maestro asignado en el sitio.

2i. Parent Survey – Lunch

Encuesta para padres - Almuerzo

- Lunch will be provided for onsite students at the end of their instructional day.
- *Se proporcionará almuerzo para los estudiantes en la escuela al final de su día de instrucción.*
- Lunches will be prepackaged and may be taken home.
- *Los almuerzos estarán empaquetados y se pueden llevar a casa.*



SCUSD Nutrition Services
Starting September 3, 2020
**FREE CURBSIDE GRAB & GO
MEALS FOR ALL CHILDREN**

Mondays, Wednesdays & Fridays*
11:00am – 1:00 pm

Curbside meal services
will be available at 44
school sites

Free meals available to all
children 0-18 years old. No
paperwork, no enrollment
required.

2j. Parent Survey – Parent Restrictions

Encuesta para padres - Restricciones para padres



- In order to ensure stable cohorts and maximum safety, visitors (including parents/caregivers and family members) will not be allowed on campus, beyond the drop-off and pick-up area.
- *Con el fin de garantizar grupos estables y la máxima seguridad, no se permitirán visitantes (incluidos padres/cuidadores y miembros de familia) en el plantel, más allá del área de recogida y entrega.*
- All parents should make every effort to conduct all communication via phone or email unless explicitly instructed by office staff.
- *Todos los padres deben hacer todo lo posible para realizar todas las comunicaciones por teléfono o correo electrónico a menos que el personal de la oficina lo indique explícitamente.*





- Parents must respond by Wednesday, March 3rd @ 11:59 pm.
- *Los padres deben responder a mas tardar el miércoles, 3 de marzo a las 11:59 pm.*
- Parents must choose instructional model for each student enrolled at LAS. Model choice will remain in effect until the end of the school year.
- *Los padres deben elegir el modelo de instrucción para cada estudiante inscrito en LAS. La elección del modelo permanecerá en vigor hasta el final del año escolar.*
- Parents who do not respond by deadline will have their students automatically placed in distance learning model.
- *Los padres que no respondan antes de la fecha límite tendrán a sus estudiantes automáticamente colocados en el modelo de aprendizaje a distancia.*



STUDENTS / ESTUDIANTES

PARENTS / PADRES



dreamstime.com



dreamstime.com

STAFF / PERSONAL

**The Language Academy of
Sacramento**

**COVID-19 Policies
&
Procedures**

***LAS Community:
Staff, Parents, and Students***

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DRAFT

Federal, State and Local Guidance

The Language Academy of Sacramento (LAS) has worked closely with the Sacramento County Office of Public Health and used a number of guiding resources to develop a comprehensive reopening plan.

- Center for Disease Control Considerations for K-12 Schools: Readiness and Planning Tool
- California Public Health guidance, “COVID-19 and Reopening In Person Instruction Framework & Public Health Guidance for K-12 Schools in California, 2020-2021 School Year” guidance that was released on January 14, 2021
- Sacramento County Office of Education’s “School Year Planning: A Guide to Address the Challenges of COVID-19” document.

In addition, LAS also takes into consideration the stakeholder survey results conducted in September 2020, November 2020 and December 2020 to help determine the best path forward for our community.

Infection Mitigation Strategies: Health, Safety and Personal Protective Equipment

Together, as a community, we can ensure that we prevent in-school COVID-19 transmission. In order to reach maximum safety, we will implement multiple layers of safety to create the most optimal environment for students and staff. These strategies include:

1. Face coverings
2. Stable groups: cohorts
3. Physical distancing
4. Adequate ventilation
5. Hand hygiene
6. Symptom and close contact exposure screening, with exclusion from school for staff or students with symptoms or with confirmed close contact.
7. Screening and testing

We are committed to using all listed mitigation strategies to provide a safer environment for our students and staff.

Face Coverings: Mask and Shields

- All adults will be required to wear a mask while on campus. Staff will be provided with several reusable masks to wear throughout each week.
 - Teachers and Instructional Aides/Interventionist may wear an additional face shield.
- All students will be required to wear a mask unless there is a medical exemption from a medical doctor.
- Face shields are recommended for those with hearing impairments, or for communicating with a person who is hearing impaired, where the ability to see their mouth is essential for communication.
 - IEP or 504 Service Plans will be developed/revised collaboratively to provide health and safety provisions for students with complex needs.
 - Students will be strongly encouraged to bring their own mask to school. However, the LAS inventory includes:
 - Cloth Masks
 - Disposable Masks
 - Face shields
 - Plexi-glass will be available to use as an additional barrier as well as voice amplifying mics for teachers.
- Mask exemptions are as follows:
 - A physician recommendation
 - For those with hearing impairments or for those communicating with a person who is hearing impaired, where the ability to see their mouth is essential for communication, a face shield is recommended in lieu of a mask.
 - Persons with a medical condition, mental health condition, or disability that prevents them from wearing a face covering. This includes persons with a medical condition for whom wearing a face covering could obstruct breathing or who are unconscious, incapacitated, or otherwise unable to remove a face covering without assistance.
 - Persons who are eating or drinking, provided that they are able to maintain a distance of at least six feet away from persons who are not members of the same household or residence.
 - Persons who are engaged in outdoor work or recreation when alone and able to maintain a distance of at least six feet from others.

Note: Persons exempted from wearing a face covering due to a medical condition who are employed in a job involving regular contact with others should wear a non-restrictive alternative, such as a face shield with a drape on the bottom edge, as long as their condition permits it.

Stable Cohorts

Stable cohorts are beneficial in that they can: limit the number of possible exposures if someone on campus becomes infected with COVID-19, reduce the number of people who become ill, assist with effective contact tracing and case investigations, and lessen the impact of COVID-19-induced quarantines and closures. Cohort members will minimize/avoid contact with other groups or individuals who are not part of the cohort.

- Students will be assigned a cohort for in-person attendance.
 - LAS will make every effort to assign siblings to the same cohort
- Students will be placed in small, stable groups with fixed membership that stay together for all activities (e.g. instruction, lunch, recess) as much as is practicable.
- TK-5th grades will maintain consistent cohorts with minimal to no mixing of students or teachers.

While stable cohorts are more difficult to maintain with middle and high schools due to the nature of class schedules and student movement, the following measures are being considered for Middle school:

- Consolidated schedules to decrease the number of students that a teacher interacts with each day. This will also decrease opportunities for students to mix in hallways during class changes. If a block schedule is chosen, cohorts should change no more often than once every 3-4 weeks.
- Create stable cohorts for homeroom or core academic subjects (e.g. students remain with the same group of students for English/Social Science and Math/Science)
- Staggered schedules for arrival/dismissal, recess, and lunch to prevent mixing of cohorts/grade levels.
- Shortening the school schedule to limit the need for a lunch break during the school day (State instructional minute requirements have been temporarily reduced due to COVID-19).
- Minimize movement of students through hallways by creating one-way pathways.

Physical Distancing: Classroom Seating Configurations

Classrooms will be arranged to provide the maximum physical distancing with as close to 6 feet as possible between students.

- Removal of non-essential furniture/equipment to ensure physical distancing (i.e. Computer stations, rugs, extra tables, kidney-shaped tables, shelving, soft material furniture, etc).
- All seats will be forward facing in rows, where feasible
- Class sizes limited to 12 students (as feasible)
- Seating must be 6 feet apart for each student and adult in the room
- No sitting on the floor or on carpets in lower grades
- Cooperative learning can only be implemented if students are at least 6 feet apart or via computer within the classroom.
- Assessments shall be set up in designated areas with plexi-glass shields to protect students and staff.
- Signs will be posted in highly visible locations that promote everyday protective measures and how to stop the spread of germs.

Wayfinding

Signs in Spanish and English will be strategically placed in high traffic areas (e.g. bathrooms, classrooms, hallways, etc.). Signs will reflect topics such as:

- Don't feel well? – Helps parents and students recognize symptoms
- Stop spread of germs- Best practices at home and in public areas
- What you should know about COVID-19 to protect yourself and others
- Did you wash your hands?- Step by step instructions for effective hand washing
- How to wear and take off a mask-Best practices for wearing masks

Ventilation and HVAC

- Fresh air flow vents have been opened in classrooms
- Filters have been replaced in currently occupied classrooms and will be replaced in the rest of the school prior to the return of students
- Air purifiers have been added to each classroom to address air flow circulation in classrooms that do not have access to windows

Hand Hygiene

Staff and students will be asked to 1) properly wash hands, 2) avoiding touching one's eyes, nose, and mouth, and 3) to cover coughs and sneezes into a tissue or their elbow.

- Students and staff are expected to wash their hands frequently throughout the day, including before and after eating; after coughing or sneezing; after classes where they handle shared items, such as outside recreation, or art,; and before and after using the restroom.
- Students and staff are expected to wash their hands for 20 seconds with soap, rubbing thoroughly after application. Soap products marketed as “antimicrobial” are not necessary or recommended.
- Staff are expected to model and practice handwashing.
- Students and staff should use fragrance-free hand sanitizer when handwashing is not practicable. Sanitizer must be rubbed into hands until completely dry. Note: frequent handwashing is more effective than the use of hand sanitizers.
- Children under age 9 should only use hand sanitizer under adult supervision. Call Poison Control if consumed: 1-800-222-1222.
 - Students can use outdoor portable handwashing stations throughout the school site and near classrooms to minimize movement and congregating in bathrooms to the extent practicable.
 - Teachers will develop routines enabling students and staff to regularly wash their hands at staggered intervals.
 - School Leadership will ensure adequate supplies to support healthy hygiene behaviors, including soap, tissues, no-touch trash cans, face coverings, and hand sanitizers with at least 60 percent ethyl alcohol for staff and children who can safely use hand sanitizer.

Monitoring Student and Staff Health

Staff Testing

- All staff is tested for COVID-19 prior to commencing work with students. A negative result is required and must be submitted before the staff member is able to work with children.
- The LAS partnership with the Sacramento Department of Public Health provided testing at no-cost to employees including reimbursing employees for travel costs to the testing site (e.g., mileage or public transportation costs).
- LAS will follow HIPPA guidance in managing test results
- LAS will implement a surveillance testing program where all teachers and school site staff are tested for COVID-19 every once a month, with approximately 25% of staff being tested every two weeks.

Student Testing

- The School will conduct mandatory school-sponsored antigen (Rapid) COVID-19 testing for all employees and students.
 - New students and remote students wishing to return to campus must submit a negative antigen (Rapid) COVID-19 test before they can attend in-person classes for the first time.

Testing Schedule and Sites

- Staff of small cohorts will test every 3 weeks
- Once the school transitions to a hybrid model, testing will occur as follows:
 - Staff will test biweekly (once every two weeks) when the COVID-19 positivity rate is >5% in Sacramento County and considered "Widespread," as defined by the state's Blueprint for a Safer Economy.
- The school will provide employees and parents/caregivers with information on how to schedule employee and student testing. The school reserves the right to manage student testing appointments by grade/cohort.
- Test results must be submitted to the office. Staff should submit results to Ms. Morales. Student test results should be submitted to Ms. Karina in the front office.
- Individuals who do not wish to participate in school-sponsored testing days may supply a negative test result from an independent testing provider, but it must be collected within the timeframe of the school's scheduled test dates. Outside test results must be provided to the Human Resources (staff) or main office (students).
- Individuals who must miss a school-sponsored COVID-19 test due to a quarantine order will receive instructions on how to return to campus. Typically, they will be directed to be independently tested for COVID-19 on the 10th-12th day after exposure and provide negative test results.
- The decision to decrease student time on campus or adopt fully remote learning will be made in consultation with local health authorities in response to changing conditions.
- The school campus will remain open as long as our positivity rate for on-campus community members remains below 25% when calculated school-wide. Cohorts may move to 100% remote learning independent of each other based on positivity rates for each cohort.

Student's Prescreening/Self-Monitoring

Each day, parents are asked to prescreen and self-monitor prior to arriving at school. If a student should exhibit symptoms parents should:

- Keep students at home for quarantine or self-isolation. If a student arrives to campus with these symptoms they will be sent home.
- The parent should seek guidance from their child's healthcare provider.
- Healthcare provider confirms alternate diagnosis for symptoms.
- Return to school in 72 hours after symptoms resolve/improve.
- Those with symptoms consistent with COVID-19 should isolate and not return until 10 days + 24 hours after symptoms improve.

Employee Pre-screening/Self-Monitoring

Staff are asked to prescreen on a daily basis, prior to arriving at school. If a staff member should exhibit symptoms they should:

- Not enter the school building and should remain at home to quarantine or self-isolate.
- The employee should seek guidance from their healthcare provider.
- Healthcare provider confirms alternate diagnosis for symptoms.
- Return to school in 72 hours after symptoms resolve/improve.
- Those with symptoms consistent with COVID-19 should isolate and not return until 10 days + 24 hours after symptoms improve.
- Contact school administration to inform them of a positive COVID-19 diagnosis.

Student Prescreening

- If a student answers **yes to a pre-screening question**
 - The cohort remains open.
 - The student or staff member should not enter the building and should be sent home for quarantine or self-isolation
 - The student or staff member should seek guidance from their healthcare provider.
 - Healthcare provider confirms alternate diagnosis for symptoms.
 - Return to school in 72 hours after symptoms resolve/improve.
 - Those with symptoms consistent with COVID-19 should isolate and not return until 10 days + 24 hours after symptoms improve.
- If a student or staff member **tests positive for COVID-19**
 - The cohort will be closed for 14 days from last known exposure.

- LAS will work with all families of students and staff members of the cohort should be notified with a phone call followed by a letter that a student or staff member in the cohort has tested positive.
- Students and staff should be quarantined for 14 days from date of last known contact.
- The entire cohort of staff and students should be tested working directly with their healthcare providers and/or SCPH.
- Further testing of family members may be advised based on cohort test member results.
- LAS will require a negative test result prior to returning onsite.
- LAS will report all positive COVID-19 testing to Sacramento County Public Health
-

Equipment

- Thermal body temperature stations will be placed at three entrance points.
- Oxygen monitors will be made available in the care room as well as the central office.
- Handheld thermometers will be provided for drop off check-in and in each classrooms first aid bags.
- Air purifiers have been secured in an effort to address air flow circulation in classrooms that do not have access to windows

Isolation and Quarantine Requirements

- **“Isolation”** refers to the period of time an individual with a confirmed case of COVID-19 must be separated from others. Typically, isolation requires an individual to be separated from others at least three days (72 hours) after fever resolves and respiratory symptoms improve and at least 10 days from the symptom onset, whichever occurs later, or 10 days from positive test date if asymptomatic.
- **“Quarantine”** refers to the period of time an individual who has been in close contact with a confirmed case of COVID-19 must be separated from others. All individuals who have been in close contact with a confirmed case of COVID-19 are required to quarantine for 14 days. Quarantine time may be extended if living in the same household with a positive individual.
 - The school will require that all students and employees self-quarantine for 14 days prior to returning to campus if they travel or participate in gatherings, in accordance with county and state guidance.
 - Students or staff who travel out of the state or country will be required to quarantine for 14 days prior to returning to campus.

Individuals should avoid non-essential travel especially during holidays, vacations, or school breaks and follow CDC guidance and local travel advisories, if travel is essential. Individuals are discouraged from attending gatherings, especially during holidays, vacations, or school breaks, and are required to follow CDC and county guidance per gathering restrictions.

Facilities Cleaning, Sanitizing, Disinfecting and Ventilation

General Cleaning

- All staff will have an opportunity to participate in COVID-19 safety training via Safe Schools or through the Sacramento County Department of Public Health
 - Provide training to all staff, particularly custodial, on cleaning related to COVID-19
 - Daily cleaning of touch points in all areas, including desks and chairs
 - All spaces cleaned with antiviral disinfectant daily (cleaning solution may vary for students with medical accommodations for conditions such as asthma)
- Ensure the following areas are cleaned periodically throughout the day:
 - Common area touch points including but not limited to doorknobs, copiers, and counters, etc.

- Individualized student materials (all efforts will be made to reduce or limit sharing of these materials)
 - Desks and surfaces in classrooms to be deep cleaned upon arrival of new groups of students
 - Utilize touchless garbage cans
 - Provide hand sanitizer in all classrooms, offices, and other high traffic areas
 - All classrooms will be provided with sanitation wipes
 - Library books/classroom library books and classroom textbooks will sit for three days before being used by another individual
 - Water fountains will be off limits. Students and staff will be encouraged to bring water bottles and use hydration stations."

Student Bathrooms

- School has increased custodial time to ensure bathrooms can be cleaned and/or sanitized throughout the day
- School will stock three-month's worth of essential soap, paper towels, toilet paper, etc. at all times to ensure areas are well stocked and accessible to staff and students.
- Staff time will be increased:
 - to ensure sufficient supervision of bathroom areas throughout the school day
 - to ensure sufficient staff for deep cleaning between cohorts and/or clusters

Drop-Off and Pick-Up

- Students' temperature will be checked as they exit their vehicle. Students with a temperature of more than 100.4 will be rechecked in one of the recheck points for all students and staff. Parents will be asked to park and wait for recheck. If temperature recheck remains above 100.4 the student will be sent home.
- Each entrance point shall be equipped with thermal body temperature stations and a staff member to ensure students are properly screened.
- Scheduled staggered pick-up and drop-off times and/or assigned different pick-up and drop-off locations on campus to minimize the number of students and parents in one place at the same time.

Recess

- No use of playground equipment (e.g. jungle gyms)
- No shared equipment (e.g. footballs, basketballs, etc.)
- Limit recess to walking clubs, reading, and other non-contact physically distant games and/activities

Social-Emotional Wellness

Students and families in need of mental and emotional support may refer to these mental and emotional well-being resources from the employee benefit program. [Caresolace.com](https://caresolace.com)

Nutrition Services

Cafeteria/Lunch

- Limit the cafeteria to no more than 50% of capacity with the following guidelines.
 - Tables in the cafeteria will be spaced out and additional spaces (stage) will be used to ensure physical distancing.
 - Meals will be available as follows
 - Grab and Go lunches will be utilized, with students practicing physical distancing.
 - Utilize multiple locations to pick up food to limit gatherings.

Communications

Working with Health Officials and Media

- The school will establish and maintain communication channels with state and local emergency responders, health officials, and government officials.
- In the event of a positive COVID-19 case, the school will contact Sacramento County Public Health and work with a public health nurse to identify those that will be considered close contacts.

- Sacramento County Public Health will provide guidance on actions required. Depending on the specific circumstances of the case, different notifications may be made. However, the school will notify staff and families on a necessary basis for close contacts, and/or as determined by the health authorities. The school may also make additional notifications as needed depending on the circumstances of a situation.
- All media inquiries should be sent to the Executive Director, Eduardo de León, for response and/or tracking.
- The onsite contact tracing contact is Karina Rodriguez.

Information and Notifications for Parents

- Families can expect to receive an email, text, and/or phone call if they have been identified as a close contact exposed to an infected individual. Communication will be sent to primary parent(s).
- The school will maintain resource links to house information and policies pertaining to COVID-19.
- The school will track all confirmed cases of COVID-19 for students and employees as well as school sponsored testing data on a COVID-19 dashboard made available on the school's website.

Sharing Information with the School

- Please notify the school if a student or household member has tested positive for the virus. To maintain confidentiality, we ask that you report confirmed cases to Ms. Karina Rodriguez at krodriguez@lasac.info or via phone at (916) 277-7137.
- Families should report voluntary absence of a student for remote learning to the front office.
- Families should update medical information/emergency contact information with the office at the beginning of the school year and as information changes.
- Changes to parent email addresses or phone numbers should be made with the front office by parents as soon as possible. The school may send

periodic reminders to check and confirm contact information throughout the year.

Visitor and Vendor Protocols

In order to ensure stable cohorts and maximum safety, visitors (including parents/caregivers and family members) and vendors (such as contractors, district staff and service providers) must follow these guidelines. Only approved vendors will be permitted to check in at other locations. Signage will direct visitors and vendors to the following locations:

- Main office - Visitors are not allowed beyond the front office.
- Campus entry points - Visitors must be prepared for temperature check and symptoms screening

All visitors must follow general protocols such as wearing face coverings and maintaining six (6) feet of distance from all non-related persons at all times when on campus.

All parents should make every effort to conduct all communication via phone or email unless explicitly instructed by office staff. All packages must be delivered to the front office and employees must follow hand washing guidelines after handling mail and packages.

STUDENT PROTOCOLS

- The school will perform student screening checks at the curb and take each student's temperature. Students who are running a fever or not feeling well will not be able to attend school.
- Students arriving late to school must check in at the office to be screened before attending class. Screening includes temperature checks and several questions related to symptoms of COVID-19 and contact with those who show symptoms of COVID-19.
- Students in grades TK - 8 must wear face coverings on campus during the day.

- Students will be asked to wash/sanitize their hands upon entering the classroom; before and after eating; after coughing or sneezing; after being outside; and before and after using the restroom.
 - Children under age 9 should use hand sanitizer under adult supervision.
- Students should maintain at least six (6) feet physical distancing from other non-related persons at all times. During lunch or snack times, when masks are removed, physical distancing is even more important.
- Students should not meet in common areas.
- All student gym locker use is suspended and changing rooms will be closed.
- The school will maintain desk and table separation in classrooms for physical distancing.
 - Students should not rearrange classroom furniture.
- Student cohort groups will be established to limit large groups and mixing of students.
- Students are asked not to bring to campus stuffed animals or other toys from home.
- If a student becomes symptomatic during the school day, they will be separated from others promptly and placed in our recovery room. The family will be asked to come immediately, but not later than 20 minutes, to pick up the sick child.
- Students should practice prevention behaviors (physical distancing, face coverings, handwashing, cough/sneeze etiquette, and seasonal flu vaccinations) as important strategies in slowing the spread of COVID-19 and other infectious diseases.

EMPLOYEE PROTOCOLS

- All employees are expected to take their temperature at home without the use of fever reducing medicine before coming to campus. Any employee with a temperature of 100.4 degrees or higher should not report to work.
- Employees should remain home if they or another household member are experiencing respiratory symptoms such as cough and shortness of breath.
- Employees must wash/sanitize their hands upon entering the classroom/office; before and after eating; after coughing or sneezing; after being outside; before and after using the restroom; and after handling mail and packages. Please see “Cleaning Protocols” for more information.
- When a cohort changes in a classroom, teachers and/or older students under the supervision of an adult should clean high-touch surface areas during turnover when maintenance is not scheduled. The school will supply disinfecting wipes to classrooms for the purposes of sanitizing materials and high-touch surfaces.
- Teachers will limit sharing of supplies between students and disinfect between uses, if sharing is unavoidable.
- Intervention employees are not permitted to tutor students on campus, but may conduct one-on-one tutoring virtually after school hours.
- Employees are not permitted to staff private learning pods unless they have received prior approval from the Executive Director.
- Employees and/or students will be provided gloves for conducting duties such as cleaning, first aid, or food service.
- Employees are expected to clean and put away their own dishes promptly when using the staff lounge.
- Employees must use provided cleaning supplies to clean shared areas.
- Use of the staff lounge will be limited to essential use with up to four (4) employees at one time not including front office staff.

- Employees must wear face coverings and maintain at least six (6) foot physical distancing from other non-related persons while on campus. During lunch or snack times, when masks are removed, physical distancing is even more important.
- If an employee becomes symptomatic during the school day, they will be separated from others promptly. Arrangements will be made to remove the adult from campus as soon as possible and replace with an emergency substitute.
- Employees will teach and reinforce prevention behaviors including physical distancing, use of face coverings, handwashing, cough/sneeze etiquette etc. as important strategies in slowing the spread of COVID-19 and other infectious diseases.
- It is every employee's responsibility to adhere to these rules and regulations and to protect the confidentiality of student/family/employee health information in the event of a positive case.
- The following is a link to local COVID-19 testing sites: (Contextualize what this information is for)
 - [Sacramento County COVID-19 Mobile Testing Site](#)

Human Resources

- Employees must notify their supervisor of any concerns regarding health and safety that impact their ability to perform their job.
- Employees must notify the Executive Director and/or the Director of Business and Operations of any needs related to working remotely.
- There are several state and federal programs to assist with benefits if an employee contracts COVID-19. An employee who cannot report to work for specific COVID-19-related reasons may qualify for leave or an accommodation under state or federal laws. Check with Ms. Morales for information on these programs.
- Subject to requirements of the state or county, all employees may be subject to periodic COVID-19 testing.

- Employees in need of mental and emotional support may refer to these mental and emotional well-being resources from the employee benefit program.
 - [Employee Assistance Program - Guidance Resources](#)
 - [Care Solace - Employee Access](#)
- State and federal leave programs are changing regularly due to the pandemic. Please check with HR for the current status of a program or to determine your eligibility for a program.

Staff Accommodations

LAS will work with each employee through an interactive process using documentation provided by their doctor to identify accommodations that can assist the employee in completing the duties for their position in serving students and staff in the safest manner possible.

- Accommodations will vary based on the position and may include items such as additional personal protective equipment (PPE), additional spacing in classrooms or office space, additional training for staff members and students, and possible remote work agreements.
- The process compares the medical needs of the employee to the requirements of the position and develops unique solutions to support each employee individually.
- Any employee who believes they may need a COVID-19-related accommodation simply needs to inform school administration to begin the process.

System for Communicating

Our goal is to ensure that we have effective two-way communication with our employees, in a form they can readily understand, and that includes the following information:

- Employees should report COVID-19 symptoms and/or possible hazards to Ms. Morales and Maestro de León via email at jmorales@lasac.info and edeleon@lasac.info without fear of reprisal.
- Information about COVID-19 hazards employees (including other employees and individuals in contact with our workplace) may be exposed to, what is being done to control those hazards, and our COVID-19 policies and procedures.

Training and Instruction

We will provide effective training and instruction that includes:

- The LAS COVID-19 Policies and Procedures to protect employees from COVID-19 hazards.
- Information regarding COVID-19-related benefits to which the employee may be entitled under applicable federal, state, or local laws.
- The fact that:
 - COVID-19 is an infectious disease that can be spread through the air.
 - COVID-19 may be transmitted when a person touches a contaminated object and then touches their eyes, nose, or mouth.
 - An infectious person may have no symptoms.
- Methods of physical distancing of at least six feet and the importance of combining physical distancing with the wearing of face coverings.
- The fact that particles containing the virus can travel more than six feet, especially indoors, so physical distancing must be combined with other controls, including face coverings and hand hygiene, to be effective.
- The importance of frequent hand washing with soap and water for at least 20 seconds and using hand sanitizer when employees do not have immediate access to a sink or hand washing facility, and that hand sanitizer does not work if the hands are soiled.
- Proper use of face coverings and the fact that face coverings are not respiratory protective equipment - face coverings are intended to primarily protect other individuals from the wearer of the face covering.
- COVID-19 symptoms, and the importance of obtaining a COVID-19 test and not coming to work if the employee has COVID-19 symptoms.

Language Academy of Sacramento

CAL/OSHA COVID-19 Prevention Plan (WCPP)

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Health & Safety Policy Statement

Our Written Covid-19 Prevention Program (WCPP) has been created to save lives and prevent illnesses.

At Language Academy of Sacramento (LAS), we are committed to a successful COVID-19 prevention program that includes the identification and correction of hazards and training of employees specific to COVID-19. We strive to comply with all safety & health standards, and we expect the full cooperation of our employees. This program supports the philosophy that employees' safety is of the utmost importance, and at the end of each day, "no one gets hurt or ill."

Although safety is every person's responsibility, the ultimate responsibility for the safety program lies with the School Leadership of the Language Academy of Sacramento. However, the program cannot succeed without the cooperation of all employees, independent contractors, associates, and affiliates. Everyone must be one hundred percent safety conscious in everything they do while on the job. We expect that. We are confident that with a sincere and concentrated effort from everyone, our safety goals can be achieved.

We encourage active participation in our safety program at all levels of the organization and will honor and respect constructive thoughts and ideas. No one should fear reprisal of any kind by doing the right thing to communicate safety concerns.

We want all employees to know that every reasonable step has been taken to reduce the potential exposure and spread of COVID-19 in our workplace. That is why we have implemented this Written COVID-19 Prevention Plan, which is in compliance with the California Code of Regulations (CCR) Title 8, 3205 related to their employment at Language Academy of Sacramento.

Eduardo de León, Executive Director

Judy Morales, Director of Business and Operations

Dated

0.0 Purpose / Scope / Responsibility

The purpose of our WCPP is to evaluate, identify, and implement control measures and communicate to staff regarding the potential exposures to COVID-19 that may be present in our workplace. It also provides a framework to return employees back to work who may have tested positive to COVID-19, have symptoms of COVID-19 but tested negative, or be asymptomatic but may still be infectious.

The protocols outlined in this document will be modified based on the ongoing and updated guidance from the CDC, state and local public health agencies, and Cal / OSHA. It is the intent of this document to follow the highest levels of controls to protect our employees.

