

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, October 30, 2020/viernes, 30 de octubre del 2020

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

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

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

<https://zoom.us/j/98976853452?pwd=NjhSdGRMSGpzb2prRzFOVXZwcU5xdz09>

You may also call in using the Zoom phone number: (669) 900-6833; [Meeting ID: 989 7685 3452](#)

[Passcode: 842760](#)

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) | | |
| 3. | Cristian García | Parent/Padre (20-23) | | |
| 4. | Gemma Jáuregui | Teacher/Maestra (18-21) Vice President/Vice Presidente | | |
| 5. | Pedro León | Teacher/Maestro (19-22) Secretary/Secretario | | |
| 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) | | |
| 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. September 25, 2020 minutes/minutas del mes de septiembre 25 del 2020

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

Motion: _____ Second: _____ Vote: _____

E. MISSION/Misión

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

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

II. COMMUNICATIONS NORMS/NORMAS DE COMUNICACION

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

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

III. INFORMATIONAL ITEMS/ARTICULOS DE INFORMACION

- 1. Student Council/*Concilio estudiantil* – Representative/representante (5 min)
- 2. 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. Board Development: Recognition of Outgoing Board Members, Recognition of Incoming Board Members, 2020-2021 Board Calendar, Board Retreat Planning –*Desarrollo de la mesa directive: reconocimiento de miembros salientes de la mesa directiva, reconocimiento de miembros entrantes de la mesa directiva, calendario de juntas 2020-2021, planeación de retiro de la mesa directiva* – Executive members, School Leadership (30 min.)

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

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

B. LAS Distance Learning (DiLe) Plan - PACT.O 2.0 (Progress, Attendance, Communication, Teamwork, Opportunities) Update & Return to LAS Plan (Part 1)/*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 1)* – School Leadership/*Liderazgo escolar* (30 min.)

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

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

C. Anti-Racism at LAS –*Anti-racismo en LAS* – School Leadership (15 min.)

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

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

D. Curriculum Design Team Report –Reporte del comité de diseño curricular – Jáuregui (10 min.)

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

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

E. Finance Committee Report & Monthly Financials/Reporte de comité de finanzas y financieros mensuales Morales/EdTec (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. September Check Register/Registro de la cuenta bancaria de septiembre – 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. El Dorado County Charter SELPA Local Plan/Plan Local de SELPA para el Condado de El Dorado – School Leadership/Liderazgo escolar (10 min)

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

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

V. FUTURE MEETINGS/Próxima Junta

A.) Friday, November 20, 2020 at 5:30pm – viernes, 20 de noviembre a las 5:30pm

VI. FUTURE AGENDA ITEMS/Temas para agendas futuras

VII. ADJOURNMENT/Clausura

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

Motion: _____ Second: _____ Vote: _____

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



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

Minutes/Minutas
BOARD MEETING/REUNIÓN DE LA MESA DIRECTIVA
Friday, September 25, 2020/ viernes, 25 de septiembre del 2020
5:30 pm through Zoom/ 5:30PM a través de Zoom

I. PRELIMINARY/PRELIMINARIO

| | | | | |
|--------------------|---|--|--------------------------|------------------------|
| I.A & B | Meeting was called to order by Kathy Petree at 5:40 PM. Roll call was taken./ La junta fue convocada por Kathy Petree a las 5:40 PM. Se tomó lista. | | | |
| | Name/ Nombre | Role/ Papel | Present/ Presente | Absent/ Ausente |
| | 1. Kathy Petree | Parent/Madre (17-20) President/President | X | |
| | 2. Nailah Kokayi | Parent/Madre (19-21) | X | |
| | 3. Fernando Aceves | Parent/Madre (19-22) | X | |
| | 4. Vacant | Staff/Personal (17-20) | | |
| | 5. Gemma Jáuregui | Teacher/Maestra (18-21)Vice President/Vice President | X | |
| | 6. Pedro León | Teacher/Maestro (19-22) Secretary/Secretario | X | |
| | 7. Aracely Campa | Community Member/Miembro Comunitario (17-21)/Treasurer/Tesorera | X 5:42PM | |
| | 8. Nadeen Ruiz | Community Member/Miembro Comunitario (18-21) | | X |
| | 9. Julissa de González | Community Member/Miembro Comunitario (19-22) | X 5:50PM | |
| | 10. Student Representative | Student Council President/Presidente del Concilio Estudiantil | | X |
| | 11. Teejay Bersola | Academic Accountability Specialist/Especialista de Responsabilidad Académica | X | |
| | 12. Judy Morales | Business and Operations Officer/Oficial de Negocios y Operaciones | X | |
| | 13. Eduardo de León | Executive Director/Director Ejecutivo | X | |