This policy applies to all our employees that may be exposed to the coronavirus as a result of the performance of their duties. This policy does not apply to remote workers who work remotely on behalf of our Language Academy of Sacramento.

The LAS Executive Director, Director of Business and Operations, and COVID-19 Coordinator are the WCPP program administrator and has overall authority and day to day responsibility for implementing the provisions of this WCPP in our workplace.

Supervisors:

In addition, program supervisors are responsible for implementing and maintaining the WCPP in their assigned work areas and ensuring employees receive answers to the program's questions in a language they readily understand.

Employees:

All employees are responsible for using safe and healthy work practices, following all directives, policies, and procedures, and assisting in maintaining a safe work environment. Employees should feel comfortable at all times to clearly state either directly or anonymously their COVID-19 concerns to management without any fear of reprisal. Employees shall:

- Practice physical distancing using video or telephonic meetings as much as practicable and maintaining a distance of at least six (6) feet between persons at the workplace whenever possible, including but not limited to, grade-level meetings and staff meetings.
- Avoid shared workspaces (desks, offices, and cubicles) and work items (phones, computers, other work tools, and equipment) whenever possible. If employees must share workspaces, clean and disinfect shared workspaces and work items before and after use. Approved disinfections will we provide for in shared work

spaces.

- Wash hands with soap and water for at least 20 seconds and/or use hand sanitizer after interacting with people, before and after meals, after bathroom use and after contacting shared surfaces or objects.
- Cover coughs and sneezes and avoid touching eyes, nose, and mouth with in general but especially with unwashed hands.
- Avoid sharing personal items with coworkers (i.e., dishes, cups, utensils, towels).
- Notify school administrator or supervisor if any washing facilities do not have an adequate supply of suitable cleansing agents, water, single-use towels, or hand sanitizer.

No employee shall bring cleaning products and/or disinfectants into the workplace that have not been approved by the WCPP program administrator.

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1.0 SYSTEM OF COMMUNICATION REGARDING COVID-19

Our goal is to ensure that we have effective two-way communication with our employees, in a form they can readily understand, and it includes the following information:

- Employees should immediately report, via phone or in-person (if already at work), symptoms of or possible COVID -19 exposure or hazards at the workplace they may feel exposes them or others to COVID-19. They may do so without any fear of reprisal. Reports should be made to Judy Morales or Eduardo de León.

Contact Information: Judy Morales at (916) 753-5221 or jmorales@lasac.info
Eduardo de León at (916) 402-1139 or edeleon@lasac.info

- Employees who have medical or other conditions that put them at increased risk of severe COVID-19 illness will be consulted as to alternative work arrangements that may include remote work opportunities or isolating their work environment using engineering, administrative, or personal protective equipment; or a combination of all these controls to reduce the chance of exposure.
- Employees shall be directed to their medical provider or to Sacramento Department of Public Health at no-cost to employee, including reimbursing employees for travel costs to the testing site (e.g., mileage or public transportation costs).
- In the event we are required to provide testing because of a workplace exposure or outbreak, we will communicate the plan for providing testing and inform affected employees of the reason for the testing and the possible outcomes of a positive test.
- When this program is first established, and as circumstances change, we will provide information about COVID-19 hazards to our employees, including other individuals in contact with our workplaces, such as temporary staff and contractors. We will advise as to what is being done to control those hazards and our COVID-19 policies and procedures. (See Section 8, "other engineering controls, administrative controls, and personal protective equipment).

Information regarding engineering, administrative, and personal protective equipment controls may be communicated via emails, posters in common areas, written policies accessible on the Language Academy of Sacramento website, and group/individual training; in person or via remote learning.

Parents and visitors are will not be allowed beyond the main office during the first two months of implementation.

- The confidentiality of all employees who test positive for COVID-19 or who may

be potentially be exposed to COVID-19 will be kept with the utmost confidence.

- Language Academy of Sacramento will place signs and/or instructions in common areas (e.g., classrooms, main office, bathrooms, lounge, common public areas, etc.) to communicate physical distancing requirements and provide other COVID-19 infection prevention information to the general public entering the worksite and buildings.

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2.0 IDENTIFICATION OF COVID-19 HAZARDS

Language Academy of Sacramento shall allow for employees and authorized employee representative participation in identifying and evaluating COVID-19 hazards in the workplace. The method and system used shall be as follows: COVID-19 Reopening meeting, via email to jmorales@lasac.info or edeleon@lasac.info and during regularly scheduled weekly staff meetings.

- Employees shall screen themselves for COVID-19 symptoms prior to arriving at work. Any employee who has one or more symptoms shall contact their supervisor before arriving and advise they are not feeling well. They will not be allowed in the workplace. Employees must follow the CDC guidelines for self-screening at <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>
- Employees shall arrive to campus via the main office entrance and work shall complete an employee self-assessment of health **FORM -1** on paper or via the school check in system prior to starting their day. In addition, employees shall have temperature and mask check before entering the campus
- Employees may be screened at work by a trained and authorized individual. The process may include 1) a review of the self-assessment of health completed by the employee, 2) the use of non-contact thermal thermometers and 3) Face covering verification. All documented screenings shall be kept confidential and will only be share with appropriate staff or health officials.
- Should an employee while at work state that they are feeling ill, or if symptoms are identified via screening of staff at the start of the workday, the Language Academy of Sacramento shall follow the most current and most stringent guidelines as set forth by CAL / OSHA, state and local governments and the CDC to provide support to the COVID-19 case and exposures in the workplace.
- The employee experiencing symptoms shall immediately be sent to a testing facility. All employees, temporary staff, or contractors will be notified and evaluated for exposure levels (i.e., within six feet of a COVID-19 case for a cumulative total of 15 minutes or greater in any 24-hour period within or overlapping with the "high-risk exposure period" defined by this section. This definition applies regardless of the use of face coverings).
- Language Academy of Sacramento shall treat all employees, visitors, clients, and guests as potentially infectious regardless of symptoms of COVID-19 or negative COVID-19 test results. This includes conducting workplace-specific identification of all potential interactions, areas, activities, processes, equipment, and materials that could potentially expose employees to COVID-19 hazards.

This identification process is done initially when the program is first established and

annually thereafter or, as our school phasing evolves. See [FORM -2](#)

- All entry to the campus must be through the main office check in only. Multiple entry ways will be strictly prohibited. Employees should follow the path of travel designated throughout the campus by following designated sign and/or floor markings.
- Our evaluation of worksite-specific identification of potential exposures includes:
 - Places and time people congregate or come in contact with one another, including, but not limited to:
 - Classrooms TK-5th grade – Monday-Thursday (7am – 4pm)
 - Classrooms 6th -8th grade – Monday-Thursday (7am – 4pm)
 - SPED Classrooms – Monday-Thursday (7am – 4pm)
 - Staff Lounge and Copy Area – Monday-Friday (6am – 6pm)
 - Campus Entrances - Monday-Friday (6am – 6pm)
 - Bathrooms – Monday-Friday (6am – 6pm)
 - Hallways – Monday-Friday (6am – 6pm)
 - Front Office – Monday-Friday (6am – 6pm)
 - Elevators– Monday-Thursday (7am – 4pm)
 - Playground – Monday-Thursday (7am – 4pm)
 - Kitchen – Monday-Friday (6am – 2pm)
- For Language Academy of Sacramento indoor locations, we, in collaboration with Sacramento City Unified School District, will evaluate and implement the maximum quantity of outdoor air into the workplace and whether it is possible to increase the filtration efficiency to the highest level compatible with eth existing ventilation system.
- Language Academy of Sacramento will review applicable guidance and orders from the State of California and the Sacramento County health department (LHD) related to COVID-19 hazards and prevention in general terms and specific to our industry. Resources may include; [COVID-19 and Reopening In-Person Instruction Framework & Public Health Guidance for K-12 Schools in California, 2020-2021 School Year](#), [US Department of Education Covid-19 Handbook, Volume-1, Strategies for Safely Reopening Elementary and Secondary Schools](#)
- Language Academy of Sacramento will evaluate our existing COVID-19 prevention controls and the need to implement different controls, at a minimum quarterly or when COVID-19 cases increase in the community where the business is located. This evaluation will include the evaluation of:

- Written COVID-19 policies and procedures, and the current approach to correcting unsafe or unhealthy conditions, or work practices
- Evaluation of our physical distancing procedures
- Use of face coverings, and where and how they are used
- Current engineering, administrative, and use of personal protective equipment
- At implementation of plan, the Language Academy of Sacramento will conduct weekly inspections for the first two months and bi-weekly thereafter. See [FORM -3](#)

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3.0 INVESTIGATING AND RESPONDING TO COVID - 19 CASES IN THE WORKPLACE

The Language Academy of Sacramento will implement an effective procedure to investigate COVID-19 cases in our workplace. See [FORM - 4](#), which will be used to initiate the investigation. This includes our procedures for verifying COVID-19 case status, receiving information regarding COVID-9 test results and onset of COVID-19 symptoms, and identifying and recording COVID-19 cases.

When there has been a COVID-19 case in our workplace, Language Academy of Sacramento will:

- Determine the day and time the COVID-19 case was present last and, to the extent possible, the date of the positive COVID-19 test(s) and/or diagnosis, and the date the COVID-19 case first had one or more COVID-19 symptoms, if any were experienced.
- Determine who may have had a COVID-19 "exposure" based on staff location, daily schedule and finding from Form-4.
- Employees who had potential COVID-19 exposure in our workplace will be:
 - Employees with potential COVID -19 exposure will be given email notice within one (1) business day in a way that does not reveal any personal identifying information of the COVID-19 case; this includes their authorized representatives.
 - Includes independent contractors and other employers present in the workplace during the high-risk exposure event.
- Language Academy of Sacramento will offer COVID-19 testing at no cost to employees during their working hours to all employees who had potential COVID-19 exposure in the workplace and provide them with the information on benefits described this manual.
- Continue to investigate whether any workplace conditions could have contributed to the risk of COVID-19 exposure and what could be done to reduce exposure to COVID-19 hazards.
- Personal identifying information of COVID-19 cases or persons with COVID-19 symptoms shall be kept confidential. All COVID-19 testing or related medical services provided by Language Academy of Sacramento shall be provided in a manner that ensures the confidentiality of employees. An exception may be to provide to the Sacramento Public Health Department, CDPH, the Division, and the National Institute for Occupational Safety and Health (NIOSH), or as otherwise

required by law immediately upon request.

- Language Academy of Sacramento shall ensure that all employee medical records are kept confidential and are not disclosed or reported without the employee's express written consent to any person within or outside the workplace. However, unredacted medical records shall be provided to the Sacramento Public Health Department, CDPH, the Division, NIOSH, or as otherwise required by law immediately upon request. This may not apply to records that do not contain individually identifiable medical information or from which individually identifiable medical information has been removed.

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4.0 CORRECTION OF COVID-19 HAZARDS

Language Academy of Sacramento either through our routine inspection process, COVID-19 case investigation, or via employee / other verbal or written notification processes of a COVID -19 hazard shall; implement an effective policy and procedure for correcting unsafe or unhealthy conditions, work practices, policies, and procedures. This will be done in a timely manner based on the severity of the hazard. See [FORM -5](#).

- The administrator/supervisor/manager/safety coordinator will establish the correction based on the following:
 - **Imminent COVID-19 Hazard:** An Imminent Hazard is one that is immediately dangerous to all employees, guests, visitors, contractors etc. Employees should stop the activity and notify their supervisor/manager/safety coordinator to take immediate corrective action.

If the imminent hazard cannot be corrected immediately, the area shall be declared "off-limits" and/or secured until the hazard is corrected. Deep cleaning and disinfecting of the area will be completed before re-opening that area. COVID-19 testing may be mandatory.
 - **Serious COVID-19 Hazard:** A Serious Hazard is one that has substantial potential to cause high exposure to COVID -19. Employees, guests, visitors, contractors etc., will be protected and notified of potential exposure. COVID-19 testing may be mandatory.
 - **General COVID-19 Hazard:** A General Hazard is one, which may affect the safety and health of employees and should be investigated. Employees, guests, visitors, contractors etc., will be protected and notified of potential exposure.
- Employees will be protected from any identified serious hazards until corrected. Those employees responsible for correcting the hazard will be provided with the required safeguards.

5.0 TRAINING AND INSTRUCTION

Language Academy of Sacramento will provide training in the general description of COVID-19, symptoms, when to seek medical attention, how to prevent its spread, and Language Academy of Sacramento's procedures for preventing the spread of the disease at the workplace. The training may consist of reviewing written documentation, online video training and/or acknowledgment of receipt of LANGUAGE ACADEMY OF SACRAMENTO Written COVID-19 Prevention Plan (WCPP). FORM – 6 will be used unless there is an alternate training completion certificate.

We will provide effective training and instruction that includes:

- Policies and procedures to protect employees from COVID-19 hazards.
- Information regarding COVID-19-related benefits to which our employees may be entitled under applicable federal, state, or local laws such as; workers' compensation, Federal Families First Coronavirus Response Act, Labor Code sections 248.1 and 248.5, Labor Code sections 3212.86 through 3212.88, local governmental requirements, and Language Academy of Sacramento leave policies, and leave as applicable to position.
- Information regarding COVID-19:
 - COVID-19 is an infectious disease that can be spread through the air when an infectious person talks or vocalizes, sneezes, coughs or exhales.
 - COVID-19 may be transmitted when a person touches a contaminated object and then touches their eyes, nose, or mouth (less common).
 - An infectious person may have no symptoms (asymptomatic).
 - Methods of physical distancing of at least six feet and the importance of combining physical distancing with the wearing of face coverings.
 - Particles containing the virus can travel more than six feet, especially indoors, so physical distancing must be combined with other controls, including face coverings and hand hygiene, to be effective.
 - The importance of frequent handwashing with soap and water for at least 20 seconds and using hand sanitizer when employees do not have immediate access to a sink or handwashing facility, and that hand sanitizer does not work if the hands are soiled.
 - Proper use of face coverings and that face coverings are not respiratory protective equipment. Face coverings are intended to primarily protect other individuals from the wearer of the face covering.

- COVID-19 symptoms, and the importance of not coming to work when feeling ill and obtaining a COVID-19 test if the employee has COVID-19 symptoms.
- No employee or visitor will be allowed on campus without a face covering unless a medical exemptions has been established.
- All employees are required to participate and complete COVID-19 training as assigned.

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6.0 PHYSICAL DISTANCING

All employees at Language Academy of Sacramento shall be separated from other persons by at least six feet, except where we can demonstrate that six feet of separation are not possible (see Section 8.0), and except for momentary exposure while persons are in movement.

Methods of physical distancing Language Academy of Sacramento may use include: telework or other remote work arrangements; reducing the number of persons in an area at one time, including visitors; visual cues such as signs and floor markings to indicate where employees and others should be located or their direction and path of travel; staggered arrival, departure, work, and break times; and adjusted work processes or procedures, such as reducing production speed, to allow a greater distance between employees

- Eliminating the need for workers to be in the workplace – e.g., telework or other remote work arrangements. Determination may vary based on position.
- Reducing the number of persons in an area at one time, including visitors.
- Visual cues such as signs and floor markings to indicate where employees and others should be located or their direction and path of travel.
- Staggered arrival, departure, work, and break times.
- Adjusted work processes or procedures to allow a greater distance between employees.

• 7.0 FACE COVERINGS

Language Academy of Sacramento provides clean, undamaged face coverings and ensures they are properly worn by employees over the nose and mouth when indoors, and when outdoors and less than six feet away from another person, including non-employees, and where required by orders from the CDPH or SDPH department.

Employees will not be allowed to wear ONLY a face shield. If an employee chooses to wear a face shield, it must be worn together with a face covering for additional protection. The only exception will be when face shields are recommended for those with hearing impairments, or for communicating with a person who is hearing impaired, where the ability to see their mouth is essential for communication.

The following are exceptions to the use of face coverings in our workplace:

- When an employee is alone in a room
- While eating and drinking at the workplace, provided employees are at least six feet apart and outside air has been supplied to the area and has been maximized to the extent possible.
- Employees wearing respiratory protection in accordance with 8 C.C.R. section 5144 or other safety orders.

Employees who cannot wear face coverings due to a medical or mental health condition or disability, or who are hearing-impaired or communicating with a hearing-impaired person. Alternatives will be considered on a case-by-case basis. This may include effective non-restrictive alternatives such as a face shield with a drape on the bottom if their condition or disability permits it, video or telephonic conferencing, or outdoor meetings where 6 feet distance can be achieved.

- Specific tasks that cannot feasibly be performed with a face covering. This exception is limited to the time period in which such tasks are actually being performed, and the unmasked employee shall be at least six feet away from all other persons.

Employees conducting a student assessments or 1:1 instruction that requires a clear view of the employees face and/or mouth shall be allowed to wear a face shield, however, assessments must be conducted behind protection of plexi-glass.

- Any employee exempted from wearing a face covering, face shield with a drape or other effective alternative, or respiratory protection, for any reason, shall be at least six feet apart from all other persons unless the unmasked employee is tested at least twice weekly for COVID-19.

Language Academy of Sacramento shall not use COVID-19 testing as an alternative to face coverings when face coverings are otherwise required.

We shall not prevent an employee from wearing a face-covering when not required unless it would create a safety hazard, such as interfering with the safe operation of equipment.

Language Academy of Sacramento shall communicate our face-covering policy with non-employees such as guests, clients, visitors, temporary staff, contractors, parents and students.

Language Academy of Sacramento has created procedures to minimize employee exposure to COVID-19 hazards originating from any person not wearing a face covering, including a member of the public.

Employees unwilling to meet with any person not wearing a face mask shall do so without fear of reprisal. The employee can create an alternative meeting solution (e.g. video or telephonic conferencing). In addition, the employee may seek the support of administration to generate a resolution.

8.0 OTHER ENGINEERING CONTROL, ADMINISTRATIVE CONTROLS, AND PERSONAL PROTECTIVE EQUIPMENT

Engineering Controls

At Language Academy of Sacramento fixed work locations (where it is not possible to maintain the physical distancing requirement at all times), we shall install cleanable (non-porous) solid partitions that effectively reduce aerosol transmission between the employee and other persons.

Additional examples we may implement for situations where we cannot maintain at least six feet between individuals: plexi-glass partition and/or plastic sheeting

For our buildings with mechanical or natural ventilation, we will maximize the quantity of outside air provided to the extent feasible, except when the United States Environmental Protection Agency (EPA) Air Quality Index is greater than 100 for any pollutant or if opening windows or letting in outdoor air by other means would cause a hazard to employees; such as from excessive heat or cold or wildfire smoke.

Additional examples we may maximize, to the extent feasible, the quantity of outside air for our buildings with mechanical or natural ventilation systems:

- Classrooms will have an air purifier with a minimum of 1300 sq. ft. capacity to be used on days when natural air cannot be achieved due to hazards, such as heat and wildfire smoke.
- All HVAC systems and filters will be maintained by the Sacramento City Unified School District (SCUSD) Facilities Department. The school will maintain a 6 month filter rotation, unless a greater frequency is determined necessary.
- Any failure of HVAC systems should be reported immediately to the Plant Manager and administration.

Administrative Procedures / Disinfecting Procedures

Language Academy of Sacramento has implemented the following additional controls along with having our written procedures. We will implement the following cleaning and disinfection measures for frequently touched surfaces.

General protocols are as follows since we recognize that high-traffic and high-touch common areas in the workplace need, to the extent possible, cleaning and disinfecting to limit the spread of the COVID-19 virus.

Language Academy of Sacramento will assign personnel and establish routine schedules to clean and disinfect common surfaces and objects in the workplace. This includes, but is not limited to, copy machines, containers, counters, tables, desks, chairs, benches, door handles, knobs, hydration stations, refrigerators, restroom and bathroom surfaces, and trash cans.

The disinfecting process includes providing disinfecting products that are EPA approved for use against the virus that causes COVID-19 and following the manufacturer's instructions for all cleaning and disinfection products (e.g., safety requirements, PPE, concentration, contact time.)

Cleaning and Disinfecting Following a Confirmed COVID-19 Case

1. Temporarily close the general area where the infected employee or guest worked/visited until cleaning is completed.
2. If possible, open outside doors and windows and use ventilating fans to increase air circulation in the area. Wait 24 hours or as long as practical before cleaning and disinfecting the area.
3. Conduct deep cleaning of the entire general area where the infected employee worked and may have been, including breakrooms, restrooms, and travel areas, with a cleaning agent approved for use by the EPA against the coronavirus.
4. Custodial personnel (or other designees) cleaning the area must be equipped with the proper personal protective equipment for COVID-19 disinfection (gloves, eye protection, mask and shield, if required).

We have:

- Identified and regularly clean and disinfect frequently touched surfaces and objects, such as doorknobs, elevator buttons, equipment, tools, handrails, handles, controls, bathroom surfaces, and steering wheels.
- Informed employees and authorized employee representatives of cleaning and disinfection protocols, including the planned frequency and scope of regular cleaning and disinfection. Ensuring adequate supplies and adequate time for it to be done properly.
- Prohibited the sharing of personal protective equipment and, to the extent feasible, items that employees come in regular physical contact with such as phones, headsets, desks, keyboards, writing materials, instruments, and tools.

- Implemented procedures when it is not feasible to prevent sharing. Sharing shall be minimized, and such items and equipment shall be disinfected between uses by different people.
- Implemented procedures for the cleaning and disinfection of areas, material, and equipment used by a COVID-19 case during the high-risk exposure period.
- Properly trained an employee(s) designated to perform a routine or deep cleaning on the hazards associated with the cleaning chemicals, provided appropriate PPE or their use, and comply with the Hazard Communication standard CCR Title 8, 5194. <https://www.dir.ca.gov/title8/5194.html>.
- To protect our employees from COVID-19 hazards, we shall evaluate our handwashing facilities, determine the need for additional facilities, encourage and allow time for employee handwashing, and provide employees with an effective hand sanitizer.

We will post signage in bathroom areas, if feasible, to encourage employees to wash their hands for at least 20 seconds each time. We will not use hand sanitizers in lieu of handwashing facilities. The use of hand sanitizer with methyl alcohol is prohibited.

- Additional methods may also include:
 - Employees shall cover coughs and sneezes and avoid touching eyes, nose, and mouth with unwashed hands.
 - Employees must avoid sharing personal items with coworkers (i.e., dishes, cups, utensils, towels).
 - Employees shall notify their administrator or supervisor if any washing facilities do not have an adequate supply of suitable cleansing agents, water, single-use towels, or blowers.
- No employee shall bring cleaning products and/or disinfectants into the workplace that have not been approved by the WCPP program administrator.

Personal Protective Equipment (PPE) Used to Control the Exposure and Spread of COVID-19

Language Academy of Sacramento shall evaluate the need for personal protective equipment to prevent exposure to COVID-19 hazards, such as masks, gloves, goggles, and face shields, and provide such personal protective equipment as needed.

We shall:

- Evaluate the need for respiratory protection in accordance with the Cal/OSHA respiratory protection regulation CCR Title 8, 5144 (Respiratory Protection Program) when the physical distancing requirements in section 6.0 are not feasible or are not maintained.
- Provide and ensure the use of respirators in accordance with Title 8, 5144 when deemed necessary; in accordance with CCR Title 8, section 332.3. 4.

Items that employees come in regular physical contacts with, such as phones, headsets, desks, keyboards, writing materials, instruments, and tools, must also not be shared, to the extent feasible. Where there must be sharing, the items will be disinfected between uses by using a cleaning/sanitizing crew or providing the employees with the materials and training to do it themselves.

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9.0 REPORTING, RECORDKEEPING, AND ACCESS

It is Language Academy of Sacramento policy to:

- Report information about COVID-19 cases at our workplace to the local health department whenever required by law, and provide any related information requested by the local health department.
- Report immediately to Cal/OSHA any COVID-19-related serious illnesses or death, as defined under CCR Title 8 Section 330(h), of an employee occurring in our place of employment or connection with any employment.
- Maintain records of the steps taken to implement our (WCPP) in accordance with CCR Title 8 Section 3203(b).
- Make our WCPP available at the workplace to employees, authorized employee representatives, and representatives of Cal/OSHA immediately upon request.
- We shall use our COVID-19 Investigation [FORM-4](#) as a log to keep a record of and track all COVID-19 cases. The information will be made available to employees, authorized employee representatives, or as otherwise required by law, with personal identifying information removed.

[FORM-4](#) shall include the employee's name, contact information, occupation, the location where the employee worked, the date of the last day at the workplace, and the date of a positive COVID-19 test. Medical information shall be kept confidential in accordance with subsections Section 3.0.

10.0 EXCLUSION OF COVID-19 CASES FOR THE PURPOSE TO LIMIT TRANSMISSION OF COVID-19 IN THE WORKPLACE.

Language Academy of Sacramento shall ensure that COVID-19 employee cases shall remain away from the workplace until the return to work requirements of Section 11.0 of this manual are met. Such as:

- We shall exclude employees with COVID-19 exposure from the workplace for 14 days after the last known COVID-19 exposure to a COVID-19 case.
- For employees excluded from work under this section and otherwise able and available to work, we shall continue and maintain an employee's earnings, seniority, and all other employee rights and benefits, including the employee's right to their former job status, as if the employee had not been removed from their job.
- We may choose to use our employer-provided employee sick leave benefits for this purpose and consider benefit payments from public sources in determining how to maintain earnings, rights, and benefits, where permitted by law and when not covered by workers' compensation.
- This section does not limit other applicable laws or Language Academy of Sacramento policies, that may provide greater protections.
- At the time of exclusion, we shall provide the employee with information on benefits described in Section 5.0 (training) and section 10.0.

Language Academy of Sacramento is not required to reassign workers who have not been excluded or isolated by the local health department. The Language Academy of Sacramento need not exclude them if they are temporarily reassigned to work where they do not have contact with other persons until the return to work requirements of section 11.0 of this manual are met.

11.0 RETURN TO WORK CRITERIA

Language Academy of Sacramento policy will comply with the following criteria, or the Centers for Disease Control (CDC) whichever is more stringent:

COVID-19 cases with COVID-19 symptoms shall not return to work until:

1. At least 24 hours have passed since a fever of 100.4, or higher has resolved without the use of fever-reducing medications;
2. COVID-19 symptoms have improved; **and**
3. At least 10 days have passed since COVID-19 symptoms first appeared.

COVID-19 cases that tested positive but never developed COVID-19 symptoms shall not return to work until a minimum of 10 days has passed since the date of specimen collection of their first positive COVID-19 test.

1. A negative COVID-19 test shall not be required for an employee to return to work. As long as the appropriate quarantine time has been met. A doctor's note may be require.
2. If an order to isolate or quarantine an employee is issued by a local or state health official, the employee shall not return to work until the period of isolation or quarantine is completed, or the order is lifted.
3. If no period was specified, then the period shall be 10 days from the time the order to isolate was effective or 14 days from the time the order to quarantine was effective.
4. If there are no violations of local or state health officer orders for isolation or quarantine, Cal/OSHA may, upon request, allow employees to return to work on the basis that the removal of an employee would create undue risk to a community's health and safety.

12.0 MULTIPLE COVID-19 INFECTIONS AND COVID-19 OUTBREAKS.

Language Academy of Sacramento will enforce this section of our WCPP if it has been identified by a local health department as the location of a COVID-19 outbreak or when there are three or more COVID-19 cases in an exposed workplace within a 14-day period.

This section shall apply until there are no new COVID-19 cases detected in our workplace for a 14-day period.

COVID-19 testing.

- Language Academy of Sacramento shall provide COVID-19 testing to all employees at the exposed workplace except for employees who were not present during the period of an outbreak identified by a local health department or the relevant 14-day period(s).
- COVID-19 testing shall be provided at no cost to employees during employees' working hours.
- COVID-19 testing shall consist of the following:
 - All employees in the exposed workplace shall be tested and then tested again one week later.
 - Negative COVID-19 test results of employees with COVID-19 exposure shall not impact the duration of any quarantine period required by or orders issued by the local health department.
 - After the first two COVID-19 tests, Language Academy of Sacramento shall provide continuous COVID-19 testing of employees who remain at the workplace at least once per week, or more frequently if recommended by the local health department, until this section no longer applies.
 - **LANGUAGE ACADEMY OF SACRAMENTO** shall provide additional testing when deemed necessary by the CAL/OSHA Division through the Issuance of Order to Take Special Action, in accordance with title 8 section 332.3. (c)

Exclusion of COVID-19 cases.

Language Academy of Sacramento shall ensure COVID-19 cases and employees who had COVID-19 exposure are excluded from the workplace in accordance with Sections 10.0 and 11.0 of this manual and local health officer orders if applicable.

Investigation of workplace COVID-19 illness.

Language Academy of Sacramento shall immediately investigate and determine possible workplace-related factors that contributed to the COVID-19 outbreak in accordance with section 3 of this manual.

COVID-19 Investigation, review, and hazard correction.

In addition to the requirements of subsection Section 2.0 and 4.0, we shall immediately review potentially relevant COVID-19 policies, procedures, and controls and implement changes as needed to prevent the further spread of COVID-19.

The investigation and review shall be documented and include:

- Investigation of new or unabated COVID-19 hazards, including our leave policies and practices and whether employees are discouraged from remaining home when sick;
- Our COVID-19 testing policies; insufficient outdoor air; insufficient air filtration; and lack of physical distancing.
- An updated review shall take place every thirty days that the outbreak continues, in response to new information, to new or previously unrecognized COVID-19 hazards, or when otherwise necessary.
- Language Academy of Sacramento shall implement changes to reduce the transmission of COVID-19 based on the investigation and review. We shall consider moving indoor tasks outdoors or having them performed remotely, increasing outdoor air supply when work is done indoors, improving air filtration, increasing physical distancing as much as possible, respiratory protection, and other applicable controls.

Notifications to the local health department.

Language Academy of Sacramento shall contact the local health department immediately but no longer than 48 hours after the employer knows, or with diligent inquiry would have known, of three or more COVID-19 cases for guidance on preventing the further spread of COVID-19 within the workplace.

Language Academy of Sacramento shall provide to the local health department the total number of COVID-19 cases and for each COVID-19 case, the name, contact information, occupation, workplace location, business address, the hospitalization and/or fatality status, and North American Industry Classification System code of the workplace of the COVID-19 case, and any other information requested by the local health department.

We shall continue to notify the local health department of any subsequent COVID-19 cases at the workplace.

Effective January 1, 2021, we shall provide the required information to the local health department according to Labor Code section 6409.6.

DRAFT

13.0 MAJOR COVID-19 OUTBREAK

If the Language Academy of Sacramento experience 20 or more COVID-19 cases within a 30-day period. This section shall apply until there are no new COVID-19 cases detected in our workplace for a 14-day period.

COVID-19 testing.

Language Academy of Sacramento shall provide twice a week COVID-19 testing, or more frequently if recommended by the local health department, to all employees present at the exposed workplace during the relevant 30-day period(s) and who remain at the workplace.

COVID-19 testing shall be provided at no cost to employees during working hours.

Exclusion of COVID-19 cases.

Language Academy of Sacramento shall ensure COVID-19 cases and employees with COVID-19 exposure are excluded from the workplace in accordance with Section 10.0 and 11.0 and any relevant local health department orders.

Investigation of workplace COVID-19 illnesses.

Language Academy of Sacramento shall comply with the requirements of Section 3.0

COVID-19 hazard correction.

In addition to the requirements of Section 4.0, we shall take the following actions:

- In buildings or structures with mechanical ventilation, Language Academy of Sacramento shall filter recirculated air with Minimum Efficiency Reporting Value (MERV) 13 or higher efficiency filters if compatible with the ventilation system.
- If MERV-13 or higher filters are not compatible with the ventilation system, the Language Academy of Sacramento shall use filters with the highest compatible filtering efficiency.
- Evaluate whether portable or mounted High-Efficiency Particulate Air (HEPA) filtration units or other air cleaning systems would reduce the risk of transmission and implement their use to the degree feasible.
- Determine the need for a respiratory protection program or changes to our existing respiratory protection program under Title 8, 5144 <https://www.dir.ca.gov/title8/5144.html>, to address COVID-19 hazards.

- Evaluate whether to halt some or all operations at the workplace until COVID-19 hazards have been corrected.
- Implement any other control measures deemed necessary by the CAL/OSHA Division through the Issuance of Order to Take Special Action, in accordance with title 8 section 332.3.

DRAFT

Appendix – B

FORM -1 Team Members Self-Assessment of Health

FORM -2 Identification of COVID-19 Hazards

FORM -3 Weekly COVID-19 Inspection

FORM -4 Investigation of COVID-19 Cases

FORM –5 Correction of COVID-19 Hazards

FORM -6 COVID-19 Training Roster

Sample Notification of a COVID Case

DRAFT

Team Member Coronavirus COVID-19) Self -Assessment FORM - 1

Must be completed daily (Today's Date) _____

Language Academy of Sacramento is taking precautionary measures of all individuals working in or performing work at our offices by completing a COVID Self -Assessment. Language Academy of Sacramento reserves the right to evaluate the potential for health and safety risks at our discretion and deny access to our premises. Thus:

I attest that the information below is accurate to the best of my knowledge.

- In the last 14 days, I have not traveled to or returned from a destination with a Travel Health Notice issued by the Centers for Disease Control and Prevention (CDC) with a **Level 2 OR Level 3 Warning** for COVID-19. <https://wwwnc.cdc.gov/travel/notices>
- In the last 14 days, I have not experienced a cough, shortness of breath or have had trouble breathing, had a fever, chills, repeated shaking with chills, muscle pain, headache, sore throat, or a new loss of taste or smell.
- In the last 14 days, to the best of my knowledge, I have not been in close contact with a **confirmed or suspected** COVID-19 case.

In addition, I agree to

- Practice social distancing and other acceptable pandemic hygiene practices. This includes remaining 6 feet away from coworkers and wearing a face covering at all times when away from my desk or office or in common areas.
- Use good hygiene if I cough or sneeze, not share office equipment or supplies, and will wipe down my work surfaces during my shift with a disinfectant if needed.
- Complete the Voluntary Respiratory Use form if I wear choose to wear a respirator.
- Not congregate at other team member's cubicles or in breakrooms. I will eat at my desk since I must wear face coverings in the breakrooms and cannot eat while wearing the face covering.
- To stay home and immediately notify my supervisor if I have **ANY** one of these symptoms. These symptoms may appear 2-14 days after exposure to the virus: <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>. fever, cough, Sshortness of breath or difficulty breathing, chills, repeated shaking with chills, muscle pain, headache, sore throat, new loss of taste or smell

Signature: _____

NOTE: If the answer to **any question** above indicates possible COVID symptoms or exposure, the individual is **not cleared** to enter any Language Academy of Sacramento campus and is required to speak with their supervisor immediately. The Safety Assessment shall be forwarded to Human Resources.

Identification of COVID-19 Hazards – [FORM 2](#)

All persons, regardless of symptoms or negative COVID-19 test results, will be considered potentially infectious. Particular attention will be paid to areas where people may congregate or come in contact with one another, regardless of whether employees are performing an assigned work task or not. For example, classrooms, meetings, entrances, bathrooms, hallways, aisles, walkways, elevators, break or eating areas, cool-down areas, and waiting areas.

Evaluation of potential workplace exposure will be to all persons at the workplace or who may enter the workplace, including coworkers, employees of other entities, members of the public, customers or clients, and independent contractors. We will consider how employees and other persons enter, leave, and travel through the workplace, in addition to addressing fixed work locations.

Person conducting the evaluation: [enter name(s)]

Date: [enter date]

Name(s) of employee and authorized employee representative that participated: [enter name(s)]

Interaction, area, activity, work task, process, equipment, and material that potentially exposes employees to COVID-19 hazards	Places and times	Potential for COVID-19 exposures and employees affected, including members of the public and employees of other employers	Existing and/or additional COVID-19 prevention controls, including barriers, partitions, and ventilation

Weekly COVID-19 Inspection FORM -3

Date: [enter date]

Name of person conducting the inspection: [enter names]

Work location evaluated: [enter information]

Exposure Controls	Status	Person Assigned to Correct	Date Corrected
Engineering			
Barriers/partitions			
Ventilation (amount of fresh air and filtration maximized)			
Additional room air filtration			
[add any additional controls your workplace is using]			
[add any additional controls your workplace is using]			
Administrative			
Physical distancing			
Surface cleaning and disinfection (frequently enough and adequate supplies)			
Handwashing facilities (adequate numbers and supplies)			
Disinfecting and hand sanitizing solutions used according to manufacturer instructions			
[add any additional controls your workplace is using]			
[add any additional controls your workplace is using]			
PPE (not shared, available, and being worn)			
Face coverings (cleaned sufficiently often)			
Gloves			
Face shields/goggles			
Respiratory protection			
[add any additional controls your workplace is using]			

Investigation of Language Academy of Sacramento COVID-19 Cases [FORM -4](#)

All personal identifying information of COVID-19 cases or symptoms will be kept confidential. Language Academy of Sacramento will provide all COVID-19 testing or related medical services in a manner that ensures the confidentiality of employees, except for unredacted information on COVID-19 cases that will be provided immediately upon request to the local health department, CDPH, Cal/OSHA, the National Institute for Occupational Safety and Health (NIOSH), or as otherwise required by law.

Date: [enter date]

Name of person conducting the investigation: [enter name(s)]

Employee or non-employee* name.		Job Title (if non-employee, state reason for being in the workplace)	
The location where the employee worked (or where non-employee was present):		Date investigation was initiated:	
Was the COVID-19 test offered?		Name(s) of staff involved in the investigation:	
Date and time the COVID-19 case was the last present in the workplace:		Date of the positive or negative test and/or diagnosis:	
The date the case first had one or more COVID-19 symptoms:		Information received regarding COVID-19 test results and onset of symptoms (attach documentation):	
Results of the evaluation of the COVID-19 case and all locations at the workplace that may have been visited by the COVID-19 case during the high-risk exposure period and who may have been exposed (attach additional information):			

Notice given (within one business day, in a way that does not reveal any personal identifying information of the COVID-19 case) of the potential COVID-19 exposure to:			
All employees who may have had COVID-19 exposure and their authorized representatives.	Date:		
	Names of employees that were notified:		
Independent contractors and other employers present at the workplace during the high-risk exposure period.	Date:		
	Names of individuals that were notified:		
What were the workplace conditions that could have contributed to the risk of COVID-19 exposure?		What could be done to reduce exposure to COVID-19?	
Was the local health department notified?		Date:	

Correction of COVID-19 Hazards – [FORM 5](#)

The following form shall be used by Language Academy of Sacramento for the implementation of our system and method for correcting unsafe or unhealthy conditions, work practices, policies, and procedures in a timely manner based on the severity of the hazard regarding COVID-19.

Person(s) responsible for correcting the COVID-19 hazards [enter name(s)]

Date: [enter date]

Name(s) of employee and authorized employee representative that participated: [enter name(s)]

What interaction, area, activity, work task, process, equipment, and material potentially exposed employee to COVID-19 hazards	Date Identified and person/department responsible for correcting	Type of Correction: Engineering (describe); Administration (describe), Personal protective Equipment(describe)	Date Corrected

Appendix – C

Return to Work Criteria (See Section 11.0)

The School Administrator will consult with state and local public health agencies for mitigation practices and response protocols.

The Language Academy of Sacramento will follow the Cal-OSHA Title 8, 3205 Section 11 Return to Work Criteria AND California Public Health Department strategies, listed below, for returning employees to work. Note that some variation may occur depending on our local public health department and unique circumstances. We will, to the best of our ability, use whatever criteria are more stringent.

Employees	Minimum Criteria for Returning to Work
<p>Symptomatic Positive COVID -19 Cases with COVID -19 symptoms shall not return to work until.</p>	<ol style="list-style-type: none"> 1. At least 24 hours have passed since a fever of 100.4, or higher has resolved without the use of fever-reducing medications; 2. COVID-19 symptoms have improved; and 3. At least 10 days have passed since COVID-19 symptoms first appeared.
<p>Asymptomatic Positive COVID-19 cases that tested positive but never developed COVID-19 symptoms shall not return to work until a minimum of 10 days has passed since the date of specimen collection of their first positive COVID-19 test.</p>	<ol style="list-style-type: none"> 1. A minimum of 10 days have passed since the date of specimen collection of their first positive COVID-19 test.
<p>Note: A negative COVID-19 test shall not be required for an employee to return to work. (This is interesting)</p>	
<p>Order to isolate by State or Local Health Official.</p>	<p>The employee shall not return to work until the period of isolation or quarantine is completed, or the order is lifted. If no period was specified, then the period shall be 10 days from the time the order to isolate was effective or 14 days from the time the order to quarantine was effective.</p>
<p>If there are no violations of local or state health officer orders for isolation or quarantine, the CAL/OSHA Division may, upon request, allow employees to return to work on the basis that the removal of an employee would create undue risk to a community's health and safety. In such cases, the employer shall develop, implement, and maintain effective control measures to prevent transmission in the workplace, including providing isolation for the employee at the workplace and, if isolation is not possible, the use of respiratory protection in the workplace.</p>	

Employee Symptoms	California Playbook - Minimum Criteria for Return to Work COVID-19 Employer Playbook Supporting Safer Environments for Workers and Customers (ca.gov) (As of September 25, 2020) Consult the most recent CDC guidance prior to allowing the worker to return to work)
Symptomatic Positive Workers with symptoms who are laboratory confirmed to have COVID-19	At least 1 day (24 hours) has passed since last fever, defined as resolution of fever without the use of fever-reducing medications and improvement in symptoms (e.g., cough, shortness of breath); and at least 10 days have passed since symptoms first appeared.
Asymptomatic Positive Workers who never had symptoms and are laboratory confirmed to have COVID-19	A minimum of 10 days has passed since the date of their first positive COVID-19 test. If they develop symptoms, then the criteria for laboratory-confirmed cases with symptoms apply
Symptomatic Negative Workers who had symptoms of COVID-19 but test result returned negative	Use the same criteria for return to work as laboratory-confirmed cases.
Asymptomatic Negative Workers who never had symptoms but were tested due to close contact with a laboratory-confirmed case-patient and were negative	Workers should quarantine at home for 14 days after the last known close contact with the case-patient. Symptoms can develop even after testing negative within 14 days after exposure. The LHD may consider allowing an earlier return to work only for a worker in a critical infrastructure industry in which the essential operations of the workplace would be compromised by quarantine of the worker, and no alternate staff can perform the same role.*
Symptomatic Untested Workers who had symptoms of COVID-19 but were not tested	Testing is highly recommended. If the worker cannot be tested, use the same criteria for return to work as laboratory-confirmed cases.
Asymptomatic Untested Workers who had close contact with a laboratory confirmed case patient at work, home, or in the community and do not have symptoms. OR Workers who refuse or are unable to be tested after close contact with a laboratory-confirmed case, despite a recommendation for testing from LHD or healthcare provider, and do not have symptoms	Workers should be quarantined at home for 14 days after the last known close contact with the case-patient. Testing is highly recommended; if testing has not occurred, the LHD may consider allowing a worker who had close contact with a confirmed case to continue to work only in a critical infrastructure industry in which the essential operations of the workplace would be compromised by quarantine of the worker and no alternate staff can perform the same role. * Workers who develop symptoms of COVID-19 while in quarantine should contact their healthcare provider. Even if they are not tested, the same criteria for return to work should be used as laboratory-confirmed cases.

* Regarding the following two groups of workers in a critical infrastructure workplace outbreak:

(a) asymptomatic workers who tested negative,

(b) workers who were close contacts to confirmed cases: Where 14-day quarantine would compromise essential operations, the LHD may determine that some workers in these two groups may return to work sooner than 14 days by considering certain criteria specific to the workplace and worker:

- The worker is able to wear a surgical mask throughout the workday, except while eating and comply with all infection prevention procedures. A cloth face-covering may also be used in the event of mask shortage.
- The facility has implemented all best practice infection prevention procedures, as determined by the Sacramento County Department of Public Health.
- Pre-screening to assess worker temperature and symptoms prior to starting work has been implemented, ideally before entering the facility.
- The worker is able to self-monitor for temperature and symptoms at home and work.
- The worker is able to maintain a minimum of six feet of distance from other workers in the workplace. Of note, six feet does not prevent all transmission of SARS-CoV-2.
- Physical barriers are in place between fixed worker work locations to supplement distancing.
- Cleaning and disinfection of all areas and shared equipment can be performed routinely in the workplace.



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

A California Public School

Agenda Item# IVB

Board Meeting Date: March 5, 2021

Subject: LAS Single Plan for Student Achievement (SPSA)

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

Information:

The Language Academy of Sacramento (LAS) receives federal funding and is a Title I, Part A schoolwide program. In the recent years, LAS as a charter school has been able to use the LAS LCAP and its embedded stakeholder group process as defined in *EC* Section 52062 to meet federal school planning and stakeholder requirements.

Particular for the 2020–21 school year only, all schools operating Title I, Part A Schoolwide Programs, including charter schools like the LAS, are required to develop a Single Plan for Student Achievement (SPSA) consistent with the requirements in *EC* Section 64001.

The SPSA is a one-year plan that is intended to be developed and LAS board approved before or during the school year for which the plan is being implemented.

Attachments:

1. LAS Single Plan for Student Achievement (SPSA) Draft v022821
2. LAS SPSA Presentation
3. LAS After-School Intervention (AI) Program Presentations: Elementary and Middle School

<p>Estimated Time of Presentation: 20 min Submitted By: Bersola Date: 030221</p>

<p>Pertinent Pages in <input type="checkbox"/> Charter, pgs _____ <input type="checkbox"/> Bylaws, pgs _____ <input type="checkbox"/> MOU, pgs _____ <input type="checkbox"/> Policy _____</p>



Fecha de la Reunión: 5 de marzo de 2021

Tema: Plan Único para el Rendimiento Estudiantil (SPSA) de LAS

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

Información:

La Academia de Idiomas de Sacramento (LAS) recibe fondos federales y es un programa de Título I, Parte A para toda la escuela. En años recientes, LAS, como escuela chárter, ha podido utilizar el LCAP de LAS y su proceso integrado de grupos de partes interesadas, como se define en la Sección 52062 del EC, para cumplir con los requisitos de planificación escolar federal y de las partes interesadas.

Particularmente para el año escolar 2020-21 solamente, todas las escuelas que operan Programas de Título I, Parte A para toda la escuela, incluidas las escuelas chárter como LAS, deben desarrollar un Plan único para el rendimiento estudiantil (SPSA, por sus siglas en inglés) consistente con los requisitos de la Sección 64001 de Código de educación.

El SPSA es un plan de un año que está destinado a ser desarrollado y aprobado por la Mesa de LAS antes o durante el año escolar para el cual se está implementando el plan.

Adjunto:

1. Borrador del Plan Único para el Rendimiento Estudiantil (SPSA) de LAS v022821
2. Presentación SPSA de LAS
3. Presentaciones del programa de intervención después de escuela (AI) de LAS: escuela primaria y secundaria

Estimated Time of Presentation: 20 min
Submitted By: Bersola
Date: 03022021

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

School Year: FY2020-2021

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
The Language Academy of Sacramento	34-67439-0106898	February 17, 2021	March 5, 2021 (TBD)

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Uniquely for the FY2020-21 only, charter schools are required to complete a School Plan for Student Achievement (SPSA). The LAS SPSA is in alignment with our approved Local Control Accountability Plan (LCAP) and the Learning Continuity Plan (LCP) for the FY20-21. All plans mentioned above are in compliance with ESSA requirements ensuring students' academic behavioral/socio-emotional and attendance needs for all student groups. Particular to the FY20-21 school year is the concerted, community driven effort to address the emergence of unprecedented learning loss inherent to school closures due to the COVID-19 pandemic. In alignment to the LAS LCP, the LAS SPSA will reflect goals and actions specific to the transition of schooling from the classroom to distance learning.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

TOPICS: LAS School Closure due to COVID-19 and Academic Updates, LAS FAQ for Staff, LAS FAQ for Families, Stakeholder Surveys, and 5 Learning Points Presentations
WHAT - WHEN - WHERE: Weekly Staff Meetings, Weekly Grade Level/ Staff Team Meetings, Monthly Parent Council Meetings, Monthly Board Meetings, Monthly Board Committee Meetings: Curriculum Design Team, Finance, and By-Laws and Policy Committees, ELAC and School Site Council August Meeting; From March 13- Present; Via ZOOM

LCP Stakeholder Outreach and Consultation Dates (March, 2020 to Present): LCP draft prominently posted on the school website
Stakeholder Group Date Governing Board Meetings: March 27, April 24, May 22, June 26, August 28 (LCP Public Hearing Meeting), September 25, 2020 (LCP Approval Meeting), **March 5, 2021 (TBD)**
Parent Council Meetings/PC Executive Group: July 28, 2020, February 17, 2021
ELAC Meeting and School Site Council Meeting: July 28, 2020, September 23, 2020 (LCP/SPSA Review Mtg), February 17, 2021
Staff Meeting and PD Meetings: Weekly on Thursdays from 3-4pm and Fridays from 1-3PM
CDT, Finance, By-Laws and Policy Monthly Meetings: 2020-2021 School Year
LAS Stakeholder Surveys: May, June, July, 2020; LAS Learning Series - Know and Want to Know Surveys: July 28, 2020 - Present

LAS Public Hearing Public comments are welcome at all monthly Governing Board Meetings @ 5:30PM LAS - 2850 49th Street, Sacramento, CA 95817 via ZOOM
For more information call: 916.277.7137

Stakeholder meetings have been held via ZOOM, allowing remote participation and, where applicable, access to the public. More refining of communication plan as well as means of providing remote participation options for sharing LAS' plans are in progress.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Not applicable

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

Goal 1

ACADEMIC PERFORMANCE (AP): **PROFESSIONAL DEVELOPMENT** and ongoing support and resources for teachers and support staff **TO ENSURE QUALITY DISTANCE LEARNING (DiLe)** for all students per the LAS Progress, Attendance, Communication, Teamwork, and Opportunity (PACT.O) best practices agreement on teaching and learning during the COVID-19 public health crisis.

Identified Need

There is a need to analyze how COVID-19 pandemic school closure changes in teaching and learning have affected: 1) lessons planning and delivery and 2) assessments and evaluation, all of which inevitably affects the academic performance of all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance learning professional development time (See Schedules: Master Calendar, PD agendas)	Schedules reflect ongoing PD in fine-tuning DiLe platforms and assessments.	90% or above of teachers will participate in scheduled PDs.
Grade Level teams will have regular opportunities to engage in team planning and collaboration	PE Teachers allow for prep periods for teachers during the week.	100% of teachers will have a consistent time to meet and collaborate during the week.
Additional support will be made available for teachers from various support staff (i.e. Literacy Coach(es))	Literacy Coaches schedule and plan support structures for teachers	More than 50% of teaching staff will participate in at least once follow up consultation with support staff

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Foundational to LAS professional development portfolio this year are three main topics: 1) Distance Learning (DiLe) technology 101: Devise use, ZOOM for Educators, learning management system (Goggle Classroom), platforms and tools, 2) Anti-Racist Teaching and Learning, 3) Universal Design for Learning (UDL).

Moreover, LAS teachers have begun an in-depth study of Priority Standards based on Student Achievement Partner and the necessary alignment of progress notices and report cards for this year. Along with the guidance of two literacy coaches, teachers are strategically looking at their synchronous sessions and the ideal setup for Readers and Writers Workshop.

Every staff member will receive on-going professional development on mental health, SEL, and trauma informed instruction as well as choosing, implementing and analyzing subject assessments conducive to DiLe. Lastly, all staff will be engaged on learning re-engagement strategies to ensure all LAS students are accessing quality educational experience equitably.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$55,500	LLMF (PACT.O 1.0 Code 1101/2000)
\$21,000	LLMF (DiLe Early Start Code 1101/2000)
\$85,000	LLMF (PACT.O 2.0 Code 1101/2000)

Goal 2

ACADEMIC PERFORMANCE (AP): Address **pupil learning loss and support for pupils with unique needs** during school closures in Spring 2020 and FY2020-21 distance learning.

Identified Need

LAS is well aware of the inevitable learning loss due to the emergency distance learning initiated in the Spring, 2020 and extended into the FY2020-21 school year. Support for pupils with unique needs such as those with IEPs and English Learners (ELs),

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Identification of assessments conducive and informative in DiLe context	LAS DiLe Assessments Archive for all grade levels	100% of teaching and support staff with direct interaction with students will complete the assessment archive
Implementation of Core and After-School Intervention (AI) Program	AI Program Coordinators identified students in need of extra support and are matched with tutors	85% or above of AI Program students show progress in PRE-POST assessment.
MAP Math Grades 3-8 (Gr2 Spring only)	Completion of MAP Math testing	At least 95% of students from Gr3-8 have completed the test

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students (Prioritizing ELs, SPED, SED and Homeless students)

Strategy/Activity

Strategy1: Literacy Coaches, Instructional Aides, and Core-day Interventionists: Full utilization of literacy coaches to support staff learning of effective delivery of researched-based and standards - aligned instructional practices as well as appropriate and effective assessments for DiLe. This knowledge base is crucial in determining the academic needs of and/or emerging learning gaps of students, particularly those who are most vulnerable to disproportionate impacts because of COVID.

Strategy2: Assessments (Teacher curation per subject matter, implementation and refining of process for DiLe setting) : All hands-on-deck 360 support approach for students with unique needs carve time for pertinent staff members to collaborate on a weekly basis on ways to assessing progress, learning loss, and response to emerging needs of unduplicated students during distance learning.

Strategy3: Expanded learning opportunities or interventions available to identified subgroup needs: Before, after school, winter, or summer session as feasible.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
Strategy1 - \$225,258	Title 1, Title 2, LCFF (LCP, pg.36)
Strategy2 - \$166,900	LLMF (Duplicate from Goal 1 above, total of all three amounts)
Strategy3: \$26,300	LLMF (Code 1920 \$11.6K + Code 4320 \$14.7K)

Goal 3

ACADEMIC ENGAGEMENT (AE): Address **PUPIL AND FAMILY ENGAGEMENT** and the challenges embedded in distance learning **ATTENDANCE** during FY 2020-21.

Identified Need

Although LAS has an exemplary historical data with an average of 97% attendance rate and chronic absenteeism at about 3%, the school is expecting a drop due to the embedded challenge of distance learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LAS staff will receive PD on and follow the tiered approach to attendance accounting during DiLe	100% of LAS staff learn and follow the new attendance accounting	100% of LAS staff learn and follow the new attendance accounting
Wellness Team will coordinate re-engagement plans per student needs per MTSS/IPT	On-going records of MTSS and IPT	90% or more of identified students show progress in engagement
Learning Hubs established as needed and allowed per state and county-wide protocols	Identified students are served in learning hubs setting	90% or more of student participants show progress in engagement

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ELs, SPED, Socio-Economic Disadvantaged (SED), Foster and Homeless

Strategy/Activity

Strategy1: Student Information System: Maintenance of data systems that integrate attendance, assessment data, progress reports, and support services participation

Strategy2: Last spring, all of LAS mobilized to ensure barriers to learning engagement during distance learning that can be addressed, changed, and improved by LAS acted on. This fall, all of LAS, once again, is ready to respond to the needs of our students and their families to maintain engagement. The following are strategies specific to the various levels of re-engagement protocols needed with the key assumption that the underlying protocols are implemented from the foundational supports level or base of the tiered triangle: 1) Tier 1- Students with regular attendance are continued to be encouraged via positive relationships, consistent caring communication and recognition of effort, 2) Tier 2- Students with attendance gaps will receive phone calls home, email communication to families, additional support with technology access, 3) Tier 2 - Students who miss 60% of weekly attendance chronically will receive all of the protocols mentioned previously as well as parent and school leadership communication and MTSS referral and, Tier 3- Students with no contact - Protocols followed per tier stages, home visits, SARB, LAS Board family interview and/or referral to outside agencies, if needed.

Strategy3: As permissible by statewide COVID-19 mandates, learning hubs will be established to serve identified students with priority status due to unique needs and/or re-engagement profile.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
Strategy1: \$15,964	LCFF (LCP, Pg 38)
Strategy2: \$125,736 + \$250,177 = \$375,913	Federal Special Education, LCFF (LCP pg.47)
Strategy3: \$39,900	LLMF/GEER/CARES, Title 1 and 2 (LLMF YTD Summary, 2/2021)

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$ 217,270
Total Federal Funds Provided to the School from the LEA for CSI	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 844,835

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title 1 Part A	\$179,686
Title 2 Part A	\$24,385
Title 4 Part A	\$13,199
Special Education Entitlement	\$76,125

Federal Programs	Allocation (\$)
Learning Loss Mitigation Fund (LLMF)	\$193,200

Subtotal of additional federal funds included for this school: \$486,595

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF	\$58,452
Special Education Entitlement	\$299,788

Subtotal of state or local funds included for this school: \$358,240

Total of federal, state, and/or local funds for this school: \$844,835

LAS SPSA Draft v030521

Año escolar: FY2020-2021

Plantilla del Plan escolar para el rendimiento estudiantil (SPSA, por sus siglas en inglés)

Las instrucciones y los requisitos para completar la plantilla del SPSA se pueden encontrar en las Instrucciones de la plantilla SPSA.