| | | |
|-------------|---|--|
| | Agenda/Agenda | Action/Acción |
| I.C | Approval of Agenda <i>Aprobación de la Agenda</i> | A motion was made to approve the September 25, 2020 agenda. <i>Se hizo una moción para aprobar la agenda del 25 de septiembre del 2020</i> 1 st Motion/1 ^a Moción: Pedro León 2 nd Motion/2 ^a Moción: Gemma Jáuregui Absences/Ausencias: Nadeen Ruíz, Julissa de González Abstentions/Abstenciones: None/ninguno The motion passed with six votes. / <i>La moción pasó con seis votos.</i> |
| I.D. | Approval of April Board Meeting Minutes <i>Aprobación de los Minutos de la Mesa Directiva</i> | A motion was made to approve the August 28, 2020 minutes with suggested amendments <i>Se hizo una moción para aprobar las minutas del 28 de agosto del 2020 con los cambios sugeridos</i> 1 st Motion/1 ^a Moción: Nadeen Ruíz 2 nd Motion/2 ^a Moción: Fernando Aceves Absences/Ausencias: Nadeen Ruíz Abstentions/Abstenciones: Pedro León The motion passed with six votes. / <i>La moción pasó con seis votos.</i> |
| I.E | Mission <i>Misión</i> | The mission was read aloud. / <i>La misión fue leída en voz alta.</i> |

II. COMMUNICATIONS NORMS/NORMAS DE COMUNICACIÓN

| | | |
|--------------|---|--------------|
| II.A. | Public Comments <i>Comentarios Públicos</i> | None/Ninguno |
|--------------|---|--------------|

III. INFORMATIONAL ITEMS/ARTÍCULOS DE INFORMACIÓN:

| | | |
|---|--|--|
| III.A.1 | Student Council <i>Concilio estudiantil</i> | Advisors Hayes and Luna have put out a call for candidates for both room representatives and cabinet members. Students across LAS will submit their votes electronically. |
| III.A.2 | Parent Council/Association Representative <i>Representante del concilio y asociación de padres</i> | Claudia Ochoa continues to be LAS parent connector and the representatives from last year continue to hold their positions, given the current challenges. The first official Parent Association meeting was held on Wednesday, September 23. School leadership expects attendance will increase as parent participants get used to the new format of the meetings. Governing Board member Nailah Kokayi inquired about how to strengthen the connection between the Governing Board and parent council/Parent Association and the parent LAS community at large. <i>Claudia Ochoa continúa siendo la conector de padres de LAS y los representantes del año pasado continúan ocupando sus posiciones, dados los desafíos actuales. La primera reunión oficial de la Asociación de Padres se llevó a cabo el miércoles 23 de septiembre. El liderazgo escolar espera que la asistencia aumente a medida que los padres participantes se acostumbren al nuevo formato de las reuniones. La miembro de la Mesa Directiva, Nailah Kokayi, preguntó sobre cómo fortalecer la conexión entre la Mesa Directiva y el consejo de padres / Asociación de Padres y la comunidad de padres de LAS en general.</i> |
| III.A.3 | Governing Board Elections <i>Elecciones de la Measa Directiva</i> | Voting ballots have been mailed. The vote percentage is currently significantly lower than previous elections. School community will continue to encourage eligible participants to turn in their votes. <i>/Se han enviado las boletas de votación. El porcentaje de votos es actualmente significativamente más bajo que en elecciones anteriores. La comunidad escolar continuará alentando a los participantes elegibles a entregar sus votos.</i> |
| IV. ITEMS SCHEDULED FOR DISCUSSION AND/OR ACTION ARTÍCULOS PROGRAMADOS PARA DISCUSIÓN Y/O ACCIÓN | | |
| IV.A | LAS Learning Continuity Plan <i>Plan de Continuidad de Aprendizaje de LAS</i> | <p>The most current draft of the LAS Learning Continuity Plan (LCP) was presented to the Governing Board members. This documents the plan that the school has for this very particular school year. Teejay Bersola explained the four main topics: academics, mental and socio-emotional health, re-engagement plan, and nutrition. <i>El borrador más actualizado del Plan de Continuidad del Aprendizaje (LCP) de LAS se presentó a los miembros de la Junta Directiva. Esto documenta el plan que tiene la escuela para este año escolar tan particular. Teejay Bersola explicó los cuatro temas principales: académicos, salud mental y socioemocional, plan de reintegración y nutrición.</i></p> <p style="text-align: center;">A motion was made to approve the LAS Learning Continuity Plan. <i>Se hizo una moción para aprobar el Plan de continuidad de aprendizaje de LAS</i></p> <p>1st Motion/<i>1ª Moción</i>: Kathy Petree 2nd Motion/<i>2ª Moción</i>: Aracely Campa Absences/<i>Ausencias</i>: Nadeen Ruíz Abstentions/<i>Abstenciones</i>: None/<i>ninguna</i> The motion passed with seven votes. / <i>La moción pasó con siete votos.</i></p> <p style="text-align: center;">A motion was made to approve the allocation for the Learning Loss Mitigation Funds <i>Se hizo una moción para aprobar la asignación para los fondos de mitigación de pérdidas de aprendizaje</i></p> <p>1st Motion/<i>1ª Moción</i>: Kathy Petree 2nd Motion/<i>2ª Moción</i>: Fernando Aceves Absences/<i>Ausencias</i>: Nadeen Ruíz Abstentions/<i>Abstenciones</i>: None/<i>ninguna</i> The motion passed with seven votes. / <i>La moción pasó con siete votos.</i></p> |
| | Public Comments <i>Comentarios Públicos</i> | None/ <i>Ninguno</i> |