Nombre de escuela	Código del Condado-Distrito-Escuela (CDS)	Fecha de aprobación del Concilio de Sitio Escolar (SSC)	Fecha de aprobación de la Mesa Directiva local
Academia de Idiomas de Sacramento	34-67439-0106898	17 de febrero de 2021	5 de marzo de 2021 (por determinarse)

Propósito y descripción

Describa brevemente el propósito de este plan (seleccione de Programa para toda la escuela, Mejora y apoyo integral, Mejora y apoyo por objetivos, o Mejora y apoyo por objetivos adicionales)

Programa para toda la escuela

Describa brevemente el plan de la escuela para cumplir eficazmente con los requisitos de la ESSA en consonancia con el Plan de Responsabilidad y Control Local y otros programas federales, estatales y locales.

Únicamente para el año fiscal 2020-21, las escuelas chárter deben completar un Plan escolar para el rendimiento estudiantil (SPSA). El SPSA de LAS está alineado con nuestro Plan de Responsabilidad de Control Local (LCAP) y el Plan de Continuidad del Aprendizaje (LCP) para el año fiscal 2020-21. Todos los planes mencionados anteriormente cumplen con los requisitos de la ESSA, lo que garantiza las necesidades académicas de comportamiento/socioemocionales y de asistencia de los estudiantes para todos los grupos de estudiantes. Particular al año escolar FY20-21 es el esfuerzo concertado e impulsado por la comunidad para abordar el surgimiento de una pérdida de aprendizaje sin precedentes inherente al cierre de escuelas debido a la pandemia de COVID-19. En alineación con LCP de LAS, el SPSA de LAS reflejará metas y acciones específicas para la transición de la educación del salón de clases al aprendizaje a distancia.

Participación de las partes interesadas

¿Cómo, cuándo y con quién consultó la escuela como parte del proceso de planificación para este SPSA/Revisión y actualización anual?

Proceso de participación para el SPSA y revisión y actualización anual

TEMAS: Cierre de escuela LAS debido a COVID-19 y actualizaciones académicas, Preguntas frecuentes de LAS para el personal, Preguntas frecuentes de LAS para familias, Encuestas de partes interesadas y Presentaciones de 5 puntos de aprendizaje

QUÉ - CUÁNDO - DÓNDE: Juntas semanales del personal, juntas semanales del equipo de nivel de grado/personal, juntas mensuales del Concilio de padres, juntas mensuales de la Mesa, juntas

mensuales de los comités de la Mesa: Equipo de diseño curricular, Comité de Finanzas y Comité de Estatutos y pólizas, junta de agosto de ELAC y del Concilio de Sitio Escolar; Del 13 de marzo al presente; Mediante ZOOM

Fechas de consulta y alcance a las partes interesadas de LCP (marzo de 2020 hasta el presente): Borrador de LCP publicado de manera destacada en el sitio web de la escuela

Grupo de partes interesadas Fechas de Reuniones de la Mesa directiva: 27 de marzo, 24 de abril, 22 de mayo, 26 de junio, 28 de agosto (reunión pública del LCP), 25 de septiembre de 2020 (reunión de aprobación del LCP), 5 de marzo de 2021 (por determinarse)

Reuniones del Concilio de padres/Grupo ejecutivo del Concilio: 28 de julio de 2020, 17 de febrero de 2021

Reunión de ELAC y reunión del Concilio del sitio escolar: 28 de julio de 2020, 23 de septiembre de 2020 (Reunión de revisión de LCP/SPSA), 17 de febrero de 2021

Reunión de personal y reuniones de desarrollo profesional: semanalmente los jueves de 3 a 4pm y los viernes de 1 a 3pm.

Reuniones mensuales del CDT, finanzas, estatutos y pólizas: 2020-2021

Encuestas de LAS a las partes interesadas: mayo, junio, julio de 2020; Serie de aprendizaje en LAS - Encuestas sobre Lo que se y lo que quiero saber: 28 de julio de 2020 - presente

Los comentarios públicos son bienvenidos en todas las reuniones mensuales de la Mesa Directiva a las 5:30PM en LAS - 2850 49th Street, Sacramento, CA 95817 mediante ZOOM

Para más información llame al: 916.277.7137

Las reuniones de las partes interesadas se han realizado a través de ZOOM, lo que permite la participación remota y, en su caso, el acceso al público. Se están perfeccionando más el plan de comunicación, así como los medios para proporcionar opciones de participación remota para compartir los planes de LAS.

Desigualdades de recursos

Identifique y describa brevemente cualquier desigualdad de recursos identificada como resultado de la evaluación de necesidades requeridas, según sea aplicable.

No aplica

Objetivos, estrategias, gastos y revisión anual

Complete una copia de la tabla de objetivos para cada una de los objetivos de la escuela. Duplique la tabla según sea necesario.

Objetivo 1

DESEMPEÑO ACADÉMICO (AP): **DESARROLLO PROFESIONAL** y apoyo y recursos continuos para los maestros y el personal de apoyo **PARA GARANTIZAR EL APRENDIZAJE DE CALIDAD A DISTANCIA (DiLe)** para todos los estudiantes según el acuerdo de mejores prácticas de Progreso,

Asistencia, Comunicación, Trabajo en Equipo y Oportunidad de LAS (PACT.O) sobre la enseñanza y el aprendizaje durante la crisis de salud pública del COVID-19.

Necesidad identificada

Es necesario analizar cómo los cambios en la enseñanza y el aprendizaje del cierre de escuelas por la pandemia del COVID-19 han afectado: 1) la planificación y la entrega de lecciones y 2) las evaluaciones, todo lo cual inevitablemente afecta el rendimiento académico de todos los estudiantes.

Resultados mensurables anuales

Métrica/ Indicador	Resultado inicial/actual	Resultado esperado
Tiempo de desarrollo profesional de aprendizaje a distancia (Vea Horarios: Calendario maestro, agendas de desarrollo profesional)	Los horarios reflejan el desarrollo profesional en curso en el ajuste fino de las plataformas de DiLe y evaluaciones.	El 90% o más de los maestros participarán en el Desarrollo profesional programado.
Los equipos de nivel de grado tendrán oportunidades regulares para participar en la planificación y colaboración en equipo	Los maestros de educación física permiten períodos de preparación para los maestros durante la semana.	El 100% de los maestros tendrán un tiempo constante para reunirse y colaborar durante la semana.
Se pondrá disponible a los maestros apoyo adicional de parte del personal de apoyo (es decir, Capacitadores de lectoescritura)	Los capacitadores de lectoescritura programan y planifican estructuras de apoyo para los maestros	Más del 50% del personal de maestros participará al menos una vez en una consulta de seguimiento con el personal de apoyo.

Complete una copia de la tabla de Estrategia/Actividad para cada una de las estrategias/actividades de la escuela. Duplique la tabla, incluidos los gastos propuestos, según sea necesario.

Estrategia/Actividad 1

Estudiantes que recibirán servicios de esta estrategia/actividad

(Identifique a todos los estudiantes o uno o más grupos de estudiantes específicos)

Todos los estudiantes

Estrategia/Actividad

Tres temas principales son fundamentales para la carpeta de trabajo de desarrollo profesional de LAS este año: 1) Tecnología de aprendizaje a distancia (DiLe) 101: uso de dispositivos, ZOOM

para educadores, sistema de aprendizaje (Google Classroom), plataformas y herramientas, 2) Enseñanza y aprendizaje antirracistas, 3) Diseño Universal para el Aprendizaje (UDL).

Además, los maestros de LAS han comenzado un estudio en profundidad de los Estándares de Prioridad basados en *Student Achievement Partner* y la alineación necesaria de los avisos de progreso y las boletas de calificaciones para este año. Junto con la guía de dos capacitadores de lectoescritura, los maestros están analizando estratégicamente sus sesiones sincrónicas y la configuración ideal para el Taller de lectores y escritores.

Todos los miembros del personal recibirán desarrollo profesional continuo sobre salud mental, SEL e instrucción informada sobre trauma, así como también elegirán, implementarán y analizarán evaluaciones de materias que conduzcan a DiLe. Por último, todo el personal participará en el aprendizaje de estrategias de reintegración para garantizar que todos los estudiantes de LAS accedan a una experiencia educativa de calidad de manera equitativa.

Gastos propuestos para esta Estrategia/Actividad

Enumere la(s) cantidad(es) y fuente(s) de financiamiento para los gastos propuestos. Especifique la(s) fuente(s) de financiamiento utilizando una o más de las siguientes: LCFF, Federal (si es federal, identifique el título y la parte, según corresponda), otro estado y o local.

Cantidad(es)	Fuente(s)
\$55,500	LLMF (PACT.O 1.0 Código 1101/2000)
\$21,000	LLMF (DiLe Comienzo Temprano Código 1101/2000)
\$85,000	LLMF (PACT.O 2.0 Código 1101/2000)

Objetivo 2

DESEMPEÑO ACADÉMICO (AP): Abordar la **pérdida de aprendizaje de los alumnos y el apoyo para los alumnos con necesidades únicas** durante el cierre de escuelas en la primavera de 2020 y el aprendizaje a distancia del año fiscal 2020-21.

Necesidad identificada

LAS está muy consciente de la inevitable pérdida de aprendizaje debido al aprendizaje a distancia de emergencia que se inició en la primavera de 2020 y se extendió hasta el año escolar FY2020-21. Apoyo para alumnos con necesidades únicas, como aquellos con IEP y Aprendices de inglés (EL)

Resultados mensurables anuales

Métrica/ Indicador	Resultado inicial/actual	Resultado esperado
Identificación de evaluaciones propicias e informativas en el contexto DiLe	Archivo de evaluaciones DiLe de LAS para todos los niveles de grado	El 100% del personal de maestros y de apoyo con interacción directa con los estudiantes completará el archivo de evaluación.
Implementación del programa de intervención central y extracurricular (AI)	Los coordinadores del programa de AI identificaron a los estudiantes que necesitan apoyo adicional y se asignan a tutores	85% o más de los estudiantes del Programa de AI muestran progreso en la evaluación PRE-POST.
MAP Matemáticas Grados 3-8 (Gr2 primavera solamente)	Finalización de la prueba MAP Matemáticas	Al menos el 95% de los estudiantes de Gr3-8 han completado la prueba

Complete una copia de la tabla de Estrategia/Actividad para cada una de las estrategias/actividades de la escuela. Duplique la tabla, incluidos los gastos propuestos, según sea necesario.

Estrategia/Actividad 1

Estudiantes que recibirán servicios de esta estrategia/actividad

(Identifique a todos los estudiantes o uno o más grupos de estudiantes específicos)

Todos los estudiantes (prioridad a estudiantes EL, SPED, SED y sin hogar)

Estrategia/Actividad

Estrategia 1: Capacitadores de lectoescritura, asistentes de instrucción e intervencionistas del día central: Utilización total de los capacitadores de lectoescritura para apoyar el aprendizaje del personal de la entrega efectiva de prácticas de instrucción alineadas con estándares y basadas en la investigación, así como evaluaciones apropiadas y efectivas para DiLe. Esta base de conocimiento es crucial para determinar las necesidades académicas y/o las brechas de aprendizaje emergentes de los estudiantes, particularmente aquellos que son más vulnerables a impactos desproporcionados debido al COVID.

Estrategia 2: Evaluaciones (selección del maestro por materia, implementación y perfeccionamiento del proceso para el entorno DiLe): el enfoque total de apoyo práctico para estudiantes con necesidades únicas ahorra tiempo para que los miembros del personal pertinentes colaboren semanalmente en formas de evaluar progreso, pérdida de aprendizaje y respuesta a necesidades emergentes de estudiantes no duplicados durante el aprendizaje a distancia.

Estrategia 3: Oportunidades de aprendizaje ampliadas o intervenciones disponibles para las necesidades de subgrupos identificados: antes, después de la escuela, sesión de invierno o verano, según sea posible.

Gastos propuestos para esta estrategia/actividad

Enumere la(s) cantidad(es) y fuente(s) de financiamiento para los gastos propuestos. Especifique la(s) fuente(s) de financiamiento utilizando una o más de las siguientes: LCFF, Federal (si es federal, identifique el título y la parte, según corresponda), otro estado y/o local.

Cantidad(es)	Fuente(s)
Estrategia1 - \$225,258	Title 1, Title 2, LCFF (LCP, pg.36)
Estrategia2 - \$166,900	LLMF (Duplicado del Objetivo 1 anterior, total de las tres cantidades)
Estrategia3: \$26,300	LLMF (Código 1920 \$11.6K + Código 4320 \$14.7K)

Objetivo 3

PARTICIPACIÓN ACADÉMICA (AE): Abordar la **PARTICIPACIÓN DE LOS ALUMNOS Y LA FAMILIA** y los desafíos incluidos en la ASISTENCIA al aprendizaje a distancia durante el año fiscal 2020-21.

Necesidad identificada

Aunque LAS tiene datos históricos ejemplares con un promedio de tasa de asistencia del 97% y un ausentismo crónico de aproximadamente el 3%, la escuela espera una caída debido al desafío incorporado del aprendizaje a distancia.

Resultados mensurables anuales

Métrica/ Indicador	Resultado inicial/actual	Resultado esperado
El personal de LAS recibirá Desarrollo profesional y seguirá el enfoque escalonado de la contabilidad de asistencia durante DiLe	El 100% del personal de LAS aprende y sigue la nueva contabilidad de asistencia.	El 100% del personal de LAS aprende y sigue la nueva contabilidad de asistencia.
El equipo de bienestar coordinará los planes de reintegración según las necesidades del estudiante según MTSS/IPT	Registros continuos de MTSS e IPT	90% o más de los estudiantes identificados muestran progreso en la participación

Métrica/ Indicador	Resultado inicial/actual	Resultado esperado
Centros de aprendizaje establecidos según necesario y permitido según los protocolos estatales y del condado	Los estudiantes identificados reciben servicios en entornos de centros de aprendizaje	El 90% o más de los estudiantes participantes muestran progreso en la participación

Complete una copia de la tabla de Estrategia/Actividad para cada una de las estrategias/actividades de la escuela. Duplique la tabla, incluidos los gastos propuestos, según sea necesario.

Estrategia/Actividad 1

Estudiantes que recibirán servicios de esta Estrategia/Actividad

(Identifique a todos los estudiantes o uno o más grupos de estudiantes específicos)

EL, SPED, Desfavorecidos Socioeconómicos (SED), en Hogar temporal y Sin Hogar

Estrategia/Actividad

Estrategia 1: Sistema de información estudiantil: Mantenimiento del sistema de datos que integran asistencia, datos de evaluación, informes de progreso y participación en los servicios de apoyo.

Estrategia 2: La primavera pasada, todo LAS se movilizó para garantizar las barreras para la participación en el aprendizaje durante el aprendizaje a distancia que se pueden abordar, cambiar y mejorar con LAS. Este otoño, todo LAS, una vez más, está listo para responder a las necesidades de nuestros estudiantes y sus familias para mantener el compromiso. Las siguientes son estrategias específicas para los diversos niveles de protocolos de reincorporación necesarios con el supuesto clave de que los protocolos subyacentes se implementan desde el nivel de apoyo fundamental o la base del triángulo escalonado: 1) Nivel 1- Los estudiantes con asistencia regular continúan siendo animados a través de relaciones positivas, comunicación afectiva constante y reconocimiento del esfuerzo, 2) Nivel 2- Los estudiantes con brechas de asistencia recibirán llamadas telefónicas a casa, comunicación por correo electrónico a las familias, apoyo adicional con acceso a la tecnología, 3) Nivel 2 - Estudiantes que pierden el 60% de la asistencia semanal de forma crónica recibirá todos los protocolos mencionados anteriormente, así como la comunicación de los padres y el liderazgo escolar y la referencia de MTSS y, Nivel 3: Estudiantes sin contacto: protocolos seguidos por etapas de nivel, visitas domiciliarias, SARB, entrevista familiar de la Mesa de LAS y/o derivación a agencias externas, si es necesario.

Estrategia 3: Según lo permitido por los mandatos de COVID-19 en todo el estado, se establecerán centros de aprendizaje para atender a los estudiantes identificados con estatus de prioridad debido a necesidades únicas y/o perfil de reintegración.

Gastos propuestos para esta Estrategia/Actividad

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as

Enumere la(s) fuente(s) de financiamiento utilizando una o más de las siguientes: LCFF, Federal (si es federal, identifique el título y la parte, según corresponda), otro estado y/o local.

Cantidad(es)	Fuente(s)
Estrategia1: \$15,964	LCFF (LCP, Pg 38)
Estrategia2: \$125,736 + \$250,177 = \$375,913	Educación especial federal, LCFF (LCP pg.47)
Estrategia3: \$39,900	LLMF/GEER/CARES, Title 1 y 2 (LLMF YTD Resumen, 2/2021)

Resumen del presupuesto

Completa la tabla de abajo. Las escuelas pueden incluir información adicional. Ajuste la mesa según sea necesario. El Resumen del presupuesto es obligatorio para las escuelas financiadas a través de *ConApp* y/o que reciben fondos de la LEA para apoyo y mejoramiento integral (CSI).

Resumen del presupuesto

DESCRIPCION

CANTIDAD

Fondos totales proporcionados a la escuela a través de la solicitud consolidada

\$ 217,270

Total de fondos federales proporcionados a la escuela por la LEA para CSI

\$ 0

Total de fondos presupuestados para estrategias para alcanzar las metas del SPSA

\$ 844,835

Otros fondos federales, estatales y locales

Enumere los programas federales adicionales que la escuela está incluyendo en el programa escolar. Ajuste la mesa según sea necesario. Si la escuela no está operando un programa de Título I para toda la escuela, esta sección no es aplicable y puede ser eliminada.

Programas federales	Asignacion (\$)
Title 1 Parte A	\$179,686
Title 2 Parte A	\$24,385
Title 4 Parte A	\$13,199
Derecho de Educación especial	\$76,125
Fondo de mitigación de pérdidas de aprendizaje (LLMF)	\$193,200

Subtotal de fondos federales adicionales incluidos para esta escuela: \$486,595

Enumere los programas estatales y locales que la escuela incluye en el programa escolar.
Duplique la tabla según sea necesario.

Programas estatales o locales	Asignacion (\$)
LCFF	\$58,452
Derecho de Educacion especial	\$299,788

Subtotal de fondos estatales o locales incluidos para esta escuela: \$358,240

Total de fondos federales, estatales y/o locales para esta escuela: \$844,835

LAS Together Series: (February v021021)

"Let's learn and thrive, together!"

Learning Points:



- 1) School Plan for Student Achievement (SPSA): Charter schools need to complete only for this year 2020-21. LAS Board needs to approve the final draft. LAS needs to report goal outcomes with LAS LCAP in June, 2021.
- 2) SPSA has three goals:
 - 1) PROFESSIONAL DEVELOPMENT to ensure quality distance learning (DiLe)
 - 2) LEARNING LOSS AND SUPPORT for Pupils with Unique Needs
 - 3) Pupil and Family ENGAGEMENT (Attendance).
- 3) The LAS Process: Study-Think-Share

Serie de LAS: (febrero v021021)

"Aprendamos y prosperemos juntos!"

Puntos de aprendizaje :



- 1) Plan escolar para el rendimiento estudiantil (SPSA): Las escuelas chárter deben completar solo para este año 2020-21. La Mesa de LAS debe aprobar el borrador final. LAS debe informar los resultados de las metas con el LCAP de LAS en junio de 2021.
- 2) SPSA tiene tres objetivos:
 - 1) DESARROLLO PROFESIONAL para asegurar un aprendizaje a distancia de calidad (DiLe)
 - 2) PÉRDIDA DE APRENDIZAJE Y APOYO para alumnos con necesidades únicas
 - 3) PARTICIPACIÓN DE LOS ALUMNOS Y LA FAMILIA (Asistencia).
- 3) El proceso de LAS: Estudiar- Pensar- Compartir

Welcome to School Year 2020-21

The YEAR of INNOVATION and TEAMWORK!

Bienvenidos al año escolar 2020-21

¡El AÑO de INOVACIÓN y TRABAJO EN EQUIPO!

LAS Together Series: (February v021021) ***"Let's learn and thrive, together!"***

Learning Points:



School Plan for Student Achievement (SPSA):

- 1) Charter schools need to complete only for this year 2020-21.**
- 2) LAS Board needs to approve the final draft**
- 3) LAS needs to report goal outcomes with LAS LCAP in June, 2021.**

Serie de LAS: (febrero vo21021)

"Aprendamos y prosperemos juntos!"

Puntos de aprendizaje:



Plan escolar para el rendimiento estudiantil (SPSA):

- 1) Las escuelas charter deben completar solo para este año 2020-21.**
- 2) La Mesa de LAS debe aprobar el borrador final**
- 3) LAS debe informar los resultados de las metas con el LCAP de LAS en junio de 2021.**

LAS Together Series: (February v021021)

"Let's learn and thrive, together!"

Learning Points:



SPSA has three goals:

1) PROFESSIONAL DEVELOPMENT to ensure quality distance learning (DiLe)
Example: PD Master Calendar, Common Planning Time (CPT), Literacy Coach support

2) LEARNING LOSS AND SUPPORT for Pupils with Unique Needs
Example: After-School Intervention (AI) Programs

3) Pupil and Family ENGAGEMENT (Attendance)
Example: MTSS and IPT Process, Learning Hubs

Serie de LAS: (febrero v021021)

"Aprendamos y prosperemos juntos!"

Puntos de aprendizaje:



SPSA tiene tres metas:

- 1) DESARROLLO PROFESIONAL** para garantizar un aprendizaje a distancia de calidad (DiLe) *Ejemplo: Calendario principal de desarrollo profesional, Tiempo de planificación común (CPT), Apoyo del capacitador de lectoescritura*
- 2) PÉRDIDA DE APRENDIZAJE Y APOYO** para alumnos con necesidades únicas *Ejemplo: Programas de intervención extraescolar (AI)*
- 3) PARTICIPACION** del alumno y la familia (asistencia) *Ejemplo: Proceso de MTSS e IPT, Centros de aprendizaje*

LAS Together Series: (February v021021)

"Let's learn and thrive, together!"

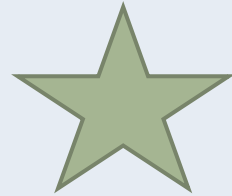
Learning Point:



The LAS Process: Study-Think-Share

Serie de LAS: (febrero v021021)
"Aprendamos y prosperemos juntos!"

Punto de aprendizaje:



El proceso de LAS: Estudiar- Pensar- Compartir

Learning Point: The LAS Process: Study-Think-Share

✓ Here is an Invitation to the LAS Process: Study-Think-Share.

- 1) *Study the SPSA (Website or can be emailed per request)*
- 2) *Think about what you just learned*
- 3) *Share your thoughts and complete the Know/Want to Know survey*

✓ To Do: Complete the Know/Want to Know survey

https://www.surveymonkey.com/r/LCP_Surveys

Punto de aprendizaje: El proceso de LAS: Estudiar- Pensar- Compartir

✓ Aquí hay una invitación al proceso LAS: Estudiar-Pensar-Compartir.

- 1) *Estudie el SPSA (sitio web o se puede enviar por correo electrónico por solicitud)*
- 2) *Piense en lo que acaba de aprender*
- 3) *Comparta sus pensamientos y complete la encuesta Lo que se / Lo que quiero saber*

✓ Para hacer: Complete la encuesta Lo que se / Lo que quiero saber
https://www.surveymonkey.com/r/LCP_Surveys

After School Tutoring
Tutoría después de la escuela

2/26/2021

Who is facilitating the program? *¿Quiénes facilitan el programa?*

Tutors/Tutores:

- Lourdes Alvarez Cardenas
- Cristian Picazo
- María Muñoz
- Maria Cuellar
- Michael Aoun
- Miriam Uc (Staff/personal)
- Araceli Rosas (Staff/personal)
- Omar Alcantar (Staff/personal)
- Francisca Garcia (Former Staff and Teacher Candidate/personal anterior y maestra estudiantil)

Coordinators/Coordinadoras:

- Cynthia Suárez
- Andrea Rodríguez

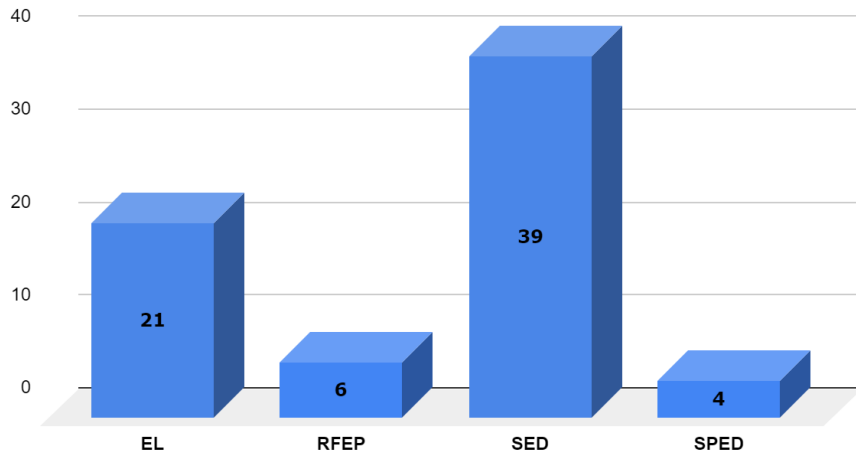
Teacher to Student Ratio/Proporción de maestro a estudiante:

- 1:1 and/y 2:1
- Each tutor works with no more than 6 students per week/*no más de 6 estudiantes por tutor*
- 30 minute sessions/*sesiones de 30 minutos*

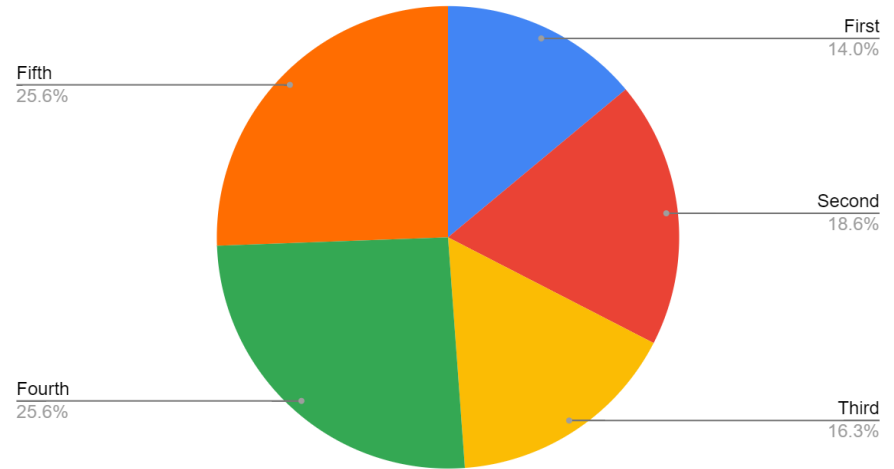
Who are the students? *¿Quiénes son los estudiantes?*

Demographics/demografía

■ Total Number of Students = 43



Total Number of Students = 43



Value and Benefits of the Program

Beneficios del programa

1. Students are being supported academically so they don't fall behind./*Apoyamos a los estudiantes para que mantengan sus niveles académicos.*
1. Students are building relationships with role models/mentors./*Los estudiantes están creando conexiones con modelos/mentores.*
1. We are building a bilingual teacher pipeline./*Estamos creando una línea directa para posibles maestros bilingües.*

What subjects are being supported? Resources?
¿En qué materias reciben apoyo? ¿Recursos?