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|-------------|--|---|
| IV.B | LAS Distance Learning Plan Update <i>Plan de Aprendizaje a distancia de LAS - Noticias</i> | <p>LAS is ensuring that students have the equipment necessary to address their Distance Learning needs. Additionally, LAS has entered into an agreement with T-Mobile and Comcast in an effort to provide eligible families with free internet and/or hot spots. Attendance during Distance Learning has been at 99%. Given current data, School Leadership recommends that LAS extends its Distance Learning plan to January 4, 2021 (TK-5) and February 1, 2021 (6-8) as a return date for the students within a Stage 3 Hybrid model. / <i>LAS se está asegurando de que los estudiantes tengan el equipo necesario para sus necesidades de aprendizaje a distancia. Además, LAS ha llegado a un acuerdo con T-Mobile y Comcast en un esfuerzo por brindar a las familias elegibles Internet y / o puntos de acceso gratuitos. La asistencia durante el aprendizaje a distancia ha sido del 99%. Dados los datos actuales, el liderazgo escolar recomienda que LAS extienda su plan de educación a distancia hasta el 4 enero de 2021 (TK-5) y el 1 de febrero de 2021 (6-8) para el regreso para los estudiantes.</i></p> <p>A motion was made to approve extension of the LAS Distance Learning Plan until January and February of 2021 <i>Se hizo una moción para aprobar la extensión del Plan de aprendizaje a distancia hasta enero y febrero del 2021</i></p> <p>1st Motion/1^a Moción: Kathy Petree 2nd Motion/2^a Moción: Aracely Campa Absences/Ausencias: Nadeen Ruíz Abstentions/Abstenciones: Pedro León The motion passed with six votes. / <i>La moción pasó con seis votos.</i></p> |
| | Public Comments <i>Comentarios Públicos</i> | None/Ninguno |
| IV.C | Anti-Racism at LAS <i>Anti-racismo en LAS</i> | School Leadership continues to be in contact with Dale Anderson, who led the first Antiracism professional development opportunity of the year for staff. LAS staff is working on continuing these conversations at the parent level. An anti-racist audit will be presented to different stakeholder groups for review. / <i>El liderazgo escolar continúa en contacto con Dale Anderson, quien dirigió la primera oportunidad de desarrollo profesional antirracismo del año para el personal. El personal de LAS está trabajando para continuar con estas conversaciones a nivel de padres. Se presentará una auditoría antirracista a diferentes grupos de partes interesadas para su revisión.</i> |
| | Public Comments <i>Comentarios Públicos</i> | None/Ninguno |
| IV.D | Unaudited Actuals Report <i>Reporte de datos financieros actuales, no auditados</i> | <p>Brian Holmes spoke about the Unaudited Actuals report. This report, along with others, is presented each fiscal year to the Sacramento City Unified School District and the Sacramento County Office of Education to ensure the school can meet its financial obligations for the school year. / <i>Este informe, junto con otros, se presenta cada año fiscal al Distrito Escolar Unificado de la Ciudad de Sacramento ya la Oficina de Educación del Condado de Sacramento para garantizar que la escuela pueda cumplir con sus obligaciones financieras para el año escolar.</i></p> <p>A motion was made to approve Unaudited Actuals Report <i>Se hizo una moción para aprobar el reporte de datos financieros actuales no auditados</i></p> <p>1st Motion/1^a Moción: Aracely Campa 2nd Motion/2^a Moción: Kathy Petree Absences/Ausencias: Nadeen Ruíz Abstentions/Abstenciones: None/ninguna The motion passed with seven votes. / <i>La moción pasó con siete votos.</i></p> |
| | Public Comments <i>Comentarios Públicos</i> | None/Ninguno |
| IV.E | Monthly Financials <i>Estados financieros mensuales</i> | Brian Holmes gave a presentation on the monthly financials and presented a forecast in comparison to the approved budget, which included the Learning Loss Mitigation Funds. / <i>Brian Holmes hizo una presentación sobre las finanzas</i> |

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| | | <i>mensuales y presentó un pronóstico en comparación con el presupuesto aprobado, que incluía los Fondos de mitigación de pérdidas de aprendizaje.</i> |
| | Public Comments <i>Comentarios Públicos</i> | |
| IV.F | Finance Committee <i>Comité de finanzas</i> | Brian Holmes gave a presentation on the monthly financials and presented a forecast in comparison to the approved budget, which included the Learning Loss Mitigation Funds. / <i>Brian Holmes hizo una presentación sobre las finanzas mensuales y presentó un pronóstico en comparación con el presupuesto aprobado, que incluía los Fondos de mitigación de pérdidas de aprendizaje.</i> |
| | Public Comments <i>Comentarios Públicos</i> | None/Ninguno |
| IV.G | August Check Register <i>Registros de la cuenta bancaria del mes de agosto</i> | A motion was made to approve the August 2020 Check Register. <i>Se hizo una moción para aprobar los registros de las cuentas bancarias del mes de agosto del 2020.</i> 1st Motion/ <i>1ª Moción</i> : Aracely Campa 2nd Motion/ <i>2ª Moción</i> : Kathy Petree Absences/ <i>Ausencias</i> : Nadeen Ruíz Abstentions/ <i>Abstenciones</i> : Gemma Jáuregui, Pedro León Motion passed with five votes. / <i>La moción pasó con cinco votos.</i> |
| | Public Comments <i>Comentarios Públicos</i> | None/Ninguno |
| VIII. FUTURE MEETINGS/PRÓXIMA JUNTA | | |
| 1. Friday, October 23, 2020 Regular Board Meeting/ <i>viernes 23 de octubre del 2020 Junta Regular de la Mesa Directiva</i> (later postponed to to October 30, 2020 – <i>después se pospuso hasta el 30 de octubre de 2020</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> : Kathy Petree 2 nd Motion / <i>2ª Moción</i> : Fernando Aceves Absences / <i>Ausencias</i> : Nadeen Ruíz Abstentions / <i>Abstenciones</i> : None / <i>Ninguna</i> The motion passed with seven votes. / <i>La moción pasó con siete votos.</i> The board meeting was adjourned at 7:55PM. / <i>La reunión de la Mesa se terminó a las 7:55PM.</i> | | |