**Reading Comprehension and
Fluency/Comprensión y fluidez de
lectura**

- Epic!
- Benchmark
- RAZ-Kids
- NewsELA
- Wonderopolis
- Common Lit

Math/matemáticas

- Eureka Math/Engage New York
- Lesson-aligned online videos/*videos online alineados con las lecciones*

When were the sessions happening? *¿Cuándo ocurrieron las sesiones?*

Dates/Fechas:

11/30/2020 - 1/31/2021

Times/Horarios:

- Monday through Thursday: After 2:30pm/*lunes a jueves después de las 2:30pm*
- Friday: After 12:30pm/*viernes después de las 12:30pm*
- Weekends: Between 8:00am-5:00pm/*fines de semana entre 8:00am y 5:00pm*
- Fridays Homework Club 12:30pm-1:30pm/*viernes Club de tarea 12:30pm-1:30pm*

Where? *¿Dónde?*

Zoom

- Links are shared with families by the tutor/*Enlaces compartidos por los tutores a las familias*

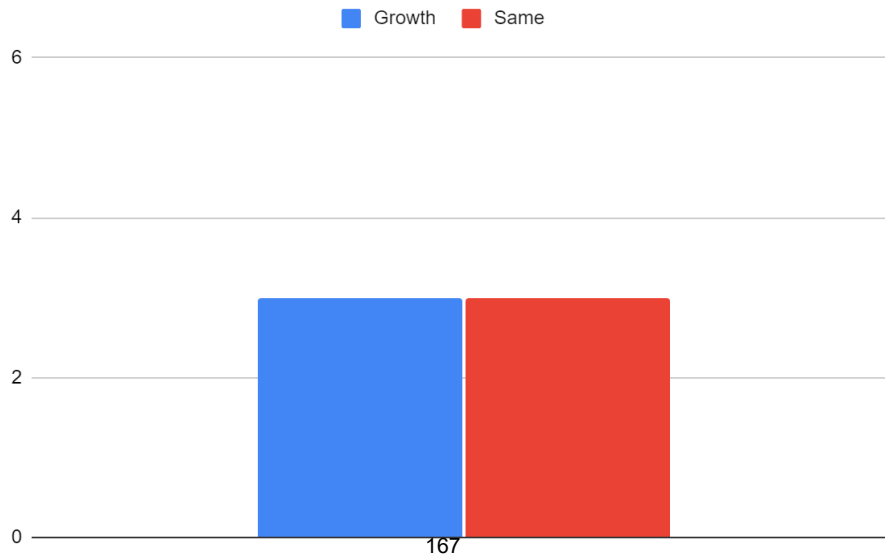
Setting/Configuración

- Students and tutors at home, working remotely./ *Estudiantes y tutores en casa trabajando remotamente.*
- Schedules are set between tutors and families./ *Horarios establecidos entre las familias y tutores.*

Reading - How are we measuring progress? *Lectura - ¿Cómo medimos progreso?*

First Grade/primer grado - EDL Progress Monitoring/*Reporte del progreso de la lectura*

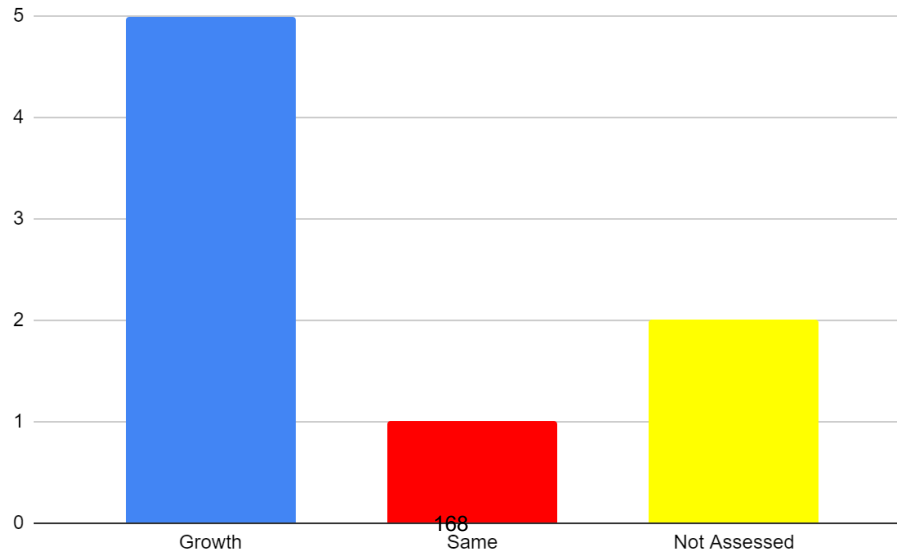
Post Assessment Data/*Datos posteriores* - n=6



Reading - How are we measuring progress? *Lectura - ¿Cómo medimos progreso?*

Second Grade/*segundo grado* - EDL Progress Monitoring/*Reporte del progreso de la lectura*

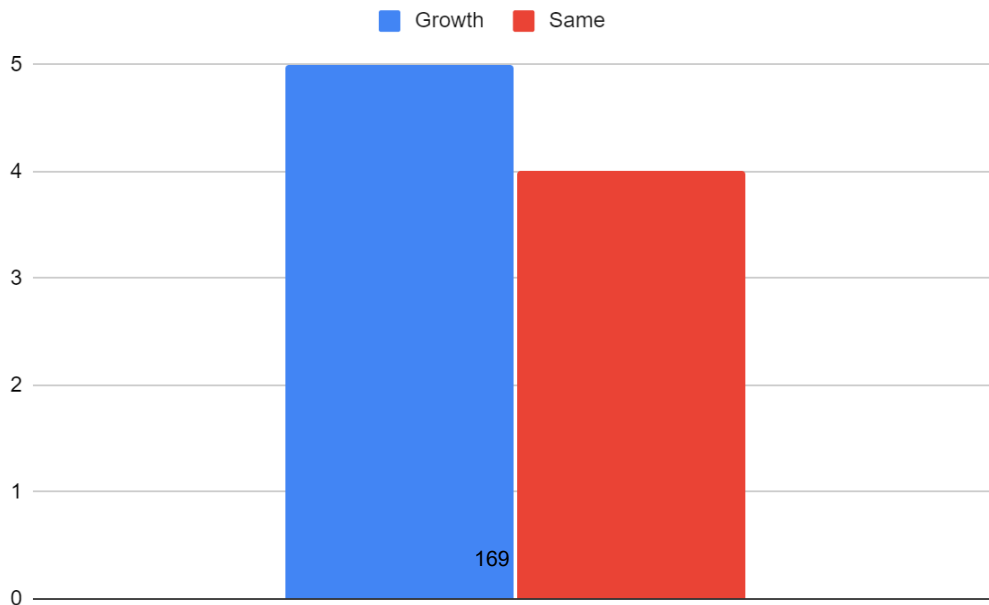
Post Assessment Data/*Datos posteriores* - n= 8



Reading - How are we measuring progress? *Lectura - ¿Cómo medimos progreso?*

Third Grade/*tercer grado* - EDL Progress Monitoring/*Reporte del progreso de la lectura*

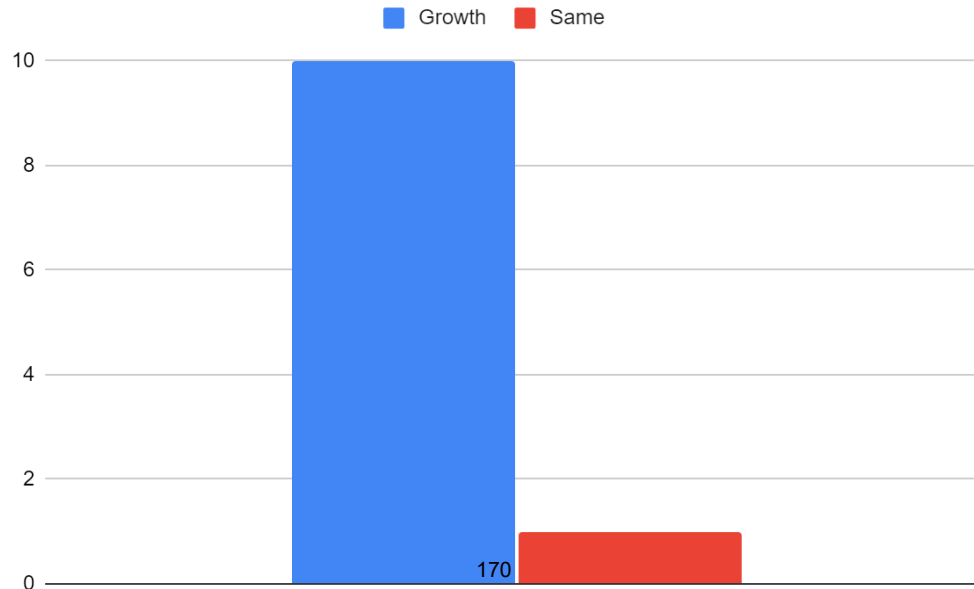
Post Assessment Data/*Datos posteriores* - n= 9



Reading - How are we measuring progress? *Lectura - ¿Cómo medimos progreso?*

Fourth Grade/*cuarto grado* - RAZ Kids Running Record/*Registro de lectura*

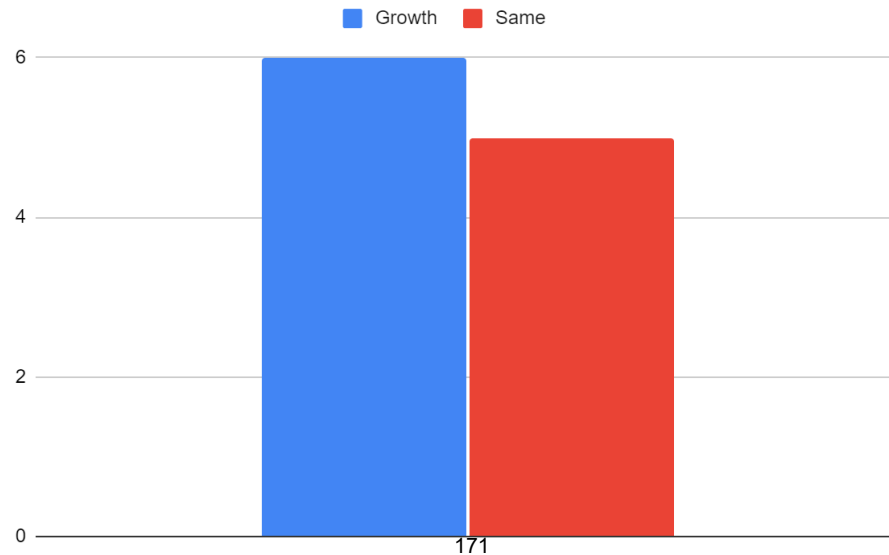
Post Assessment Data/*Datos posteriores* - n=11



Reading - How are we measuring progress? *Lectura - ¿Cómo medimos progreso?*

Fifth Grade/quinto grado - RAZ Kids Running Record/Registro de lectura

Post Assessment Data/*Datos posteriores* - n=11



How are we measuring tutor performance? *¿Cómo medimos el desempeño del tutor?*

Trainings/ *Entrenamientos:*

- [12/7/2020](#)
- [12/14/2020](#)
- [12/21/2020](#)
- [1/4/2021](#)
- [2/1/2021](#)

Observations/ *Observaciones:*

- 12/28/2020-1/1/2021
- Cynthia Suárez
 - Lourdes Alvarez Cardenas
 - Michael Aoun
 - Cristian Picazo
- Andrea Rodríguez
 - Maria Muñoz
 - Maria Cuellar
 - Jessica Alcalá

Repeated Teachings/ *Enseñanza repetida:*

- 1/2/2021-1/31/2021
- Cynthia Suárez
 - Lourdes Alvarez Cardenas
 - Michael Aoun
 - Cristian Picazo
- Andrea Rodríguez
 - Maria Muñoz
 - Maria Cuellar
 - Jessica Alcalá



Middle School AI Program



Who?

Who?

Who are the students participating?	Tutors	Tutor : Student Ratio	AI Coordinator Role
<ul style="list-style-type: none">● 6-8th Grade Students● 40 Students● 89% Hispanic● 85% Socioeconomically Disadvantaged● 46% English Learners● 34% SWD● 9% RFEP● 20% Spanish Learners	<ul style="list-style-type: none">● 8 tutors are still servicing our middle school students● 7 MS teachers tutored in short- term cycles	<ul style="list-style-type: none">● 1:1● 1:2	<ul style="list-style-type: none">● Hiring/Recruiting● Contact families● Set up programs● Pre-assessments● Supervise sessions● Organize Post-Assessment● Organize materials● Analyze Data● Organize Tutor Meetings

Additional Information

- Students were chosen based on MTSS/ Yellow Folder
- We considered students who also have SE concerns
- Analyzed low engagement and performance in Distance Learning Setting
- Teacher referral based on class performance
- Low performance on Fundamental Math Skills
- SPED collaboration with specific students



What?

Areas of Support Part 1

1:1 Academic Support

1:1 Support is provided to those students that have demonstrated higher need during distance learning

Writing About Reading

Program designed to service our SWD and struggling readers/writers. We fiction/nonfiction passages and practice text- evidence responses

Math Support

Focused on students who are struggling in their math class. Repetition of different math skills and math homework support.

Study Skills/ Academic Support

Goal setting and completion of assignments in all MS core classes

Areas of Support Part 2 (February to present)

1:1 Academic Support

1:1 Support is provided to those students that are part of our MTSS discussions and students with Social Emotional Concerns.

SPED Writing Support & Practice Accommodations

Practice text based responses and paragraph writing using the Speech-to Text Support.

6th Grade Math Support

Used in class Mastery Checkpoints (multiplying decimals, adding fractions/ mixed numbers/ expressions)

Study Skills/ Academic Support

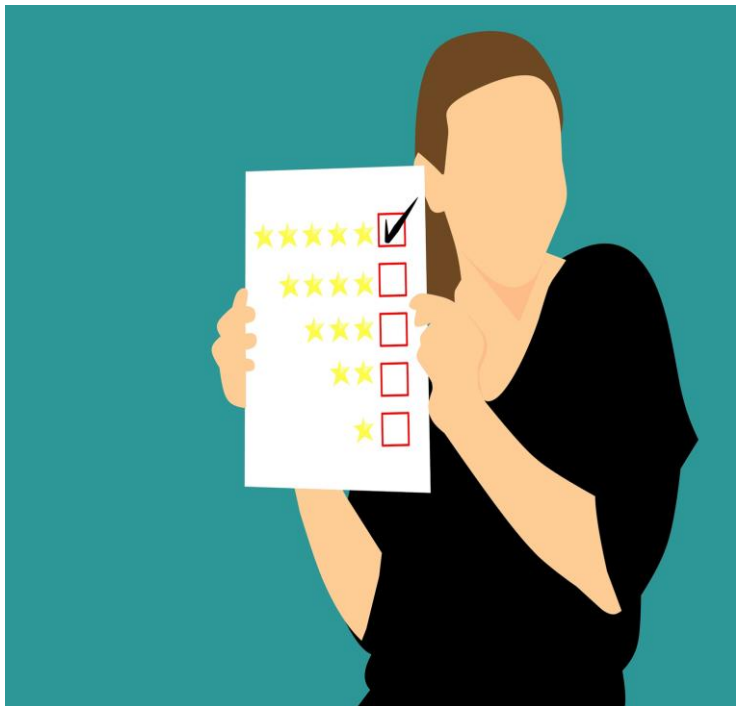
Used Report Card data, focused on use of agenda, work completion, quality of work.

When?

- **Monday- Thursday 2:45-4:30 (Language Arts/Math)**
- **Friday- 12:30-3:30 (Academic Support)**
- **Friday Evening (1:1 Support)**
- **Saturday & Sunday morning 9:30-11:30 am (1:1 Sessions)**

Where?

- **Via Zoom**
- **Used Google Classroom**



How?

Measures of Achievement (Part 1)

	Pre	Post	Results
Writing about Reading	Pixar Short Film- paragraph response	Text Paragraph Response	10/10 students demonstrated significant improvement in seven criteria
Short Term Math	In Class Assessments	Teacher created quiz	5/ 12 students demonstrated growth 7/12 students remained the same
Long Term Math	Math Grade	Report Card	Still in progress
Language Arts Support	Argumentative Paragraph Structure	Argumentative Paragraph Structure	9/9 demonstrated improvement between 1-2 areas
1:1 Support	PR2	Report Card	No Growth

Measures of Achievement (Part 2)

	Pre	Post	Results
SPED Writing Support & Practice Accommodations	Pixar Short Film-paragraph response	Text Paragraph Response	In Progress
Long Term Math	In Class Math Assessment	Tutoring Assessment	In Progress
1:1 Support	Report Card 1	Report Card 2	In Progress

AI Supervisor Role

- Approve Tutoring Proposals
- Collaborate with teachers and tutors
- Weekly Check-Ins, analyze next steps
- Visit Zoom Sessions and review lesson of the day
- Communicate concerns & progress to MS teachers
- Monday - Thursday: I am starting the meetings, lesson planning, tutoring students, and joining breakout rooms to listen in on sessions.
- Saturday and Sunday- Communicating with tutors and families



Programa de intervención de la secundaria



¿Quién?

¿Quién?

¿Quiénes son los estudiantes que participan?	Tutores	Proporción de Tutor: Estudiante	Rol de la coordinadora
<ul style="list-style-type: none">● Estudiantes de sexto a octavo grado● 40 Estudiantes● 89% Hispanos● 85% En desventaja socioeconómica● 46% Aprendices de inglés● 34% Estudiantes con discapacidad● 9% RFEP● 20% Aprendices de español	<ul style="list-style-type: none">● 8 de los tutores todavía están prestando servicios a nuestros estudiantes de secundaria● 7 maestr@/es de la secundaria	<ul style="list-style-type: none">● 1:1● 1:2	<ul style="list-style-type: none">● Contratación / Reclutamiento● Contactar familias● Configurar programas● Evaluaciones previas● Supervisar sesiones● Organizar la evaluación posterior● Analizar datos● Organizar reuniones de tutores

Información adicional

- Los estudiantes fueron elegidos basados en MTSS / “Yellow Folder”
- Consideramos a los estudiantes que también tienen preocupaciones socioemocionales
- Análisis de baja participación y rendimiento en entornos de aprendizaje a distancia
- Recomendación del maestro basada en el desempeño en la clase
- Bajo rendimiento en habilidades matemáticas fundamentales
- Colaboración con el departamento de SPED



¿Qué?

Áreas de apoyo Parte 1

Apoyo académico 1:1

Se brinda apoyo 1:1 a aquellos estudiantes que han demostrado una mayor necesidad durante el aprendizaje a distancia

Escribir sobre la lectura

Programa diseñado para servir a nuestros lectores / escritores con dificultades de aprendizaje. Creamos pasajes de ficción / no ficción y practicamos respuestas de evidencia de texto.

Tutoría de matemáticas

Enfocado en estudiantes que tienen dificultades en su clase de matemáticas.
Repetición de diferentes habilidades matemáticas y apoyo en tareas de matemáticas.

Desarrollo de habilidades de estudio / apoyo académico

Establecimiento de metas y finalización de tareas en todas las clases básicas de la secundaria

Áreas de apoyo, parte 2 (febrero hasta la actualidad)

Apoyo académico 1:1

Se brinda apoyo 1:1 a aquellos estudiantes que son parte de nuestras discusiones de MTSS y estudiantes con preocupaciones socioemocionales.

Adaptaciones y apoyo de escritura SPED

Práctica de respuestas basadas en texto y redacción de párrafos utilizando el soporte de voz a texto.

Tutoría de matemáticas

Usado en los puntos de control de dominio de la clase (multiplicar decimales, sumar fracciones / números mixtos / expresiones)

Desarrollo de habilidades de estudio / apoyo académico

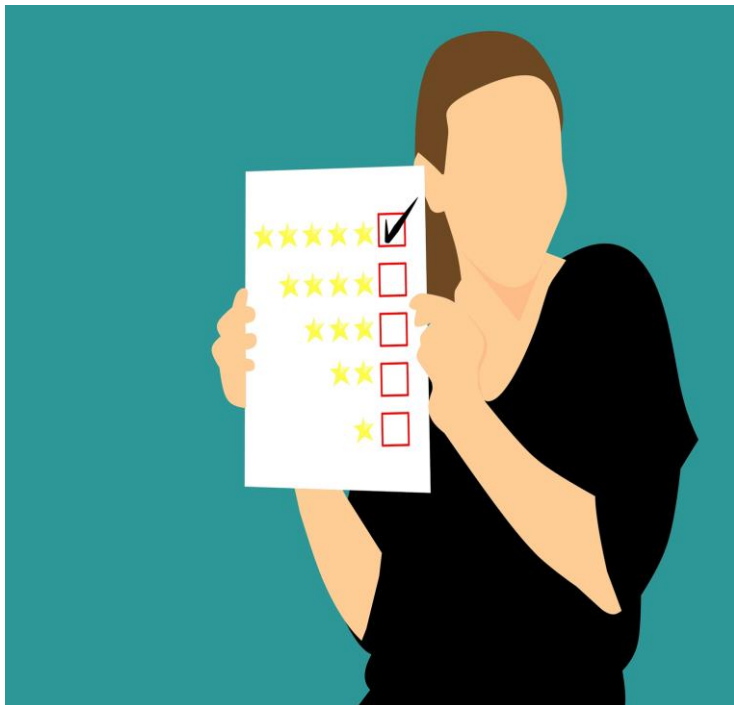
Se utilizaron datos de las calificaciones, enfocados en el uso de la agenda, finalización del trabajo, calidad del trabajo.

¿Cuándo?

- **Lunes a jueves 2: 45-4: 30
(Artes del lenguaje /
Matemáticas)**
- **Viernes- 12: 30-3: 30 (apoyo
académico)**
- **Viernes por la noche (apoyo
1: 1)**
- **Sábado y domingo por la
mañana 9: 30-11: 30 am
(Sesiones 1: 1)**

¿Dónde?

- **Zoom**
- **Google Classroom**



¿Cómo?

Medidas de logro (Parte 1)

	Evaluación previa	Evaluación posterior	Resultados
Escribir sobre la lectura	Cortometraje de Pixar: respuesta de párrafo	Respuesta de párrafo de texto	10/10 estudiantes demostraron mejoramiento significativa en siete criterios
Tutoría de matemáticas (corto plaza)	Evaluaciones en clase	Prueba creada por el profesor	5/12 estudiantes demostraron crecimiento 7/12 estudiantes permanecieron igual
Tutoría de matemáticas	Math Grade	Reporte #1	Todavía en progreso
Apoyo de escritura	Estructura de párrafo argumentativo	Estructura de párrafo argumentativo	9/9 demostraron mejoría entre 1-2 áreas
Apoyo 1:1	PR2	Reporte #1	Sin crecimiento significativo

Medidas de logro (Parte 2)

	Evaluación previa	Evaluación posterior	Resultados
Adaptaciones y apoyo de escritura SPED	Dictado de párrafos con puntuación usando voz a texto	Dictado de párrafos con puntuación usando voz a texto	Todavía en progreso
Tutoría de matemáticas	Evaluaciones en clase I(multiplicar decimales, sumar fracciones / números mixtos / expresiones)	Prueba creada por maestr@s	Todavía en progreso
Apoyo académico 1: 1	Reporte #1	Reporte de progreso	Todavía en progreso
Desarrollo de habilidades de estudio / apoyo académico	Reporte #1	Reporte de progreso	Todavía en progreso

Rol del supervisor

- Aprobar propuestas de tutoría
- Colaborar con profesores y tutores
- Controles semanales, analice los próximos pasos
- Visite Zoom Sessions y repase la lección del día
- Comunicar inquietudes y progreso a los maestros de MS
- Lunes a jueves: comienzo las reuniones, planificación de lecciones, tutoría de estudiantes y participación en salas de grupos para escuchar las sesiones.
- Sábado y domingo: comunicación con tutores y familias



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Agenda Item #IVC

Board Meeting Date: March 5, 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 January 22, 2021 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:

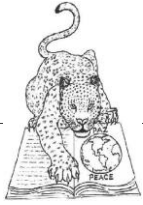
- LAS staff met for a professional development meeting with Dr. Dale Allender several times during the first half of the year. Subsequent meeting will take place on the following dates:
 - April 16, 2021
 - May 14, 2021
 - June 14, 2021 (full day)
- Sonia Lewis from Ascribe Consulting will facilitate a series of workshops focused around the theme of raising anti-racist children, assessing understanding of racism, biases, and stereotypes, as well as providing parents with resources. The bilingual workshops will take place on the following dates:
 - March 24, 2021
 - April 28, 2021
 - May 19, 2021
 - June 16, 2021

In the coming weeks, the LAS Parent Connector will work to share information about these workshops and encourage high levels of participation.

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: 03022021

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



Fecha de la Reunión: 5 de marzo 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 22 de enero, 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 varias veces en la primera parte del año. Las siguientes son fechas de juntas planeadas en la segunda parte del año:
 - 16 de abril de 2021
 - 14 de mayo de 2021
 - 14 de junio de 2021 (día completo)
- Sonia Lewis de Ascribe Consulting, facilitará una serie de talleres centrados en el tema de criar niños antirracistas, evaluar la comprensión del racismo, los prejuicios y los estereotipos, así como proporcionar recursos a los padres. Los talleres bilingües se llevarán a cabo en las siguientes fechas:
 - 24 de marzo de 2021
 - 28 de abril de 2021
 - 19 de mayo de 2021
 - 16 de junio de 2021

En las próximas semanas, nuestro enlace de padres de LAS trabajará para compartir información sobre estos talleres y fomentar altos niveles de participación.

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.



Board Meeting Date: March 5, 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: Julissa de González, Nina Sylvains, Cristián García, Graciela Castañeda, Ann Hubbell, Xana Macías, Aracely Campa, Judy Morales (non-voting), Eduardo de León (non-voting)

Summary: The Finance Committee met to review year to date (YTD) expenditures as well as mid-year revisions. The Committee has recommend the following mid-year revisions:

- Codes 1000-3000: Certificated, Classified and Benefits
 - Interventionist Instructors (31K) – Extend student intervention services through March 2021 (Budget Code Transfer)
 - Learning Hub Instructors 3rd-8th grade (40K) – Staff 2-3 learning hubs for students with additional academic needs during DiLe instruction (per Teacher recommendation).
 - Core Day Interventionist (3K) – Expansion of K-2nd intervention services
 - ELPAC Testing (5.2K) – Increase in staff to conduct ELPAC testing
 - Utilities Reimbursement Stipends (17K) – \$50 per month internet and utilities reimbursement for staff working from home.
 - School Administration Salaries (11K) - Replenish 3% salary freeze for school leadership (3 positions)
- Codes 4000: Books and other reference materials
 - Instructional Materials (27K) – Additional instructional materials and individual boxes to achieve 1:1 student materials. This will increase safety during hybrid models.
 - Educational Software (1K) – Increase and continued Zoom monthly licensing
 - Technology Services (15k) – Support ranges from computer repairs, teacher and student 1:1 support, and testing support.
 - *Interactive Screens (67K) – In preparation for hybrid, purchase of interactive screens were accelerated. Resource transfer from construction reserve to LLMF.*
- Codes 5000: Operating Services and Code 6000: Capital Outlay
 - Directors Contingencies (10K) – Additional students and staff Personal Protective Equipment (PPE)
 - Postage (6K) – Increase in postage due to extended DiLe (report cards, progress reports, payroll, account payable)
 - Sanitation and Hydration station (37K) - Due to COVID-19, there was a delay in construction as such, we were unable to make the 12/31 timeline. Funding will come from construction reserve approved by the Governing Board in spring of 2019.
- Cash deferrals continue to be implemented the State. The impact of these deferrals are minimal due to the school’s strong reserve.



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Recommendation: It is the recommendation of the Finance Committee and school leadership that Governing Board approve the mid-year revisions.

Documents Attached:

1. Monthly Financials YTD – January 2021
2. Monthly Cash Flow – January 2021
3. Monthly Balance Sheet – January 2021

Estimated Time of Presentation: 20 min
Submitted By: School Leadership
Date: 03.03.2021

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



Fecha de la Reunión: 5 de marzo del 2021

Tema: Estados Financieros Mensuales – enero 2021

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

Comité: Julissa de González, Nina Sylvains, Cristián García, Graciela Castañeda, Ann Hubbell, Xana Macías, Aracely Campa, Judy Morales (non-voting), Eduardo de León (non-voting)

Resumen: El Comité de Finanzas se reunió para revisar los gastos del año hasta la fecha (YTD), así como la revisión a mitad de camino. El Comité ha recomendado las siguientes revisiones de mitad de año:

- Códigos 1000-3000: Certificados, Clasificados y Beneficios
 - Instructores intervencionistas (31K): extender los servicios de intervención estudiantil hasta marzo de 2021 (Transferencia de código presupuestario)
 - Centros de aprendizaje para instructores de tercer a octavo grado (40K): centros de aprendizaje para el personal -3 para estudiantes con necesidades académicas adicionales durante la instrucción DiLe (según la recomendación del maestro).
 - Intervencionista de día central (3K) - Expansión de los servicios de intervención de K-2do
 - Pruebas ELPAC (5.2K): aumento del personal para realizar las pruebas ELPAC
 - Estipendios de reembolso de servicios públicos (17K): reembolso de \$50 mensuales por Internet y servicios públicos para el personal que trabaja desde casa.
 - Salarios de la administración escolar (11K): reponer el 3% de congelación de los salarios para el liderazgo escolar (3 puestos)
- Códigos 4000: libros y otros materiales de referencia
 - Materiales de instrucción (27K): materiales de instrucción adicionales y cajas individuales para lograr materiales estudiantiles 1: 1. Esto aumentará la seguridad durante los modelos híbridos.
 - Software educativo (1K): aumento y continuación de las licencias mensuales de Zoom
- Servicios de tecnología (15k): el apoyo abarca desde reparaciones de computadoras, apoyo personalizado para maestros y estudiantes y apoyo para exámenes.
 - Pantallas interactivas (67K): en preparación para el híbrido, se aceleró la compra de pantallas interactivas. Transferencia de recursos de la reserva de construcción a LLMF.
- Códigos 5000: Servicios operativos y Código 6000: Desembolso de capital
 - Contingencias de directores (10K) - Equipo de protección personal (PPE) adicional para estudiantes y personal
 - Franqueo (6K): aumento en el franqueo debido a DiLe extendido (boletas de calificaciones, informes de progreso, nómina, cuentas por pagar
 - Estación de saneamiento e hidratación (37K): debido a COVID-19, hubo un retraso en la construcción como tal, no pudimos cumplir con el cronograma del 31/12. El financiamiento



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provenirá de la reserva de construcción aprobada por la Junta de Gobierno en la primavera de 2019.

- Se continúan implementando diferimientos de efectivo del Estado. El impacto de estos aplazamientos es mínimo debido a la fuerte reserva de la escuela.

Recomendación: Es la recomendación del Comité de Finanzas y el liderazgo escolar que la Mesa Directiva apruebe las revisiones de mitad de año.

Documento adjunto:

1. Finanzas mensuales hasta la fecha – enero del 2021
2. Flujo de caja mensual – enero del 2021
3. Balance mensual – enero del 2021

Tiempo estimado para la presentación: 20 min.
Entregado por: Liderazgo Escolar
Fecha: 11.16.2020

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

The Language Academy of Sacramento

MARCH 5, 2021

BRIAN HOLMES

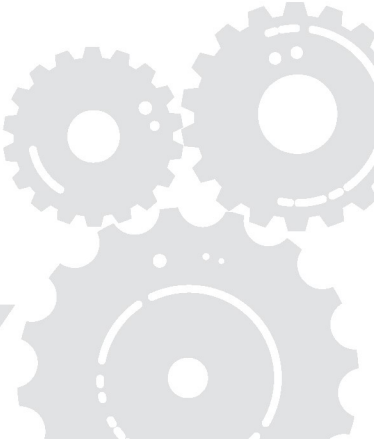
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1. **Mid-Year Expense Proposal**
 - A. Previous Forecast vs March Proposal
 - B. Cash Flow
2. **2nd Interim**
 - A. 2nd Interim Information
 - B. 2nd Interim Report

Mid-Year Expense Proposal



Previous Forecast vs March Proposal (2nd Interim)



Increases stipends and staffing reduce operating income

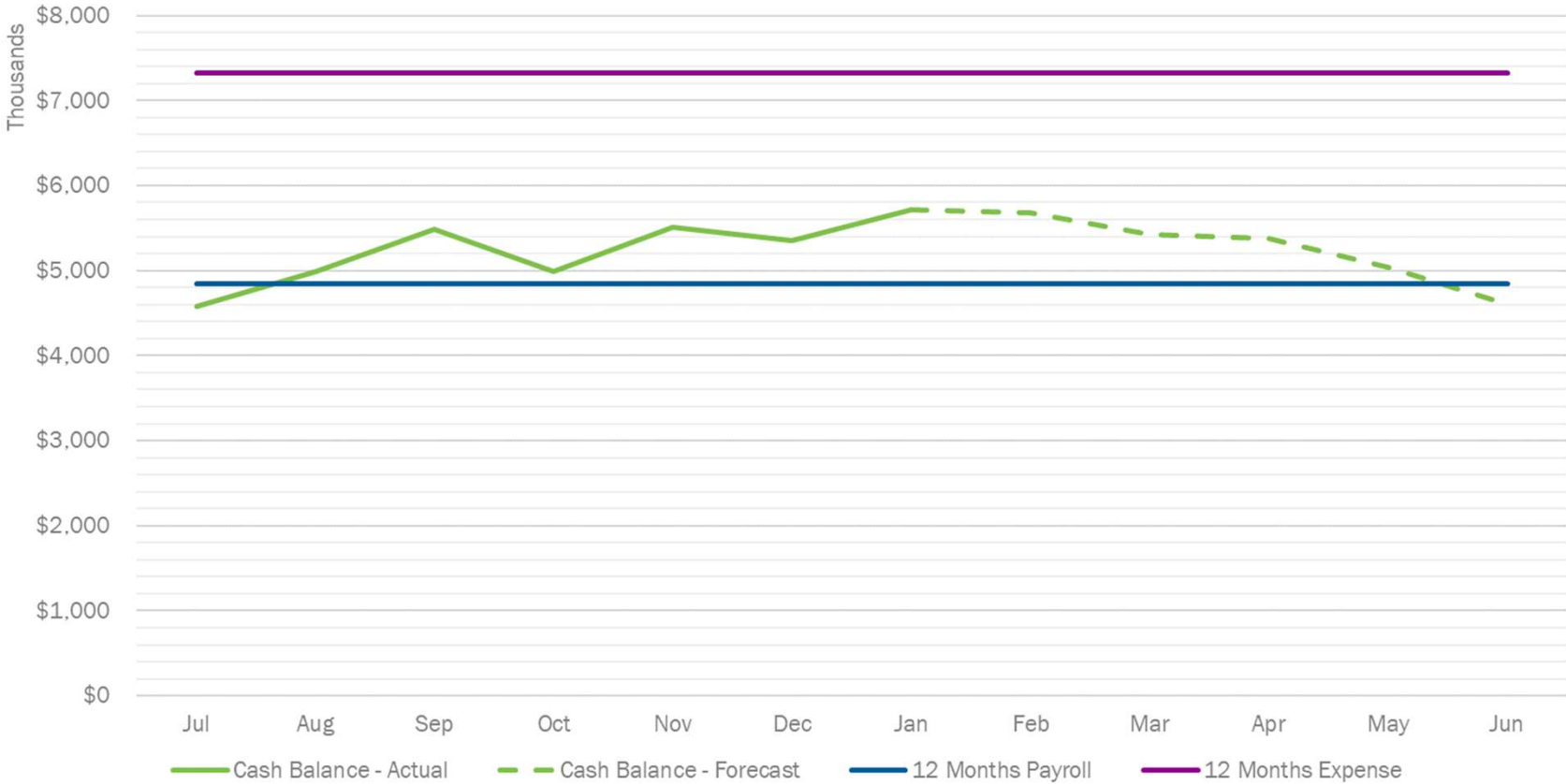
		2020-21	2020-21	Variance
		Previous Forecast	Current Forecast	
Revenue	LCFF Entitlement	5,948,803	5,948,803	-
	Federal Revenue	973,397	973,397	-
	Other State Revenues	711,442	731,354	19,912
	Local Revenues	33,300	34,121	821
	Fundraising and Grants	25,000	12,500	(12,500)
	Total Revenue	7,691,942	7,700,175	8,233
Expenses	Compensation and Benefits	4,779,328	4,846,777	(67,449)
	Books and Supplies	607,130	610,662	(3,532)
	Services and Other Operating	1,313,718	1,314,859	(1,142)
	Depreciation	555,000	555,000	-
	Other Outflows	-	-	-
	Total Expenses	7,255,175	7,327,298	(72,123)
	Operating Income	436,766	372,876	(63,890)
	Beginning Balance (Unaudited)	9,867,341	9,867,341	-
	Operating Income	436,766	372,876	(63,890)
	Ending Fund Balance (incl. Depreciation)	10,304,107	10,240,217	(63,890)
	Ending Fund Balance as % of Expenses	142.0%	139.8%	-2.3%

Previous Forecast vs March Proposal (2nd Interim)



CATEGORY	BOTTOM LINE IMPACT	NOTES
Previous Forecast	436,766	
Other State Revenue	19,912	ERMHS Reimbursement
Local Revenue	821	Equipment Sales
Services & Other Ops	(1,142)	Insurance and Technology increases offset reductions in Substitutes and Special Education Contractors
Books & Supplies	(3,532)	Increased Curriculum and Textbooks
Fundraising	(12,500)	Reduced Fundraising and Donations due to COVID-19
Comp & Benefits	(67,449)	Increased Stipends and Staffing Adjustments
Current Forecast	372,876	

2020-21 Cash Flow



2nd Interim

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2nd Interim Report



What?

- The district & county's second financial update since the approved budget
- Includes data from July-January
- Includes the January forecast, cash flow, and multi-year projection

When?

- Due to district or county on or before March 15th

How?

- Electronic file must be sent to district
- Printed report must be delivered to district including:
 - Certification with original signature

Thank you!

ADDITIONAL QUESTIONS? CONTACT US:

Brian Holmes: Brian.Holmes@edtec.com



510.663.3500 • askus@edtec.com • edtec.com



Language Academy
Income Statement
As of Jan FY2021

	Actual			YTD	Budget							
	Nov	Dec	Jan		Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs.	Approved Budget v1 vs.	Current Forecast	% Current Forecast
									Current Forecast	Current Forecast	Remaining	Spent
SUMMARY												
Revenue												
LCFF Entitlement	975,726	423,965	596,876	2,629,081	5,443,081	5,948,803	5,948,803	-	505,722	3,319,722	44%	
Federal Revenue	-	-	105,611	638,749	441,372	973,397	973,397	-	532,025	334,648	66%	
Other State Revenues	31,753	41,628	64,214	307,036	662,285	711,442	711,442	-	49,157	404,406	43%	
Local Revenues	901	791	986	7,056	33,300	33,300	33,300	-	-	26,244	21%	
Fundraising and Grants	1,356	-	-	3,651	25,000	25,000	25,000	-	-	21,349	15%	
Total Revenue	1,009,736	466,383	767,687	3,585,572	6,605,038	7,691,942	7,691,942	-	1,086,904	4,106,369	47%	
Expenses												
Compensation and Benefits	510,650	432,840	389,777	2,519,994	4,547,425	4,779,328	4,779,328	-	(231,903)	2,259,334	53%	
Books and Supplies	44,430	105,053	12,780	415,543	298,630	607,130	607,130	-	(308,500)	191,588	68%	
Services and Other Operating Expenditures	37,380	104,219	33,293	371,230	1,223,219	1,313,718	1,313,718	-	(90,498)	942,488	28%	
Depreciation	-	260,425	43,404	303,829	555,000	555,000	555,000	-	-	251,171	55%	
Other Outflows	969	1,647	(6,890)	17,016	-	-	-	-	-	(17,016)		
Total Expenses	593,428	904,184	472,364	3,627,611	6,624,275	7,255,175	7,255,175	-	(630,901)	3,627,565	50%	
Operating Income	416,308	(437,800)	295,323	(42,038)	(19,237)	436,766	436,766	-	456,003	478,805		
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 Jan FY2021

	Actual			YTD	Budget							
	Nov	Dec	Jan	Actual YTD	Approved	Previous	Current	Previous	Approved	Current	% Current	
					Budget v1	Forecast	Forecast	Forecast vs. Current Forecast	Budget v1 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%	-0.4%			
4-6					95.0%	97.7%	97.7%	0.0%	2.7%			
7-8					95.0%	93.6%	93.6%	0.0%	-1.4%			
Average ADA %					95.0%	95.4%	95.4%	0.0%	0.4%			
ADA												
K-3					272.65	271.59	271.59	-	(1.06)			
4-6					187.15	192.41	192.41	-	5.26			
7-8					123.50	121.73	121.73	-	(1.77)			
Total ADA					583.30	585.73	585.73	-	2.43			

Language Academy
Income Statement
As of Jan FY2021

	Actual			YTD	Budget						
	Nov	Dec	Jan	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
REVENUE											
LCFF Entitlement											
8011 Charter Schools General Purpose Entitlement - State Aid	641,480	218,275	320,740	1,536,873	3,518,612	3,558,700	3,558,700	-	40,089	2,021,827	43%
8012 Education Protection Account Entitlement	-	-	276,136	552,272	720,252	1,104,543	1,104,543	-	384,290	552,271	50%
8096 Charter Schools in Lieu of Property Taxes	334,246	205,690	-	539,936	1,204,217	1,285,560	1,285,560	-	81,343	745,624	42%
SUBTOTAL - LCFF Entitlement	975,726	423,965	596,876	2,629,081	5,443,081	5,948,803	5,948,803	-	505,722	3,319,722	44%
Federal Revenue											
8181 Special Education - Entitlement	-	-	-	-	76,125	76,125	76,125	-	-	76,125	0%
8291 Title I	-	-	96,641	96,641	179,686	179,686	179,686	-	-	83,045	54%
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	-	-	8,970	542,108	147,977	680,002	680,002	-	532,025	137,894	80%
SUBTOTAL - Federal Revenue	-	-	105,611	638,749	441,372	973,397	973,397	-	532,025	334,648	66%
Other State Revenue											
8319 Other State Apportionments - Prior Years	-	-	(420)	1,012	-	-	-	-	-	(1,012)	
8381 Special Education - Entitlement (State)	31,753	31,753	31,753	194,047	361,298	365,306	365,306	-	4,008	171,259	53%
8382 Special Education Reimbursement (State)	-	-	-	18,480	-	-	-	-	-	(18,480)	
8550 Mandated Cost Reimbursements	-	9,875	-	9,875	9,875	9,875	9,875	-	-	0	100%
8560 State Lottery Revenue	-	-	32,881	32,881	126,111	120,519	120,519	-	(5,592)	87,638	27%
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	31,753	41,628	64,214	307,036	662,285	711,442	711,442	-	49,157	404,406	43%
Local Revenue											
8632 Sale of Publications	-	-	-	488	-	-	-	-	-	(488)	
8636 Uniforms	-	-	-	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)	
8660 Interest	687	633	661	5,208	9,000	9,000	9,000	-	-	3,792	58%
8670 Fees and Contracts	-	-	-	-	6,000	6,000	6,000	-	-	6,000	0%
8699 All Other Local Revenue	-	61	326	386	5,000	5,000	5,000	-	-	4,614	8%
8999 Uncategorized Revenue	214	97	-	441	-	-	-	-	-	(441)	
SUBTOTAL - Local Revenue	901	791	986	7,056	33,300	33,300	33,300	-	-	26,244	21%
Fundraising and Grants											
8801 Donations - Parents	1,200	-	-	1,440	5,000	5,000	5,000	-	-	3,560	29%
8802 Donations - Private	-	-	-	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	1,356	-	-	3,651	25,000	25,000	25,000	-	-	21,349	15%
TOTAL REVENUE	1,009,736	466,383	767,687	3,585,572	6,605,038	7,691,942	7,691,942	-	1,086,904	4,106,369	47%

Language Academy
Income Statement
As of Jan FY2021

		Actual			YTD	Budget						
		Nov	Dec	Jan	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
EXPENSES												
Compensation & Benefits												
Certificated Salaries												
1100	Teachers Salaries	187,294	188,532	186,444	921,269	1,909,221	1,909,221	1,909,221	-	-	987,952	48%
1101	Teacher - Stipends	98,569	89	-	199,225	29,500	196,400	196,400	-	(166,900)	(2,826)	101%
1102	Title I / SES Tutoring	-	-	-	-	17,325	17,325	17,325	-	-	17,325	0%
1103	Teacher - Substitute Pay	3,863	3,639	6,545	24,530	56,800	56,800	56,800	-	-	32,270	43%
1300	Certificated Supervisor & Administrator Salaries	9,409	9,409	9,409	65,864	110,905	110,905	110,905	-	-	45,041	59%
1311	SPED Certificated	34,813	34,813	34,813	189,346	366,345	366,345	366,345	-	-	176,999	52%
1920	Other Cert - Summer	-	-	-	10,929	19,983	67,338	67,338	-	(47,355)	56,409	16%
1940	Academic Accountability & Intervention	11,037	10,954	11,054	55,051	104,166	110,166	110,166	-	(6,000)	55,115	50%
SUBTOTAL - Certificated Salaries		344,984	247,435	248,265	1,466,214	2,614,244	2,834,499	2,834,499	-	(220,255)	1,368,285	52%
Classified Salaries												
2100	Classified Instructional Aide Salaries	2,743	2,917	2,564	15,449	32,984	44,456	44,456	-	(11,472)	29,007	35%
2103	SPED Classified	8,714	9,091	7,344	53,681	113,060	128,518	128,518	-	(15,458)	74,837	42%
2200	Classified Support Salaries	7,209	28,960	16,669	69,132	82,998	77,222	77,222	-	5,777	8,090	90%
2300	Classified Supervisor & Administrator Salaries	8,615	8,615	8,205	61,126	108,334	114,343	114,343	-	(6,009)	53,217	53%
2400	Classified Clerical & Office Salaries	11,953	11,999	13,280	99,760	160,853	166,765	166,765	-	(5,912)	67,005	60%
2905	Other Classified - After School	6,688	4,515	4,644	42,244	180,633	112,184	112,184	-	68,449	69,940	38%
2925	Other Classified - Childcare	-	-	-	-	2,142	2,142	2,142	-	-	2,142	0%
2930	Other Classified - Maintenance/grounds	7,074	7,902	6,412	52,348	107,648	112,945	112,945	-	(5,297)	60,597	46%
SUBTOTAL - Classified Salaries		52,998	73,998	59,117	393,739	788,653	758,575	758,575	-	30,078	364,836	52%
Employee Benefits												
3100	STRS	39,398	39,349	39,147	202,308	406,932	442,503	442,503	-	(35,571)	240,195	46%
3300	OASDI-Medicare-Alternative	9,412	8,925	8,363	52,540	102,154	104,993	104,993	-	(2,838)	52,452	50%
3400	Health & Welfare Benefits	50,367	50,571	30,904	360,524	560,000	560,000	560,000	-	-	199,476	64%
3500	Unemployment Insurance	198	160	153	921	17,331	18,920	18,920	-	(1,589)	17,999	5%
3600	Workers Comp Insurance	11,638	10,657	2,131	30,821	40,835	43,117	43,117	-	(2,282)	12,296	71%
3700	Retiree Benefits	-	1,744	1,697	3,441	-	-	-	-	-	(3,441)	-
3900	Other Employee Benefits	1,656	-	-	9,485	17,276	16,721	16,721	-	555	7,236	57%
SUBTOTAL - Employee Benefits		112,668	111,407	82,394	660,040	1,144,528	1,186,254	1,186,254	-	(41,726)	526,213	56%
Books & Supplies												
4100	Approved Textbooks & Core Curricula Materials	9,120	-	-	52,667	37,454	47,454	47,454	-	(10,000)	(5,213)	111%
4101	SPED Textbooks	-	-	-	-	7,000	7,000	7,000	-	-	7,000	0%
4200	Books & Other Reference Materials	32,715	33,954	12,438	101,837	79,820	160,820	160,820	-	(81,000)	58,983	63%
4201	Library Resources	133	-	-	3,527	7,552	7,552	7,552	-	-	4,025	47%
4300	Materials & Supplies	63	-	-	63	-	-	-	-	-	(63)	-
4315	Custodial Supplies	-	-	-	4,460	21,360	21,360	21,360	-	-	16,900	21%
4320	Educational Software	190	551	-	5,667	-	16,700	16,700	-	(16,700)	11,033	34%
4325	Instructional Materials & Supplies	1,331	2,441	199	12,910	22,718	37,718	37,718	-	(15,000)	24,808	34%
4330	Office Supplies	733	76	41	9,977	19,500	19,500	19,500	-	-	9,523	51%
4335	PE Supplies	-	-	-	-	3,000	3,000	3,000	-	-	3,000	0%
4340	Professional Development Supplies	-	-	102	452	4,794	4,794	4,794	-	-	4,342	9%
4352	Garden	-	-	-	-	1,000	1,000	1,000	-	-	1,000	0%
4354	ASES Materials	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	44	161	-	407	9,782	25,582	25,582	-	(15,800)	25,175	2%
4410	Classroom Furniture, Equipment & Supplies	-	9	-	2,133	10,200	10,200	10,200	-	-	8,067	21%

Language Academy
Income Statement
As of Jan FY2021

		Actual			YTD	Budget						
		Nov	Dec	Jan	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
4420	Computers: individual items less than \$5k	-	67,860	-	214,734	51,750	221,750	221,750	-	(170,000)	7,016	97%
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		44,430	105,053	12,780	415,543	298,630	607,130	607,130	-	(308,500)	191,588	68%
Services & Other Operating Expenses												
5210	Conference Fees	-	25	-	432	5,000	5,000	5,000	-	-	4,568	9%
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	-	-	-	2,154	10,404	10,404	10,404	-	-	8,250	21%
5450	Insurance - Other	6,695	33,476	7,582	67,838	51,000	51,000	51,000	-	-	(16,838)	133%
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	-	5,376	2,624	17,030	34,639	34,639	34,639	-	-	17,609	49%
5610	Rent	-	-	-	-	99,210	99,210	99,210	-	-	99,210	0%
5615	Repairs and Maintenance - Building	-	100	225	725	10,200	10,200	10,200	-	-	9,475	7%
5616	Repairs and Maintenance - Computers	-	-	-	-	2,550	2,550	2,550	-	-	2,550	0%
5617	Repairs and Maintenance - Other Equipment	-	-	-	-	2,550	2,550	2,550	-	-	2,550	0%
5803	Accounting Fees	-	-	-	-	11,220	11,220	11,220	-	-	11,220	0%
5804	Parent Trainings	-	-	-	-	1,020	1,020	1,020	-	-	1,020	0%
5805	Administrative Fees	3,800	2,000	10,076	17,376	19,132	19,132	19,132	-	-	1,756	91%
5806	Assemblies	-	-	-	-	3,060	3,060	3,060	-	-	3,060	0%
5809	Banking Fees	-	-	-	46	428	428	428	-	-	382	11%
5812	Business Services	6,550	19,383	6,550	57,171	78,600	78,600	78,600	-	-	21,429	73%
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	-	(5,158)	60,678	0%
5826	Directors Contingency	4,961	-	1,050	32,069	20,000	40,000	40,000	-	(20,000)	7,931	80%
5830	Field Trips Expenses	45	-	-	45	(0)	40,340	40,340	-	(40,340)	40,295	0%
5833	Fines and Penalties	-	-	-	-	563	563	563	-	-	563	0%
5836	Fingerprinting	-	416	30	635	816	816	816	-	-	181	78%
5839	Fundraising Expenses	1,424	8,842	122	14,079	36,700	36,700	36,700	-	-	22,621	38%
5843	Interest - Loans Less than 1 Year	-	-	-	-	110,370	110,370	110,370	-	-	110,370	0%
5845	Legal Fees	66	176	-	1,830	10,200	10,200	10,200	-	-	8,370	18%
5851	Marketing and Student Recruiting	-	-	-	-	1,224	1,224	1,224	-	-	1,224	0%
5857	Payroll Fees	1,413	2,219	1,140	8,761	15,300	15,300	15,300	-	-	6,539	57%
5860	Printing and Reproduction	1,180	249	52	4,974	28,000	28,000	28,000	-	-	23,026	18%
5861	Prior Yr Exp (not accrued)	-	(1,490)	-	16,573	-	-	-	-	-	(16,573)	
5863	Professional Development	50	4,042	-	6,940	20,000	20,000	20,000	-	-	13,060	35%
5869	Special Education Contract Instructors	8,141	22,880	2,114	46,392	163,914	163,914	163,914	-	-	117,522	28%
5875	Staff Recruiting	-	-	-	-	1,020	1,020	1,020	-	-	1,020	0%
5878	Student Assessment	-	922	-	9,109	12,280	12,280	12,280	-	-	3,171	74%
5880	Student Health Services	-	890	-	8,615	3,131	3,131	3,131	-	-	(5,484)	275%
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	-	2,985	-	27,109	20,000	43,000	43,000	-	(23,000)	15,891	63%
5910	Communications - Internet / Website Fees	113	987	320	7,491	19,200	19,200	19,200	-	-	11,709	39%
5915	Postage and Delivery	-	662	153	4,845	1,800	3,800	3,800	-	(2,000)	(1,045)	127%
5920	Communications - Telephone & Fax	2,422	78	1,256	7,133	19,200	19,200	19,200	-	-	12,067	37%
SUBTOTAL - Services & Other Operating Exp.		37,380	104,219	33,293	371,230	1,223,219	1,313,718	1,313,718	-	(90,498)	942,488	28%
Capital Outlay & Depreciation												
6900	Depreciation	-	260,425	43,404	303,829	555,000	555,000	555,000	-	-	251,171	55%

Language Academy
Income Statement
As of Jan FY2021

Actual			YTD	Budget						
Nov	Dec	Jan	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
SUBTOTAL - Capital Outlay & Depreciation										
-	260,425	43,404	303,829	555,000	555,000	555,000	-	-	251,171	55%
Other Outflows										
7999	Uncategorized Expense									
969	6,816	2,548	17,016	-	-	-	-	-	(17,016)	
SUBTOTAL - Other Outflows										
969	1,647	(6,890)	17,016	-	-	-	-	-	(17,016)	
TOTAL EXPENSES										
593,428	904,184	472,364	3,627,611	6,624,275	7,255,175	7,255,175	-	(630,901)	3,627,565	50%

Language Academy
Monthly Cash Forecast
As of Jan FY2021

	2020-21													Remaining Balance
	Actuals & Forecast													
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	
Beginning Cash	4,455,544	4,574,240	4,987,664	5,479,863	4,992,626	5,515,291	5,357,548	5,711,823	5,680,748	5,428,579	5,381,506	5,036,296		
REVENUE														
LCFF Entitlement	-	178,189	454,325	-	975,726	423,965	596,876	464,647	371,311	491,902	188,602	188,602	5,948,803	1,614,659
Federal Revenue	-	-	533,138	-	-	-	105,611	39,573	27,579	65,641	81,896	27,579	973,397	92,380
Other State Revenue	15,717	39,477	82,494	31,753	31,753	41,628	64,214	82,263	38,887	80,137	69,046	38,887	731,354	115,099
Other Local Revenue	986	466	1,606	1,320	901	791	986	13,417	3,412	3,412	3,412	3,412	34,121	-
Fundraising & Grants	-	56	2,240	-	1,356	-	-	3,849	1,250	1,250	1,250	1,250	12,500	-
TOTAL REVENUE	16,703	218,187	1,073,803	33,073	1,009,736	466,383	767,687	603,748	442,439	642,342	344,206	259,729	7,700,175	1,822,138
EXPENSES														
Certificated Salaries	26,953	38,974	307,069	252,534	344,984	247,435	248,265	284,020	284,020	284,020	284,020	284,020	2,886,314	-
Classified Salaries	30,515	30,115	54,490	92,506	52,998	73,998	59,117	74,290	74,290	74,290	74,290	74,290	765,187	-
Employee Benefits	85,102	87,167	78,741	102,562	112,668	111,407	82,394	113,586	106,122	105,176	105,176	105,176	1,195,276	-
Books & Supplies	51,479	20,091	101,878	79,833	44,430	105,053	12,780	39,024	39,024	39,024	39,024	39,024	610,662	-
Services & Other Operating Expenses	41,290	52,357	76,235	26,455	37,380	104,219	33,293	187,512	191,153	186,906	186,906	186,906	1,314,859	4,247
Capital Outlay & Depreciation	-	-	-	-	-	260,425	43,404	66,171	46,250	46,250	46,250	46,250	555,000	-
Other Outflows	6,684	-	-	-	969	6,816	2,548	(17,016)	-	-	-	-	-	-
TOTAL EXPENSES	242,021	228,704	618,413	553,890	593,428	909,352	481,802	747,587	740,858	735,665	735,665	735,665	7,327,298	4,247
Operating Cash Inflow (Outflow)	(225,318)	(10,517)	455,390	(520,818)	416,308	(442,969)	285,885	(143,839)	(298,420)	(93,323)	(391,459)	(475,936)	372,876	1,817,891
Revenues - Prior Year Accruals	653,447	546,801	-	4,993	47,714	-	3,351	346,147	-	-	-	-	-	-
Other Assets	45,818	-	-	-	-	35,307	-	-	-	-	-	-	-	-
Fixed Assets	-	-	-	-	-	260,425	43,404	66,171	46,250	46,250	46,250	46,250	-	-
Expenses - Prior Year Accruals	(39,539)	-	-	-	-	-	112	(300,174)	-	-	-	-	-	-
Accounts Payable - Current Year	(136,911)	(6,970)	12,938	3,385	33,580	(35,232)	(3,267)	620	-	-	-	-	-	-
Summerholdback for Teachers	(115,874)	(115,889)	23,871	25,202	25,063	24,726	24,789	-	-	-	-	-	-	-
Loans Payable (Long Term)	(62,926)	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	4,574,240	4,987,664	5,479,863	4,992,626	5,515,291	5,357,548	5,711,823	5,680,748	5,428,579	5,381,506	5,036,296	4,606,611		

Language Academy
Balance Sheet
As of Jan FY2021

	Jun FY2020	Jan FY2021
ASSETS		
Cash Balance	4,455,544	5,711,823
Accounts Receivable	1,602,453	346,147
Prepays	85,965	4,840
Fixed Assets, Net	8,078,440	7,774,611
TOTAL ASSETS	14,222,401	13,837,420
LIABILITIES & EQUITY		
Accounts Payable	492,460	327,649
Current Loans and Other Payables	201,349	86,143
Long-Term Loans and Other Liabilities	3,891,011	3,828,085
Beginning Net Assets	9,341,315	9,637,581
Net Income (Loss) to Date	296,266	(42,038)
TOTAL LIABILITIES & EQUITY	14,222,401	13,837,420