A California Public School

Agenda Item#III1

Board Meeting Date: October 30, 2020

Subject: Student Council

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

Committee/Staff: Student Council

Information:

Student Council Reports:

The Student Council meeting took place on Thursday, October 1, 2020 and was called to order with comments regarding Spirit Week

The meeting began by sharing the balance and discussing the Bylaws of the Student Council.

Executive Members introduced themselves and the ways they would communicate top agenda items using our SC Google Classroom.

We discussed the possibility of creating videos for our school about school procedures when we return back on campus.

Future items on the agenda:

- Spirit Week
- Virtual School-Wide Events

Estimated Time of Presentation: 10 min
Submitted By: Student Council
Date: 10.19.20

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



A California Public School

Agenda Artículo #III1

Fecha de la reunión: octubre 2020

Tema: Concilio estudiantil

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

Comité/Personal: Concilio estudiantil

Información:

Informes del concilio estudiantil:

La reunión del Concilio Estudiantil se llevó a cabo el 1 de octubre de 2020 e inicio con comentarios sobre la Semana de Espíritu

La reunión comenzó compartiendo el balance y discutiendo los Estatutos del Concilio estudiantil.

Los miembros ejecutivos se presentaron a sí mismos y se presentaron las formas en que comunicarán los temas principales de la agenda utilizando nuestro Google Classroom del Concilio Estudiantil. Discutimos la posibilidad de crear videos para nuestra escuela sobre los procedimientos escolares cuando regresemos al plantel.

Temas futuros en la agenda:

- Semana de espíritu
- Eventos virtuales para toda la escuela

Tiempo estimado para la presentación: 10 min.
Entregado por: Liderazgo Escolar
Fecha: 10.19.20

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



A California Public School

Agenda Item # III2

Board Meeting Date: October 30th, 2020

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, October 22nd

- **Grade Level Representatives-** Parent Council President Mike Reyes and Parent Connector Claudia Ochoa made contact with all of the 2019-2020 Parent Council Representatives. The 2019-2020 PC Representatives have committed to continue supporting LAS as part of the 2020-2021 Parent Council Representatives. Each Parent Council member will represent their child's current grade level. For example: Kinder Representative for 2019-2020 will now be the 1st Grade Representative for the 2020-2021 school year.

TK- TBD

1st- Alex Guerra

2nd- Shelly Dueñas

3rd- Illesica Prado

4th- Kim Rayworth

5th- Angelica Reyes

6th- Luz Arguello

7th- Amy Aoun

8th- Amelia Villanueva

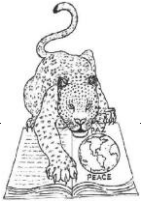
President- Mike Reyes

Vice President- Jorge Santana

Treasurer- Arianna Torres

Secretary- Lorena Rosas

- **Administration Updates:** Executive Director Eduardo de León shared the possibility to reopen within a Hybrid learning model on the following dates:
Transitional Kindergarten – 5th Grade: Monday, January 4th, 2021
6th Grade – 8th Grade: Monday, February 1st, 2021
- **Parents as Partners:** Laura Lomeli, Administration Support, shared the new PAP learning opportunities presented by teachers and staff that LAS is offering to our families. Mrs. Lomeli has already presented how to navigate the “Illuminate Parent Portal” to our parents on Tuesday, October 27th. More will follow.
- **Annual Parent Involvement Policy Review:** Parent Council has been presented with the Parent Involvement Policy for review, input and approval. Parent Council is involve in this annually.
- **Teacher Recognition/Student Appreciation:** Parent Council is planning on celebrating and recognizing our LAS teachers during this DiLe time. Teacher will be presented with a gift as an



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appreciation. The gift has not been determined yet. Parent Council will also be planning on having an appreciation/recognition for our LAS students. Details will follow.