Language Academy
Proposed Mid-Year Revisions
As of Jan FY2021

	Actual			YTD	Budget							
	Nov	Dec	Jan		Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs.	Approved Budget v1 vs.	Current Forecast Remaining	% Current Forecast Spent
									Current Forecast	Current Forecast		
SUMMARY												
Revenue												
LCFF Entitlement	975,726	423,965	596,876	2,629,081	5,443,081	5,948,803	5,948,803	-	505,722	3,319,722	44%	
Federal Revenue	-	-	105,611	638,749	441,372	973,397	973,397	-	532,025	334,648	66%	
Other State Revenues	31,753	41,628	64,214	307,036	662,285	711,442	731,354	19,912	69,069	424,318	42%	
Local Revenues	901	791	986	7,056	33,300	33,300	34,121	821	821	27,065	21%	
Fundraising and Grants	1,356	-	-	3,651	25,000	25,000	12,500	(12,500)	(12,500)	8,849	29%	
Total Revenue	1,009,736	466,383	767,687	3,585,572	6,605,038	7,691,942	7,700,175	8,233	1,095,137	4,114,602	47%	
Expenses												
Compensation and Benefits	510,650	432,840	389,777	2,519,994	4,547,425	4,779,328	4,846,777	(67,449)	(299,352)	2,326,783	52%	
Books and Supplies	44,430	105,053	12,780	415,543	298,630	607,130	610,662	(3,532)	(312,032)	195,120	68%	
Services and Other Operating Expenditures	37,380	104,219	33,293	371,230	1,223,219	1,313,718	1,314,859	(1,142)	(91,640)	943,630	28%	
Depreciation	-	260,425	43,404	303,829	555,000	555,000	555,000	-	-	251,171	55%	
Other Outflows	969	1,647	(6,890)	17,016	-	-	-	-	-	(17,016)		
Total Expenses	593,428	904,184	472,364	3,627,611	6,624,275	7,255,175	7,327,298	(72,123)	(703,024)	3,699,688	50%	
Operating Income	416,308	(437,800)	295,323	(42,038)	(19,237)	436,766	372,876	(63,890)	392,113	414,915		
Fund Balance												
Beginning Balance (Unaudited)					9,718,424	9,867,341	9,867,341					
Operating Income					(19,237)	436,766	372,876					
Ending Fund Balance					9,699,187	10,304,107	10,240,217					
Fund Balance as a % of Expenses					146%	142%	140%					

Language Academy
Proposed Mid-Year Revisions
As of Jan FY2021

	Actual			YTD	Budget						
	Nov	Dec	Jan	Actual YTD	Approved	Previous	Current	Previous	Approved	Current	% Current
					Budget v1	Forecast	Forecast	Forecast vs. Current Forecast	Budget v1 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%	-0.4%		
4-6					95.0%	97.7%	97.7%	0.0%	2.7%		
7-8					95.0%	93.6%	93.6%	0.0%	-1.4%		
Average ADA %					95.0%	95.4%	95.4%	0.0%	0.4%		
ADA											
K-3					272.65	271.59	271.59	-	(1.06)		
4-6					187.15	192.41	192.41	-	5.26		
7-8					123.50	121.73	121.73	-	(1.77)		
Total ADA					583.30	585.73	585.73	-	2.43		

Language Academy
Proposed Mid-Year Revisions
As of Jan FY2021

		Actual			YTD	Budget						
		Nov	Dec	Jan	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
REVENUE												
LCFF Entitlement												
8011	Charter Schools General Purpose Entitlement - State Aid	641,480	218,275	320,740	1,536,873	3,518,612	3,558,700	3,558,700	-	40,089	2,021,827	43%
8012	Education Protection Account Entitlement	-	-	276,136	552,272	720,252	1,104,543	1,104,543	-	384,290	552,271	50%
8096	Charter Schools in Lieu of Property Taxes	334,246	205,690	-	539,936	1,204,217	1,285,560	1,285,560	-	81,343	745,624	42%
SUBTOTAL - LCFF Entitlement		975,726	423,965	596,876	2,629,081	5,443,081	5,948,803	5,948,803	-	505,722	3,319,722	44%
Federal Revenue												
8181	Special Education - Entitlement	-	-	-	-	76,125	76,125	76,125	-	-	76,125	0%
8291	Title I	-	-	96,641	96,641	179,686	179,686	179,686	-	-	83,045	54%
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	-	-	8,970	542,108	147,977	680,002	680,002	-	532,025	137,894	80%
SUBTOTAL - Federal Revenue		-	-	105,611	638,749	441,372	973,397	973,397	-	532,025	334,648	66%
Other State Revenue												
8319	Other State Apportionments - Prior Years	-	-	(420)	1,012	-	-	1,432	1,432	1,432	420	71%
8381	Special Education - Entitlement (State)	31,753	31,753	31,753	194,047	361,298	365,306	365,306	-	4,008	171,259	53%
8382	Special Education Reimbursement (State)	-	-	-	18,480	-	-	18,480	18,480	18,480	-	100%
8550	Mandated Cost Reimbursements	-	9,875	-	9,875	9,875	9,875	9,875	-	-	0	100%
8560	State Lottery Revenue	-	-	32,881	32,881	126,111	120,519	120,519	-	(5,592)	87,638	27%
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		31,753	41,628	64,214	307,036	662,285	711,442	731,354	19,912	69,069	424,318	42%
Local Revenue												
8632	Sale of Publications	-	-	-	488	-	-	488	488	488	-	100%
8636	Uniforms	-	-	-	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	333	-	100%
8660	Interest	687	633	661	5,208	9,000	9,000	9,000	-	-	3,792	58%
8670	Fees and Contracts	-	-	-	-	6,000	6,000	6,000	-	-	6,000	0%
8699	All Other Local Revenue	-	61	326	386	5,000	5,000	5,000	-	-	4,614	8%
8999	Uncategorized Revenue	214	97	-	441	-	-	-	-	-	(441)	-
SUBTOTAL - Local Revenue		901	791	986	7,056	33,300	33,300	34,121	821	821	27,065	21%
Fundraising and Grants												
8801	Donations - Parents	1,200	-	-	1,440	5,000	5,000	2,500	(2,500)	(2,500)	1,060	58%
8802	Donations - Private	-	-	-	2,000	5,000	5,000	2,500	(2,500)	(2,500)	500	80%
8803	Fundraising	156	-	-	211	15,000	15,000	7,500	(7,500)	(7,500)	7,289	3%
SUBTOTAL - Fundraising and Grants		1,356	-	-	3,651	25,000	25,000	12,500	(12,500)	(12,500)	8,849	29%
TOTAL REVENUE												
		1,009,736	466,383	767,687	3,585,572	6,605,038	7,691,942	7,700,175	8,233	1,095,137	4,114,602	47%

Language Academy
Proposed Mid-Year Revisions
As of Jan FY2021

		Actual			YTD	Budget						
		Nov	Dec	Jan	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
EXPENSES												
Compensation & Benefits												
Certificated Salaries												
1100	Teachers Salaries	187,294	188,532	186,444	921,269	1,909,221	1,909,221	1,909,221	-	-	987,952	48%
1101	Teacher - Stipends	98,569	89	-	199,225	29,500	196,400	226,500	(30,100)	(197,000)	27,274	88%
1102	Title I / SES Tutoring	-	-	-	-	17,325	17,325	32,340	(15,015)	(15,015)	32,340	0%
1103	Teacher - Substitute Pay	3,863	3,639	6,545	24,530	56,800	56,800	56,800	-	-	32,270	43%
1300	Certificated Supervisor & Administrator Salaries	9,409	9,409	9,409	65,864	110,905	110,905	114,305	(3,400)	(3,400)	48,441	58%
1311	SPED Certificated	34,813	34,813	34,813	189,346	366,345	366,345	366,345	-	-	176,999	52%
1920	Other Cert - Summer	-	-	-	10,929	19,983	67,338	67,338	-	(47,355)	56,409	16%
1940	Academic Accountability & Intervention	11,037	10,954	11,054	55,051	104,166	110,166	113,466	(3,300)	(9,300)	58,415	49%
SUBTOTAL - Certificated Salaries		344,984	247,435	248,265	1,466,214	2,614,244	2,834,499	2,886,314	(51,815)	(272,070)	1,420,100	51%
Classified Salaries												
2100	Classified Instructional Aide Salaries	2,743	2,917	2,564	15,449	32,984	44,456	44,456	-	(11,472)	29,007	35%
2103	SPED Classified	8,714	9,091	7,344	53,681	113,060	128,518	128,518	-	(15,458)	74,837	42%
2200	Classified Support Salaries	7,209	28,960	16,669	69,132	82,998	77,222	80,034	(2,812)	2,965	10,902	86%
2300	Classified Supervisor & Administrator Salaries	8,615	8,615	8,205	61,126	108,334	114,343	118,143	(3,800)	(9,809)	57,017	52%
2400	Classified Clerical & Office Salaries	11,953	11,999	13,280	99,760	160,853	166,765	166,765	-	(5,912)	67,005	60%
2905	Other Classified - After School	6,688	4,515	4,644	42,244	180,633	112,184	112,184	-	68,449	69,940	38%
2925	Other Classified - Childcare	-	-	-	-	2,142	2,142	2,142	-	-	2,142	0%
2930	Other Classified - Maintenance/grounds	7,074	7,902	6,412	52,348	107,648	112,945	112,945	-	(5,297)	60,597	46%
SUBTOTAL - Classified Salaries		52,998	73,998	59,117	393,739	788,653	758,575	765,187	(6,612)	23,466	371,448	51%
Employee Benefits												
3100	STRS	39,398	39,349	39,147	202,308	406,932	442,503	448,446	(5,943)	(41,514)	246,138	45%
3300	OASDI-Medicare-Alternative	9,412	8,925	8,363	52,540	102,154	104,993	107,181	(2,188)	(5,027)	54,640	49%
3400	Health & Welfare Benefits	50,367	50,571	30,904	360,524	560,000	560,000	560,000	-	-	199,476	64%
3500	Unemployment Insurance	198	160	153	921	17,331	18,920	18,920	-	(1,589)	17,999	5%
3600	Workers Comp Insurance	11,638	10,657	2,131	30,821	40,835	43,117	43,818	(701)	(2,983)	12,997	70%
3700	Retiree Benefits	-	1,744	1,697	3,441.05	-	-	-	-	-	(3,441)	-
3900	Other Employee Benefits	1,656	-	-	9,485	17,276	16,721	16,911	(190)	365	7,426	56%
SUBTOTAL - Employee Benefits		112,668	111,407	82,394	660,040	1,144,528	1,186,254	1,195,276	(9,022)	(50,748)	535,236	55%
Books & Supplies												
4100	Approved Textbooks & Core Curricula Materials	9,120	-	-	52,667	37,454	47,454	53,454	(6,000)	(16,000)	788	99%
4101	SPED Textbooks	-	-	-	-	7,000	7,000	7,000	-	-	7,000	0%
4200	Books & Other Reference Materials	32,715	33,954	12,438	101,837	79,820	160,820	160,820	-	(81,000)	58,983	63%
4201	Library Resources	133	-	-	3,527	7,552	7,552	7,552	-	-	4,025	47%
4300	Materials & Supplies	63	-	-	63	-	-	-	-	-	(63)	-
4315	Custodial Supplies	-	-	-	4,460	21,360	21,360	21,360	-	-	16,900	21%
4320	Educational Software	190	551	-	5,667	-	16,700	16,700	-	(16,700)	11,033	34%
4325	Instructional Materials & Supplies	1,331	2,441	199	12,910	22,718	37,718	40,000	(2,282)	(17,282)	27,090	32%
4330	Office Supplies	733	76	41	9,977	19,500	19,500	19,500	-	-	9,523	51%
4335	PE Supplies	-	-	-	-	3,000	3,000	3,000	-	-	3,000	0%
4340	Professional Development Supplies	-	-	102	452	4,794	4,794	4,794	-	-	4,342	9%
4352	Garden	-	-	-	-	1,000	1,000	1,000	-	-	1,000	0%
4354	ASES Materials	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	44	161	-	407	9,782	25,582	25,582	-	(15,800)	25,175	2%
4410	Classroom Furniture, Equipment & Supplies	-	9	-	2,133	10,200	10,200	10,200	-	-	8,067	21%

Language Academy
Proposed Mid-Year Revisions
As of Jan FY2021

		Actual			YTD	Budget						
		Nov	Dec	Jan	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
4420	Computers: individual items less than \$5k	-	67,860	-	214,734	51,750	221,750	222,000	(250)	(170,250)	7,266	97%
4423	Classroom Noncapitalized items 1	-	-	-	-	10,000	10,000	5,000	5,000	5,000	5,000	0%
4430	Non Classroom Related Furniture, Equipment & Supplies	-	-	-	5,845	7,000	7,000	7,000	-	-	1,155	84%
SUBTOTAL - Books and Supplies		44,430	105,053	12,780	415,543	298,630	607,130	610,662	(3,532)	(312,032)	195,120	68%
Services & Other Operating Expenses												
5210	Conference Fees	-	25	-	432	5,000	5,000	5,000	-	-	4,568	9%
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	-	-	-	2,154	10,404	10,404	10,404	-	-	8,250	21%
5450	Insurance - Other	6,695	33,476	7,582	67,838	51,000	51,000	68,000	(17,000)	(17,000)	162	100%
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	-	5,376	2,624	17,030	34,639	34,639	34,639	-	-	17,609	49%
5610	Rent	-	-	-	-	99,210	99,210	99,210	-	-	99,210	0%
5615	Repairs and Maintenance - Building	-	100	225	725	10,200	10,200	10,200	-	-	9,475	7%
5616	Repairs and Maintenance - Computers	-	-	-	-	2,550	2,550	2,550	-	-	2,550	0%
5617	Repairs and Maintenance - Other Equipment	-	-	-	-	2,550	2,550	2,550	-	-	2,550	0%
5803	Accounting Fees	-	-	-	-	11,220	11,220	11,220	-	-	11,220	0%
5804	Parent Trainings	-	-	-	-	1,020	1,020	1,020	-	-	1,020	0%
5805	Administrative Fees	3,800	2,000	10,076	17,376	19,132	19,132	19,132	-	-	1,756	91%
5806	Assemblies	-	-	-	-	3,060	3,060	3,060	-	-	3,060	0%
5809	Banking Fees	-	-	-	46	428	428	428	-	-	382	11%
5812	Business Services	6,550	19,383	6,550	57,171	78,600	78,600	78,600	-	-	21,429	73%
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	-	(5,158)	60,678	0%
5826	Directors Contingency	4,961	-	1,050	32,069	20,000	40,000	42,000	(2,000)	(22,000)	9,931	76%
5830	Field Trips Expenses	45	-	-	45	(0)	40,340	40,340	-	(40,340)	40,295	0%
5833	Fines and Penalties	-	-	-	-	563	563	563	-	-	563	0%
5836	Fingerprinting	-	416	30	635	816	816	816	-	-	181	78%
5839	Fundraising Expenses	1,424	8,842	122	14,079	36,700	36,700	36,700	-	-	22,621	38%
5843	Interest - Loans Less than 1 Year	-	-	-	-	110,370	110,370	110,370	-	-	110,370	0%
5845	Legal Fees	66	176	-	1,830	10,200	10,200	10,200	-	-	8,370	18%
5851	Marketing and Student Recruiting	-	-	-	-	1,224	1,224	1,224	-	-	1,224	0%
5857	Payroll Fees	1,413	2,219	1,140	8,761	15,300	15,300	15,300	-	-	6,539	57%
5860	Printing and Reproduction	1,180	249	52	4,974	28,000	28,000	28,000	-	-	23,026	18%
5861	Prior Yr Exp (not accrued)	-	(1,490)	-	16,573	-	-	18,063	(18,063)	(18,063)	1,490	92%
5863	Professional Development	50	4,042	-	6,940	20,000	20,000	20,000	-	-	13,060	35%
5869	Special Education Contract Instructors	8,141	22,880	2,114	46,392	163,914	163,914	137,914	26,000	26,000	91,522	34%
5875	Staff Recruiting	-	-	-	-	1,020	1,020	1,020	-	-	1,020	0%
5878	Student Assessment	-	922	-	9,109	12,280	12,280	12,280	-	-	3,171	74%
5880	Student Health Services	-	890	-	8,615	3,131	3,131	9,210	(6,079)	(6,079)	595	94%
5881	Student Information System	-	-	-	9,037	15,964	15,964	15,964	-	-	6,927	57%
5884	Substitutes	520	-	-	520	56,000	56,000	26,000	30,000	30,000	25,480	2%
5887	Technology Services	-	2,985	-	27,109	20,000	43,000	50,000	(7,000)	(30,000)	22,891	54%
5910	Communications - Internet / Website Fees	113	987	320	7,491	19,200	19,200	22,000	(2,800)	(2,800)	14,509	34%
5915	Postage and Delivery	-	662	153	4,845	1,800	3,800	8,000	(4,200)	(6,200)	3,155	61%
5920	Communications - Telephone & Fax	2,422	78	1,256	7,133	19,200	19,200	19,200	-	-	12,067	37%
SUBTOTAL - Services & Other Operating Exp.		37,380	104,219	33,293	371,230	1,223,219	1,313,718	1,314,859	(1,142)	(91,640)	943,630	28%
Capital Outlay & Depreciation												
6900	Depreciation	-	260,425	43,404	303,829	555,000	555,000	555,000	-	-	251,171	55%

Language Academy
Proposed Mid-Year Revisions
As of Jan FY2021

		Actual			YTD	Budget						
		Nov	Dec	Jan	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
SUBTOTAL - Capital Outlay & Depreciation		-	260,425	43,404	303,829	555,000	555,000	555,000	-	-	251,171	55%
Other Outflows												
7999	Uncategorized Expense	969	6,816	2,548	17,016	-	-	-	-	-	(17,016)	
SUBTOTAL - Other Outflows		969	1,647	(6,890)	17,016	-	-	-	-	-	(17,016)	
TOTAL EXPENSES		593,428	904,184	472,364	3,627,611	6,624,275	7,255,175	7,327,298	(72,123)	(703,024)	3,699,688	50%



A California Public School

Agenda Item#IVE

Board Meeting Date: March 5, 2021

Subject: Second Interim 2021

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

Committee: School Leadership

Local educational agencies (LEAs) are required to file two reports during a fiscal year (interim reports) on the status of the LEA's financial health. The second interim report is due March 17th for the period ending January 31st.

The interim reports must include a certification of whether or not the LEA is able to meet its financial obligations. The certifications are classified as positive, qualified, or negative. A positive certification is assigned when the district will meet its financial obligations for the current and two subsequent fiscal years. A qualified certification is assigned when the district may not meet its financial obligations for the current or two subsequent fiscal years. A negative certification is assigned when a district will be unable to meet its financial obligations for the remainder of the current year or for the subsequent fiscal year.

Recommendation: School Leadership requests that the Governing Board review and approve the Second Interim for submission on March 15, 2020

Documents Attached:

1. Second Interim

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

Estimated Time of Presentation: 10 min
Submitted By: School Leadership
Date: 03.01.2021

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



Fecha de la Reunión: 5 de marzo del 2021

Tema: Segundo Reporte Intermedio

- 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: Las agencias educativas locales (LEA) deben presentar dos informes durante un año fiscal (informes provisionales) sobre el estado de la salud financiera de la escuela. El primer informe intermedio vence el 17 de marzo para el período que termina el 31 de enero.

Los reportes de intermedio deben incluir una certificación de si la LEA puede o no cumplir con sus obligaciones financieras. Las certificaciones se clasifican en positivas, calificadas o negativas. Se asigna una certificación positiva cuando el distrito cumple con sus obligaciones financieras para el año fiscal actual y los dos años fiscales subsiguientes. Se asigna una certificación calificada cuando el distrito puede no cumplir con sus obligaciones financieras para el año fiscal actual o los dos años fiscales siguientes. Se asigna una certificación negativa cuando un distrito no puede cumplir con sus obligaciones financieras durante el resto del año actual o el año fiscal siguiente.

Documento adjunto: El liderazgo escolar solicita que la Mesa Directiva revise y apruebe el Segundo Interino para su presentación el 17 de marzo del 2021

Documentos Adjunto:

1. Segundo Reporte Intermedio

Segundo Reporte Intermedio				
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: 10min
Entregado por: Liderazgo Escolar
Fecha: 03.01.2021

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

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Detail**

Charter School Name: The Language Academy of Sacra
(continued)
CDS #: 34674390106898
Charter Approving Entity: Sacramento City Unified
County: Sacramento
Charter #: 640
Fiscal Year: 2020/21

This charter school uses the following basis of accounting:

Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	1st Interim Budget			Actuals thru 01/31			2nd Interim Budg	
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted
A. REVENUES									
1. LCFF Sources									
State Aid - Current Year	8011	3,558,700.24	-	3,558,700.24	1,536,872.75	-	1,536,872.75	3,558,700.24	-
Education Protection Account State Aid - Current Year	8012	1,104,542.56	-	1,104,542.56	552,272.00	-	552,272.00	1,104,542.56	-
State Aid - Prior Years	8019	-	-	-	-	-	-	-	-
Transfers to Charter Schools in Lieu of Property Taxes	8096	1,285,560.20	-	1,285,560.20	539,936.00	-	539,936.00	1,285,560.20	-
Other LCFF Transfers	8091, 8097	-	-	-	-	-	-	-	-
Total, LCFFSources		5,948,803.00	-	5,948,803.00	2,629,080.75	-	2,629,080.75	5,948,803.00	-
2. Federal Revenues									
Every Student Succeeds Act (Title I - V)	8290	-	217,270.00	217,270.00	-	96,641.00	96,641.00	-	217,270.00
Special Education - Federal	8181, 8182	-	76,125.00	76,125.00	-	-	-	-	76,125.00
Child Nutrition - Federal	8220	-	-	-	-	-	-	-	-
Donated Food Commodities	8221	-	-	-	-	-	-	-	-
Other Federal Revenues	8110, 8260-8299	-	680,002.00	680,002.00	-	542,108.00	542,108.00	-	680,002.00
Total, Federal Revenues		-	973,397.00	973,397.00	-	638,749.00	638,749.00	-	973,397.00
3. Other State Revenues									
Special Education - State	StateRevSE	-	365,306.25	365,306.25	-	212,527.00	212,527.00	18,480.00	365,306.25
All Other State Revenues	StateRevAO	130,394.40	215,741.00	346,135.40	43,767.74	50,741.00	94,508.74	131,826.40	215,741.00
Total, Other State Revenues		130,394.40	581,047.25	711,441.65	43,767.74	263,268.00	307,035.74	150,306.40	581,047.25
4. Other Local Revenues									
All Other Local Revenues	LocalRevAO	58,300.00	-	58,300.00	10,706.91	-	10,706.91	46,621.00	-
Total, Local Revenues		58,300.00	-	58,300.00	10,706.91	-	10,706.91	46,621.00	-
5. TOTAL REVENUES									
		6,137,497.40	1,554,444.25	7,691,941.65	2,683,555.40	902,017.00	3,585,572.40	6,145,730.40	1,554,444.25
B. EXPENDITURES									
1. Certificated Salaries									
Certificated Teachers' Salaries	1100	1,889,298.43	290,447.04	2,179,745.47	1,010,569.48	134,455.22	1,145,024.70	1,892,301.43	332,559.04
Certificated Pupil Support Salaries	1200	-	-	-	-	-	-	-	-
Certificated Supervisors' and Administrators' Salaries	1300	379,084.00	98,166.00	477,250.00	65,863.98	189,345.98	255,209.96	114,305.00	366,345.00
Other Certificated Salaries	1900	110,166.00	67,337.50	177,503.50	10,928.75	55,050.93	65,979.68	66,603.75	114,199.75
Total, Certificated Salaries		2,378,548.43	455,950.54	2,834,498.97	1,087,362.21	378,852.13	1,466,214.34	2,073,210.18	813,103.79
2. Non-certificated Salaries									
Non-certificated Instructional Aides' Salaries	2100	44,456.44	128,518.00	172,974.44	15,449.25	53,680.89	69,130.14	44,456.44	128,518.00
Non-certificated Support Salaries	2200	67,221.76	10,000.00	77,221.76	51,932.40	17,199.23	69,131.63	61,035.36	18,998.40
Non-certificated Supervisors' and Administrators' Sal.	2300	114,342.80	-	114,342.80	61,125.76	-	61,125.76	118,142.80	-
Clerical and Office Salaries	2400	166,764.77	-	166,764.77	99,759.73	-	99,759.73	166,764.77	-

Other Non-certificated Salaries	2900	76,541.35	150,729.92	227,271.27	56,992.07	37,600.06	94,592.13	115,087.27	112,184.00
Total, Non-certificated Salaries		469,327.12	289,247.92	758,575.04	285,259.21	108,480.18	393,739.39	505,486.64	259,700.40
3. Employee Benefits									
STRS	3101-3102	388,650.60	53,852.65	442,503.25	150,518.48	51,789.76	202,308.24	382,887.79	65,558.66
PERs	3201-3202	-	-	-	-	-	-	-	-
OASDI / Medicare / Alternative	3301-3302	87,110.60	17,882.15	104,992.75	37,643.75	14,896.72	52,540.47	77,000.23	30,180.59
Health and Welfare Benefits	3401-3402	464,960.00	95,040.00	560,000.00	360,523.98	-	360,523.98	496,000.00	64,000.00
Unemployment Insurance	3501-3502	15,838.95	3,080.76	18,919.70	679.03	242.00	921.03	15,988.45	2,931.25
Workers' Compensation Insurance	3601-3602	41,483.24	1,633.65	43,116.89	30,821.00	-	30,821.00	35,135.88	8,682.14
OPEB, Allocated	3701-3702	-	-	-	-	-	-	-	-
OPEB, Active Employees	3751-3752	-	-	-	-	-	-	-	-
Other Employee Benefits	3901-3902	15,884.96	836.05	16,721.01	12,925.56	-	12,925.56	13,454.87	3,456.14
Total, Employee Benefits		1,013,928.35	172,325.25	1,186,253.60	593,111.80	66,928.48	660,040.28	1,020,467.21	174,808.78
4. Books and Supplies									
Approved Textbooks and Core Curricula Materials	4100	37,454.00	17,000.00	54,454.00	43,546.48	9,120.02	52,666.50	45,454.00	15,000.00
Books and Other Reference Materials	4200	41,120.00	127,252.20	168,372.20	2,489.67	102,874.33	105,364.00	41,120.00	127,252.20
Materials and Supplies	4300	132,354.00	3,000.00	135,354.00	33,265.24	1,534.29	34,799.53	134,636.00	3,000.00
Noncapitalized Equipment	4400	68,950.00	180,000.00	248,950.00	21,120.48	201,592.00	222,712.48	34,200.00	210,000.00
Food	4700	-	-	-	-	-	-	-	-
Total, Books and Supplies		279,878.00	327,252.20	607,130.20	100,421.87	315,120.64	415,542.51	255,410.00	355,252.20
5. Services and Other Operating Expenditures									
Subagreements for Services	5100	-	-	-	-	-	-	-	-
Travel and Conferences	5200	20,000.00	-	20,000.00	431.58	-	431.58	20,000.00	-
Dues and Memberships	5300	10,094.00	310.00	10,404.00	1,949.00	205.00	2,154.00	10,094.00	310.00
Insurance	5400	51,000.00	-	51,000.00	67,838.12	-	67,838.12	68,000.00	-
Operations and Housekeeping Services	5500	263,003.94	-	263,003.94	2,300.00	-	2,300.00	97,920.00	165,083.94
Rentals, Leases, Repairs, and Noncap. Improvements	5600	139,228.47	9,921.03	149,149.50	17,754.79	-	17,754.79	139,228.47	9,921.03
Transfers of Direct Costs	5700-5799	-	-	-	-	-	-	-	-
Professional/Consulting Services and Operating Expend.	5800	542,460.32	235,499.77	777,960.09	185,224.73	93,073.16	278,297.89	540,541.92	214,559.77
Communications	5900	42,200.00	-	42,200.00	19,468.98	-	19,468.98	44,200.00	5,000.00
Total, Services and Other Operating Expenditures		1,067,986.73	245,730.80	1,313,717.53	294,967.20	93,278.16	388,245.36	919,984.39	394,874.74
6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)									
Land and Land Improvements	6100-6170	-	-	-	-	-	-	-	-
Buildings and Improvements of Buildings	6200	-	-	-	-	-	-	-	-
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	-	-	-	-
Equipment	6400	-	-	-	-	-	-	-	-
Equipment Replacement	6500	-	-	-	-	-	-	-	-
Depreciation Expense (for accrual basis only)	6900	555,000.00	-	555,000.00	303,828.84	-	303,828.84	555,000.00	-
Total, Capital Outlay		555,000.00	-	555,000.00	303,828.84	-	303,828.84	555,000.00	-
7. Other Outgo									
Tuition to Other Schools	7110-7143	-	-	-	-	-	-	-	-
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	-	-	-	-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	-	-	-	-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	-	-	-	-
All Other Transfers	7281-7299	-	-	-	-	-	-	-	-
Transfers of Indirect Costs	7300-7399	-	-	-	-	-	-	-	-
Debt Service:									
Interest	7438	-	-	-	-	-	-	-	-
Principal (for modified accrual basis only)	7439	-	-	-	-	-	-	-	-
Total, Other Outgo		-	-	-	-	-	-	-	-
8. TOTAL EXPENDITURES		5,764,668.63	1,490,506.72	7,255,175.34	2,664,951.13	962,659.59	3,627,610.72	5,329,558.42	1,997,739.91
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		372,828.78	63,937.53	436,766.31	18,604.27	(60,642.59)	(42,038.32)	816,171.99	(443,295.66)