- **Miscellaneous/Reminders/Questions:** Executive Director, Eduardo de León and Parent Connector, Claudia Ochoa met with Governing Board Parent Representative, Nailah Kokayi, to discuss ways to strengthen parent/board communication.

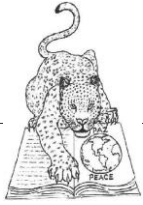
PC Next Meeting: Our next meeting will take place on Thursday, November 12th at 6pm via Zoom

Parent Association:

- A meeting took place on October 14th at 5:30pm via zoom and addressed the following agenda items:
 - Voter Education, Roberto Rizo, California Secretary of State
 - Governing Board Report
 - Return to LAS update
 - Parent Council Report
 - New LAS Website Tour
- The next meeting will take place on Wednesday, November 4th at 5:30pm via zoom. Topics to be discussed include a Governing Board update and a Budget presentation.

Estimated Time of Presentation: 5 min
Submitted By: Claudia Ochoa
Date: 10.27.2020

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



Fecha de la Reunión: 30 de octubre del 2020

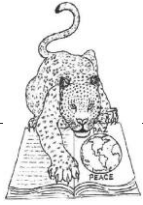
Tema: Concilio de padres y Asociación

- 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 22 de octubre

- **Representantes de nivel de grado:** El Presidente del Concilio de padres, Mike Reyes y Claudia Ochoa de Enlace de padres se han contactado con los miembros del concilio de padres del año escolar 2019-2020. Todos los miembros del concilio de padres del año pasado se han comprometido a continuar apoyándonos como miembros de concilio de padres de este año escolar. Los representantes del concilio representaran el nivel actual de su estudiante. Ejemplo: Representante de kínder del año escolar 2019-2020 será el representante de 1er grado para este año escolar 2020-2021.
- **TK- TBD** **Presidente-** Mike Reyes
- **1^{ro}- Alex Guerra** **Vice Presidente-** Jorge Santana
- **2^{do}- Shelly Dueñas** **Tesorera-** Arianna Torres
- **3^{ro}- Illesica Prado** **Secretaria-** Lorena Rosas
- **4^{to}- Kim Rayworth**
- **5^{to}- Angelica Reyes**
- **6^{to}- Luz Arguello**
- **7^{mo}- Amy Aoun**
- **8^{vo}- Amelia Villanueva**
- **Actualización de la Administración:** Director Ejecutivo, Eduardo de León, compartió la posibilidad de reabrir la escuela con el plan híbrido en las siguientes fechas-
Kínder transicional a 5to grado: lunes, 4 de enero de 2021
6 to a 8vo grado: lunes, 1 de febrero de 2021
- **Padres como socios:** Laura Lomelí, Apoyo administrativo, compartió el Nuevo programa de PAP o Padres como socios, una serie de oportunidades de apoyo para los padres de LAS presentado por los/las maestras/os y/o el personal. Mrs. Lomelí ya tuvo la oportunidad de ofrecer el curso de como navegar por el “Illuminate Parent Portal” para nuestras familias el martes, 27 de octubre. Se ofrecerán más a continuación.