D. OTHER FINANCING SOURCES / USES									
1. Other Sources	8930-8979			-			-		
2. Less: Other Uses	7630-7699			-			-		
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	338,235.53	(338,235.53)	-			-	(168,997.66)	168,997.66
4. TOTAL OTHER FINANCING SOURCES / USES		338,235.53	(338,235.53)	-	-	-	-	(168,997.66)	168,997.66
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)									
		711,064.31	(274,298.00)	436,766.31	18,604.27	(60,642.59)	(42,038.32)	647,174.33	(274,298.00)
F. FUND BALANCE, RESERVES									
1. Beginning Fund Balance									
a. As of July 1	9791	9,593,042.75	274,298.00	9,867,340.75	9,593,042.75	274,298.00	9,867,340.75	9,593,042.75	274,298.00
b. Adjustments to Beginning Balance	9793, 9795	-	-	-	-	-	-	-	-
c. Adjusted Beginning Balance		9,593,042.75	274,298.00	9,867,340.75	9,593,042.75	274,298.00	9,867,340.75	9,593,042.75	274,298.00
2. Ending Fund Balance, June 30 (E + F.1.c.)		10,304,107.06	0.00	10,304,107.06	9,611,647.02	213,655.41	9,825,302.43	10,240,217.08	(0.00)
Components of Ending Fund Balance :									
a. Nonspendable									
Revolving Cash (equals object 9130)	9711			-			-		
Stores (equals object 9320)	9712			-			-		
Prepaid Expenditures (equals object 9330)	9713			-			-		
All Others	9719			-			-		
b. Restricted	9740			-		213,655.41	213,655.41		(0.00)
c. Committed									
Stabilization Arrangements	9750			-			-		
Other Commitments	9760			-			-		
d. Assigned									
Other Assignments	9780			-			-		
e. Unassigned/Unappropriated									
Reserve for Economic Uncertainties	9789	362,758.77		362,758.77			-	366,364.92	
Unassigned/Unappropriated Amount	9790	9,941,348.29	0.00	9,941,348.29	9,611,647.02	-	9,611,647.02	9,873,852.16	-

et
Total
3,558,700.24
1,104,542.56
-
1,285,560.20
-
5,948,803.00
217,270.00
76,125.00
-
-
680,002.00
973,397.00
383,786.25
347,567.40
731,353.65
46,621.00
46,621.00
7,700,174.65
2,224,860.47
-
480,650.00
180,803.50
2,886,313.97
172,974.44
80,033.76
118,142.80
166,764.77

227,271.27
765,187.04
448,446.45
-
107,180.82
560,000.00
18,919.70
43,818.01
-
-
16,911.01
1,195,275.99
60,454.00
168,372.20
137,636.00
244,200.00
-
610,662.20
-
20,000.00
10,404.00
68,000.00
263,003.94
149,149.50
-
755,101.69
49,200.00
1,314,859.13
-
-
-
-
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555,000.00
555,000.00
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-
7,327,298.33
372,876.32

-
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-
372,876.32
9,867,340.75
-
9,867,340.75
10,240,217.07
-
-
-
-
(0.00)
-
-
-
366,364.92
9,873,852.16

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary**

Charter School Name: The Language Academy of Sa
(continued)
CDS #: 34674390106898
Charter Approving Entity: Sacramento City Unified
County: Sacramento
Charter #: 640
Fiscal Year: 2020/21

Description	Object Code	1st Interim Budget (X)	Actuals thru 01/31 (Y)	2nd Interim Budget (Z)	2nd Interim vs. 1st Interim Increase, (Decrease)	
					\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
A. REVENUES						
1. LCFF/Revenue Limit Sources						
State Aid - Current Year	8011	3,558,700.24	1,536,872.75	3,558,700.24	-	0.00%
Education Protection Account State Aid - Current Year	8012	1,104,542.56	552,272.00	1,104,542.56	-	0.00%
State Aid - Prior Years	8019	-	-	-	-	-
Transfers to Charter Schools Funding in Lieu of Property Taxes	8096	1,285,560.20	539,936.00	1,285,560.20	-	0.00%
Other LCFF Transfers	8091, 8097	-	-	-	-	-
Total, LCFF Sources		5,948,803.00	2,629,080.75	5,948,803.00	-	0.00%
2. Federal Revenues						
Every Student Succeeds Act (Title I-V)	8290	217,270.00	96,641.00	217,270.00	-	0.00%
Special Education - Federal	8181, 8182	76,125.00	-	76,125.00	-	0.00%
Child Nutrition - Federal	8220	-	-	-	-	-
Donated Food Commodities	8221	-	-	-	-	-
Other Federal Revenues	8110, 8260-8299	680,002.00	542,108.00	680,002.00	-	0.00%
Total, Federal Revenues		973,397.00	638,749.00	973,397.00	-	0.00%
3. Other State Revenues						
Special Education - State	StateRevSE	365,306.25	212,527.00	383,786.25	18,480.00	5.06%
All Other State Revenues	StateRevAO	346,135.40	94,508.74	347,567.40	1,432.00	0.41%
Total, Other State Revenues		711,441.65	307,035.74	731,353.65	19,912.00	2.80%
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	58,300.00	10,706.91	46,621.00	(11,679.00)	-20.03%
Total, Local Revenues		58,300.00	10,706.91	46,621.00	(11,679.00)	-20.03%
5. TOTAL REVENUES		7,691,941.65	3,585,572.40	7,700,174.65	8,233.00	0.11%

B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	2,179,745.47	1,145,024.70	2,224,860.47	45,115.00	2.07%
Certificated Pupil Support Salaries	1200	-	-	-	-	
Certificated Supervisors' and Administrators' Salaries	1300	477,250.00	255,209.96	480,650.00	3,400.00	0.71%
Other Certificated Salaries	1900	177,503.50	65,979.68	180,803.50	3,300.00	1.86%
Total, Certificated Salaries		2,834,498.97	1,466,214.34	2,886,313.97	51,815.00	1.83%
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	172,974.44	69,130.14	172,974.44	-	0.00%
Non-certificated Support Salaries	2200	77,221.76	69,131.63	80,033.76	2,812.00	3.64%
Non-certificated Supervisors' and Administrators' Sal.	2300	114,342.80	61,125.76	118,142.80	3,800.00	3.32%
Clerical and Office Salaries	2400	166,764.77	99,759.73	166,764.77	-	0.00%
Other Non-certificated Salaries	2900	227,271.27	94,592.13	227,271.27	-	0.00%
Total, Non-certificated Salaries		758,575.04	393,739.39	765,187.04	6,612.00	0.87%
3. Employee Benefits						
STRS	3101-3102	442,503.25	202,308.24	448,446.45	5,943.20	1.34%
PERS	3201-3202	-	-	-	-	
OASDI / Medicare / Alternative	3301-3302	104,992.75	52,540.47	107,180.82	2,188.07	2.08%
Health and Welfare Benefits	3401-3402	560,000.00	360,523.98	560,000.00	-	0.00%
Unemployment Insurance	3501-3502	18,919.70	921.03	18,919.70	0.00	0.00%
Workers' Compensation Insurance	3601-3602	43,116.89	30,821.00	43,818.01	701.12	1.63%
OPEB, Allocated	3701-3702	-	-	-	-	
OPEB, Active Employees	3751-3752	-	-	-	-	
Other Employee Benefits	3901-3902	16,721.01	12,925.56	16,911.01	190.00	1.14%
Total, Employee Benefits		1,186,253.60	660,040.28	1,195,275.99	9,022.39	0.76%
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	54,454.00	52,666.50	60,454.00	6,000.00	11.02%
Books and Other Reference Materials	4200	168,372.20	105,364.00	168,372.20	-	0.00%
Materials and Supplies	4300	135,354.00	34,799.53	137,636.00	2,282.00	1.69%
Noncapitalized Equipment	4400	248,950.00	222,712.48	244,200.00	(4,750.00)	-1.91%
Food	4700	-	-	-	-	
Total, Books and Supplies		607,130.20	415,542.51	610,662.20	3,532.00	0.58%
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	-	-	-	-	
Travel and Conferences	5200	20,000.00	431.58	20,000.00	-	0.00%
Dues and Memberships	5300	10,404.00	2,154.00	10,404.00	-	0.00%
Insurance	5400	51,000.00	67,838.12	68,000.00	17,000.00	33.33%
Operations and Housekeeping Services	5500	263,003.94	2,300.00	263,003.94	-	0.00%
Rentals, Leases, Repairs, and Noncap. Improvements	5600	149,149.50	17,754.79	149,149.50	-	0.00%
Transfers of Direct Costs	5700-5799	-	-	-	-	
Professional/Consulting Services and Operating Expend.	5800	777,960.09	278,297.89	755,101.69	(22,858.40)	-2.94%

Communications	5900	42,200.00	19,468.98	49,200.00	7,000.00	16.59%
Total, Services and Other Operating Expenditures		1,313,717.53	388,245.36	1,314,859.13	1,141.60	0.09%
6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)						
Land and Land Improvements	6100-6170	-	-	-	-	
Buildings and Improvements of Buildings	6200	-	-	-	-	
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	
Equipment	6400	-	-	-	-	
Equipment Replacement	6500	-	-	-	-	
Depreciation Expense (for accrual basis only)	6900	555,000.00	303,828.84	555,000.00	-	0.00%
Total, Capital Outlay		555,000.00	303,828.84	555,000.00	-	0.00%
7. Other Outgo						
Tuition to Other Schools	7110-7143	-	-	-	-	
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	
All Other Transfers	7281-7299	-	-	-	-	
Transfers of Indirect Costs	7300-7399	-	-	-	-	
Debt Service:						
Interest	7438	-	-	-	-	
Principal (for modified accrual basis only)	7439	-	-	-	-	
Total, Other Outgo		-	-	-	-	
8. TOTAL EXPENDITURES		7,255,175.34	3,627,610.72	7,327,298.33	72,122.99	0.99%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		436,766.31	(42,038.32)	372,876.32	(63,889.99)	-14.63%
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	-	-	-	-	
2. Less: Other Uses	7630-7699	-	-	-	-	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	-	
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		436,766.31	(42,038.32)	372,876.32	(63,889.99)	-14.63%
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	9,867,340.75	9,867,340.75	9,867,340.75	-	0.00%
b. Adjustments/Restatements	9793, 9795	-	-	-	-	
c. Adjusted Beginning Fund Balance		9,867,340.75	9,867,340.75	9,867,340.75		

2. Ending Fund Balance, June 30 (E + F.1.c.)		#####	9,825,302.43	10,240,217.07		
Components of Ending Fund Balance :						
a. Nonspendable						
	Revolving Cash (equals object 9130)	9711	-	-	-	-
	Stores (equals object 9320)	9712	-	-	-	-
	Prepaid Expenditures (equals object 9330)	9713	-	-	-	-
	All Others	9719	-	-	-	-
b. Restricted		9740	-	213,655.41	(0.00)	(0.00) New
c. Committed						
	Stabilization Arrangements	9750	-	-	-	-
	Other Commitments	9760	-	-	-	-
d. Assigned						
	Other Assignments	9780	-	-	-	-
e. Unassigned/Unappropriated						
	Reserve for Economic Uncertainties	9789	362,758.77	-	366,364.92	3,606.15 0.99%
	Unassigned/Unappropriated Amount	9790	9,941,348.29	9,611,647.02	9,873,852.16	(67,496.13) -0.68%

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
Second Interim Report - MYP**

Charter School Name: The Language Academy of Sacra
(continued) _____
CDS #: 34674390106898 _____
Charter Approving Entity: Sacramento City Unified _____
County: Sacramento _____
Charter #: 640 _____
Fiscal Year: 2020/21 _____

This charter school uses the following basis of accounting:

Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2020/21			Totals for 2021/22	Totals for 2022/23
		Unrestricted	Restricted	Total		
A. REVENUES						
1. LCFF/Revenue Limit Sources						
State Aid - Current Year	8011	3,558,700.24	0.00	3,558,700.24	4,296,322.32	4,479,638.32
Education Protection Account State Aid - Current Year	8012	1,104,542.56	0.00	1,104,542.56	573,008.84	573,008.84
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00	0.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	1,285,560.20	0.00	1,285,560.20	1,280,226.84	1,280,226.84
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00		
Total, LCFF Sources		5,948,803.00	0.00	5,948,803.00	6,149,558.00	6,332,874.00
2. Federal Revenues						
Every Student Succeeds Act (Title I - V)	8290	0.00	217,270.00	217,270.00	217,270.00	217,270.00
Special Education - Federal	8181, 8182	0.00	76,125.00	76,125.00	76,750.00	76,750.00
Child Nutrition - Federal	8220	0.00	0.00	0.00	0.00	0.00
Donated Food Commodities	8221	0.00	0.00	0.00		
Other Federal Revenues	8110, 8260-8299	0.00	680,002.00	680,002.00	0.00	0.00
Total, Federal Revenues		0.00	973,397.00	973,397.00	294,020.00	294,020.00
3. Other State Revenues						
Special Education - State	StateRevSE	18,480.00	365,306.25	383,786.25	371,061.55	370,547.70
All Other State Revenues	StateRevAO	131,826.40	215,741.00	347,567.40	296,259.31	296,346.06
Total, Other State Revenues		150,306.40	581,047.25	731,353.65	667,320.86	666,893.76
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	46,621.00	0.00	46,621.00	73,300.00	73,300.00

Total, Local Revenues		46,621.00	0.00	46,621.00	73,300.00	73,300.00
5. TOTAL REVENUES		6,145,730.40	1,554,444.25	7,700,174.65	7,184,198.86	7,367,087.76
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	1,892,301.43	332,559.04	2,224,860.47	2,280,481.99	2,145,520.91
Certificated Pupil Support Salaries	1200	0.00	0.00	0.00	0.00	0.00
Certificated Supervisors' and Administrators' Salaries	1300	114,305.00	366,345.00	480,650.00	492,666.25	504,982.91
Other Certificated Salaries	1900	66,603.75	114,199.75	180,803.50	173,433.59	177,769.43
Total, Certificated Salaries		2,073,210.18	813,103.79	2,886,313.97	2,946,581.82	2,828,273.24
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	44,456.44	128,518.00	172,974.44	178,163.67	183,508.58
Non-certificated Support Salaries	2200	61,035.36	18,998.40	80,033.76	72,907.27	75,094.49
Non-certificated Supervisors' and Administrators' Sal.	2300	118,142.80	0.00	118,142.80	121,687.08	125,337.70
Clerical and Office Salaries	2400	166,764.77	0.00	166,764.77	171,767.71	176,920.74
Other Non-certificated Salaries	2900	115,087.27	112,184.00	227,271.27	304,591.96	313,729.72
Total, Non-certificated Salaries		505,486.64	259,700.40	765,187.04	849,117.70	874,591.23

Description	Object Code	FY 2020/21			Totals for 2021/22	Totals for 2022/23
		Unrestricted	Restricted	Total		
3. Employee Benefits						
STRS	3101-3102	382,887.79	65,558.66	448,446.45	451,218.52	488,370.82
PERS	3201-3202	0.00	0.00	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	77,000.23	30,180.59	107,180.82	112,384.96	112,468.34
Health and Welfare Benefits	3401-3402	496,000.00	64,000.00	560,000.00	588,000.00	617,400.00
Unemployment Insurance	3501-3502	15,988.45	2,931.25	18,919.70	18,560.55	18,655.31
Workers' Compensation Insurance	3601-3602	35,135.88	8,682.14	43,818.01	45,548.39	44,434.37
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	13,454.87	3,456.14	16,911.01	17,418.34	17,940.89
Total, Employee Benefits		1,020,467.21	174,808.78	1,195,275.99	1,233,130.77	1,299,269.73
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	45,454.00	15,000.00	60,454.00	45,343.08	46,249.94
Books and Other Reference Materials	4200	41,120.00	127,252.20	168,372.20	89,119.64	90,902.04
Materials and Supplies	4300	134,636.00	3,000.00	137,636.00	89,611.08	91,403.30
Noncapitalized Equipment	4400	34,200.00	210,000.00	244,200.00	80,784.00	82,399.68
Food	4700	0.00	0.00	0.00	0.00	0.00
Total, Books and Supplies		255,410.00	355,252.20	610,662.20	304,857.80	310,954.96
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	0.00	0.00	0.00	0.00	0.00
Travel and Conferences	5200	20,000.00	0.00	20,000.00	20,400.00	20,808.00

Dues and Memberships	5300	10,094.00	310.00	10,404.00	10,612.08	10,824.32
Insurance	5400	68,000.00	0.00	68,000.00	69,360.00	70,747.20
Operations and Housekeeping Services	5500	97,920.00	165,083.94	263,003.94	268,264.02	273,629.30
Rentals, Leases, Repairs, and Noncap. Improvements	5600	139,228.47	9,921.03	149,149.50	152,132.49	155,175.14
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00		
Professional/Consulting Services and Operating Expend.	5800	540,541.92	214,559.77	755,101.69	690,682.82	704,833.84
Communications	5900	44,200.00	5,000.00	49,200.00	45,084.00	45,985.68
Total, Services and Other Operating Expenditures		919,984.39	394,874.74	1,314,859.13	1,256,535.41	1,282,003.48
6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. basis only)						
Land and Land Improvements	6100-6170	0.00	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00
Depreciation Expense (for accrual basis only)	6900	555,000.00	0.00	555,000.00	555,000.00	555,000.00
Total, Capital Outlay		555,000.00	0.00	555,000.00	555,000.00	555,000.00
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00		
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00		
All Other Transfers	7280-7299	0.00	0.00	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00	0.00	0.00
Debt Service:						
Interest	7438	0.00	0.00	0.00	0.00	0.00
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00	0.00	0.00
8. TOTAL EXPENDITURES		5,329,558.42	1,997,739.91	7,327,298.33	7,145,223.50	7,150,092.65
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		816,171.99	(443,295.66)	372,876.32	38,975.36	216,995.12

Description	Object Code	FY 2020/21			Totals for 2021/22	Totals for 2022/23
		Unrestricted	Restricted	Total		
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00	0.00	0.00		
2. Less: Other Uses	7630-7699	0.00	0.00	0.00		
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(168,997.66)	168,997.66	0.00		
4. TOTAL OTHER FINANCING SOURCES / USES		(168,997.66)	168,997.66	0.00	0.00	0.00

E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		647,174.33	(274,298.00)	372,876.32	38,975.36	216,995.12
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	9,593,042.75	274,298.00	9,867,340.75	10,240,217.07	10,279,192.43
b. Adjustments to Beginning Balance	9793, 9795	0.00	0.00	0.00		
c. Adjusted Beginning Balance		9,593,042.75	274,298.00	9,867,340.75	10,240,217.07	10,279,192.43
2. Ending Fund Balance, June 30 (E + F.1.c.)		10,240,217.08	(0.00)	10,240,217.07	10,279,192.43	10,496,187.54
Components of Ending Fund Balance:						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	0.00	0.00	0.00		
Stores (equals object 9320)	9712	0.00	0.00	0.00		
Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00		
All Others	9719	0.00	0.00	0.00		
b. Restricted	9740	0.00	(0.00)	(0.00)		
c. Committed						
Stabilization Arrangements	9750	0.00	0.00	0.00		
Other Commitments	9760	0.00	0.00	0.00		
d. Assigned						
Other Assignments	9780	0.00	0.00	0.00		
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	366,364.92	0.00	366,364.92		
Unassigned/Unappropriated Amount	9790	9,873,852.16	0.00	9,873,852.16	10,279,192.43	10,496,187.54



A California Public School

Agenda Item#IVG

Board Meeting Date: March 5, 2021

Subject: December 2020 and January 2021 Check Registers

- 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 and January 2021 check register.

Documents Attached:

1. December 2020 Check Register
2. January 2021 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:				

January 2021				
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: 03/02/2021

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



A California Public School

Agenda Artículo#IVG

Fecha de la Reunión: 5 de marzo de 2021

Tema: Registros de la cuenta bancaria diciembre 2020 y enero 2021

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

Comité: Liderazgo Escolar

Recomendación: El Liderazgo Escolar solicita que la Mesa Directiva revise y apruebe el registro de la cuenta bancaria de diciembre 2020 y enero 2021.

Documento adjunto:

1. Registro de la cuenta bancaria del mes de diciembre 2020
2. Registro de la cuenta bancaria del mes de enero 2021

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:				

enero 2021				
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: 03/02/2021

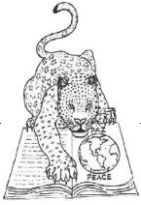
Páginas pertinentes en:
 () La constitución, páginas _____
 () MOU, páginas ____

**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

Language Academy of Sacramento
Check Register
January 2021

Check Date	Check Number	Vendor	Inv Description (Bill)	Amount
1/19/2021	8881	Baker Tilly, US, LLP (formerly SquarMilner)	Audit Services	10,076.00
1/19/2021	8882	Charter Safe	Property/Liability Insurance and Workers Comp	8,826.00
1/19/2021	8883	De Lage Landen Financial Services, Inc	Copier Lease	2,623.56
1/19/2021	8884	Department of Industrial Relations	Annual Elevator Certification	225.00
1/19/2021	8885	Shelly Duenas	Reimb: PC	121.88
1/19/2021	8886	EdTec Inc.	Back office services	6,550.00
1/19/2021	8887	First Book	Classroom Libraries (Macias)	393.83
1/19/2021	8888	Adriana Gutierrez	Reimb: Class materials	65.18
1/19/2021	8889	K12 Health	SPED Health Services	1,264.00
1/19/2021	8890	Kaiser Foundation Health Plan Inc	Employee Health Benefits (February)	20,154.84
1/19/2021	8891	LA Libreria	Classroom Libraries (Jauregui)	85.98
1/19/2021	8892	Learning Without Tears	3rd Grade Instructional Materials	838.88
1/19/2021	8893	Lourdes Cardenas Alvarez	Reimb: Fingerprint Fees	30.00
1/19/2021	8894	Isela Mendez	Reimb: SPED materials/Postage	153.05
1/19/2021	8895	Occupational Therapy for Children	SPED OT Services	850.00
1/19/2021	8896	Office Depot	Instructional Materials: 4th Grade	1,225.64
1/19/2021	8897	Pacific Learning	Instructional Reference Materials	3,274.84
1/19/2021	8898	Andrea Rodriguez	Reimb: Classroom Library	631.74
1/19/2021	8899	Schools Excess Liability Fund	Student Liability Insurance	887.12
1/19/2021	8900	Sutter Health Plus	Employee Health Benefits (February)	13,209.32
1/19/2021	8901	T-Mobile	Student Hot Spots	320.00
1/19/2021	8902	Thomson Reuters - West Publishing Corp	Professional Development Supplies	102.22
1/19/2021	8903	Karina Vargas	Reimb: Class materials	50.64
1/19/2021	8904	Windstream/PAETEC	Telephone Communication Services	1,256.16
1/21/2021	12282020b	California Credit Union	Classroom Libraries	2,294.77
1/21/2021	12282020c	California Credit Union	Classroom Libraries	7,143.17
1/21/2021	122820a	California Credit Union	Various	1,563.49
Total				84,217.31



A California Public School

Agenda Item #IVH

Board Meeting Date: 5 de marzo de 2021

Subject: Policy & Bylaws Committee Report

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

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

The committee met on February 18, 2021 and discussed the following items:

- Governing Board Elections Update: Classified Staff Vacancy
- LAS COVID-19 Policies and Procedures Development
- Gender Inclusive Policy: The committee is exploring policy templates and those adopted by other educational institutions to develop a policy that will address needs at LAS. Some items that may be included are privacy and confidentiality; use of pronouns; school facilities; physical education, sports and extracurricular activities; training and professional development, as well as others.
- Committee Application: Perry Knight, LAS parent, submitted an application to the committee and the members unanimously voted to pass it on to the Governing Board.
- Meeting Calendar

Attachment: Committee Application, Perry Knight

Recommendation: The Committee recommends that the board approve the appointment of Perry Knight to the Bylaws/Policy Committee for the remainder of the 2021 school year.

Estimated Time of Presentation: 10 min
Submitted By: Aceves and de León
Date: 03022021

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



A California Public School

Agenda Artículo #IVH

Fecha de la Reunión: 5 de marzo de 2021

Tema: Comité de Estatutos y Pólizas

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

Comité: Aceves, Kokayi, Sylvains, Novoa, Luna-Franco, Campos, de León (non-voting)

El comité se reunió el 18 de febrero de 2021 y discutieron los siguientes temas:

- Actualización de elecciones para la mesa directiva: Vacante de personal clasificado
- Desarrollo de Pólizas y Procedimientos de COVID-19 para LAS
- Póliza inclusiva de género: el comité está explorando modelos de políticas y los adoptados por otras instituciones educativas para desarrollar una política que aborde las necesidades en LAS. Algunos elementos que pueden incluirse son la privacidad y la confidencialidad; uso de pronombres; instalaciones escolares; educación física, deportes y actividades extracurriculares; formación y desarrollo profesional, entre otros.
- Solicitud del comité: Perry Knight, padre de LAS, presentó una solicitud al comité y los miembros votaron unánimemente para pasarla a la Mesa Directiva.
- Calendario de reuniones

Adjunto: Aplicación para el comité, Perry Knight

Recomendación: El Comité recomienda que la junta apruebe el nombramiento de Perry Knight para el Comité de Reglamentos / Políticas para recordar el año escolar 2021.

Estimated Time of Presentation: 10 min
Submitted By: Aceves and de León
Date: 03022021

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

**Language Academy of Sacramento
Governing Board Advisory Committee Member Application**

Deadline: Friday, November 6, 2020
Send it via email or in person by Midnight.

Application for Governing Board Committee Representative: (Please choose one)

Community Representative Parent Representative

(please choose one)

Bylaws & Policy Facilities Finance

I, Perry W. Knight, am interested in participating as a member of a Governing Board Advisory Committee.

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

I am a California licensed attorney with experience interpreting and applying policy in a non-educational setting

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

To advance the LAS Mission and support the board through service on the Bylaws and Policy Committee.

Complete the following table by marking the times that you would be regularly available for meetings:

Meeting Time	Monday	Tuesday	Wednesday	Thursday	Friday
3:00PM		X			X
4:00PM		X			X
5:00PM		X			X
6:00PM		X			

Other comments: (maximum 50 words)

Education: Undergrad.: UC Davis, B.A. (Major: Philosophy, Minor: Spanish); Grad.: J.D., UOP McGeorge SOL

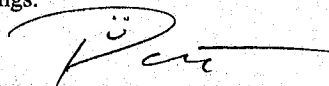
**Please attach a current resume if available*

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

- ◆ Attending the monthly committee (and occasionally more frequent) meetings.
- ◆ Attending pertinent Governing Board retreats and/or trainings.

Perry W. Knight

Print Name



Signature

10/29/2020

Date

Addendum to Application for Governing Board Committee Representative

- Parent Representative
- Bylaws & Policy Committee

Applicant: Perry W. Knight

I believe I am qualified for this position because: I am an attorney licensed by the California Bar Association (license #305148). Full disclosure: I do NOT have prior experience in education law. I have professional experience interpreting and applying policy in the areas of Trusts, Estates, Conservatorships, Guardianships, Real Property, Contracts, Taxation, and Military law. I am willing to apply my professional training to any task asked of me as a member of the Bylaws and Policy Committee.

My priorities for the LAS Governing Board Committee are: To advance the LAS mission and support the Governing Board through service on the Bylaws and Policy Committee. I value the diversity and experience embodied in the LAS Governing Board. As a parent of a current TK student, I am motivated to assure that the highest quality education is available for all LAS students for years to come. I hope to support LAS in any way I am able.

Other comments: I am bi-lingual in English and Spanish. I earned my Bachelor of Arts from UC Davis with a major in Philosophy and a minor in Spanish. I earned my Juris Doctorate from the University of the Pacific McGeorge School of Law. I served as an enlisted member of the United States Air Force.