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- **Revisión anual de la Póliza de Participación de Padres:** El Concilio de Padres se le a presentado con la Póliza de Participación de Padres para poder revisar, agregar comentarios/ideas, y luego votar para la aprobación de la Póliza de Participación de Padres como se hace anualmente.
- **Reconocimiento para los maestros y Apreciación para estudiantes:** El Concilio de Padres está planeando en celebrar y reconocer el trabajo increíble que están haciendo los/las maestros/as durante este tiempo de Aprendizaje a Distancia. Como una forma de agradecimiento se les va a proporcionar un regalo. El regalo aún no se ha determinado. El Concilio de Padres también está planeado reconocer/apreciar a nuestros estudiantes de LAS. Luego compartiremos los detalles.
- **Misceláneo/Recordatorios/Preguntas:** El Director Ejecutivo Eduardo de León y Claudia Ochoa, Enlace de padres, se reunieron con la representante de padres de la Mesa Directiva Nailah Kokayi para discutir formas de reforzar la comunicación entre los padres y la mesa directiva.

Próxima junta de Concilio de Padres: La próxima reunión va a tomar lugar el jueves, 22 de octubre de 2020 a las 6pm por medio de Zoom.

Asociación de Padres:

- Se llevó a cabo una junta el 14 de octubre de 2020 con un enfoque en los siguientes temas:
 - Educación al votante, Roberto Rizo, Secretaría del estado de California
 - Reporte de la mesa directiva
 - Actualización del Plan de regreso a LAS
 - Reporte de Concilio de padres
 - Tour de la nueva página de web de LAS
- La próxima junta se llevará a cabo el 4 de noviembre a las 5:30pm a través de Zoom con un enfoque en: Actualización de plan de regreso a LAS y el Presupuesto



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Agenda Item# IVA

Board Meeting Date: October 30, 2020

Subject: LAS Board Development

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

Committee: Board Executive Members & School Leadership

Board members will discuss the following:

1. Recognition of Outgoing Board Members, Aracely Campa & Kathy Petree
2. Recognition of Incoming Board Members, Cristian García & Nina Sylvains
3. Board Master Calendar
4. Board Retreat Planning Discussion
5. California Charter Schools Conference Announcement (March 15-19, 2021)
<https://www.charterconference.org/2021/>

| |
|---|
| <p>Estimated Time of Presentation: 30 min Submitted By: Board & School Leadership Date: 10.30.2020</p> |
|---|

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|---|
| <p>Pertinent Pages in () Charter, pgs _____ () Bylaws, pgs _____ () MOU, pgs _____ () Policy _____</p> |
|---|



A California Public School

Agenda Artículo# IVA

Fecha de la Reunión: 30 de octubre de 2020

Tema: Desarrollo de la Mesa Directiva

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

Comité: Miembros ejecutivos de la mesa directiva & Liderazgo Escolar

Los miembros de la Mesa Directiva hablaran sobre:

- 1) Reconocimiento de miembros salientes de la mesa directiva, Aracely Campa & Kathy Petree
- 2) Reconocimiento de miembros entrantes de la mesa directiva, Cristian García & Nina Sylvains
- 3) Calendario de juntas anuales de la mesa directiva
- 4) Discusión y planeación para El Retiro de la Mesa Directiva
- 5) Asistencia a Conferencias de La Asociación de Escuelas Chárter de California (15-19 de marzo de 2021) <https://www.charterconference.org/2021/>

Tiempo estimado para la presentación: 30 min.

Entregado por: Mesa Directiva & Liderazgo Escolar

Fecha: 9.24.2019

Pertinent Pages in

() Charter, pgs _____ () Bylaws, pgs _____
() MOU, pgs _____ () Policy _____

The Language Academy of Sacramento
Governing Board Meeting Calendar (Proposed)

2020-2021

Regular meetings are generally scheduled on the fourth Friday of each month.

- November 20, 2020 at 5:30pm*
- December 18, 2020 at 5:30pm*
- January 22, 2020 at 5:30pm
- February 26, 2020 at 5:30pm
- March 26, 2020 at 5:30pm
- April 23, 2020 at 5:30pm
- May 28, 2020 at 5:30pm
- June 25, 2020 at 5:30pm

*Meetings fall outside of scheduled fourth Friday due to school breaks

Please note that Special or Emergency meetings may be called as deemed necessary.

MENU



— CALIFORNIA —
CHARTER SCHOOLS
— VIRTUAL CONFERENCE —

March 15–19, 2021

hosted by

[. \(https://www.ccsa.org\)](https://www.ccsa.org)

Connect with us.

About breakout session topics

Breakout sessions provide an opportunity for a small group of attendees to learn about and discuss a specific topic presented by a subject matter expert. Breakout sessions are organized around broad programming and more specific topics and are developed for a particular audience based on their role and their level of expertise. This year, breakout sessions will be 50 minutes in duration.

Topics

The breakout session program is organized by topics. Our presenters chose one of these topics when applying to present at the conference.

ADVOCATE

To improve leader and board member understanding of the current laws and regulations that govern charter schools, as well as best practices to steward the movement.

- **Authorization** — Includes sessions on authorizer relations, accountability and overreach; getting authorized; improving authorizing structures and policies; managing appeals.
- **Policy** — Includes sessions on the technicalities and practical implementation of local, statewide, and federal policy related to charter schools.

IN THE CLASSROOM

To provide teachers and instructional leaders with strategies, knowledge, and best practices that result in academic excellence and the closing of the opportunity gap.

- **Distance Learning** — Includes sessions on developing online curriculum, virtual teaching methods, virtual parent engagement, implementation challenges and solutions, effective blended and hybrid programs, resources needed to implement the most effective distance learning.
- **Learning Models** — Includes sessions on various learning methods and programs such as: dual language, STEAM, project-based learning (Please note that Social Emotional Learning sessions should be submitted under "School culture".)
- **Teaching Summit** — Includes sessions on literacy and math best practices; understanding and implementation of Common Core rigor; backwards mapping from standards and assessments; differentiation and intervention strategies; supporting historically underserved student groups including English Learners and African American students; teacher evaluation and teacher preparation; grading and classroom-level academic data use.
- **Special Education** — Includes sessions on Special Education legal, instructional, and budget issues. For example, innovative service delivery methods, distance learning for students with disabilities, Universal Design, using data to inform instruction, improving access for students with disabilities, legal updates and nuance, innovative funding arrangements.

OPERATE

To support leaders to implement systems and structures of operational integrity and create positive school culture.

- **Measuring Student Success** — Includes sessions on school-wide data use, multiple measures and using verified data under AB1505, norm-referenced assessments, using growth metrics, collecting and utilizing internal data to track progress on CCI and college persistence, best practices in using data to identify root causes and creating continuous improvement plans.
- **Communications** — Includes sessions on effective communications with a variety of stakeholders. For example, telling your school's story

to the public, utilizing webpages and social media for local relationship building, media relations, marketing, and effective communication with families.

- **Facilities** — Includes sessions related to acquiring facilities, zoning and permitting processes, Prop 39 and colocation, SB 740, working with real estate professionals, charters and school districts working together on bond issues.
- **Funding** — Includes sessions on budgeting, monitoring financial statements, cost saving strategies, using categorical programs and grants, LCFF, audits, fundraising strategies and building relationships with funders, grant writing, new school startup capital.
- **Governance** — Includes sessions related to effective boards. For example: financial management for board members, transparent decision making, orienting and retaining effective board members, managing board transition, board best practices, effective principal-board relationships.
- **Human Resources** — Includes sessions on recruiting, hiring, firing, evaluations, and wage and hour issue. Also: increasing diversity in the workplace, workplace wellness and avoiding burn out, personnel responsibility particular to educators (FERPA, mandated reporters, student rights, etc.), handling staff misconduct or allegations.
- **Legal** — Includes sessions on laws affecting charter schools, especially new or changed laws and difficult to implement laws. For example: best practices for open meetings, avoiding conflict of interest, laws affecting governance and transparency, major student discipline issues (expulsions), admissions practices and lottery preferences, and renewal law.
- **Safety** — Includes sessions related to school safety including disaster planning, risk management, student playtime safety, building codes, traffic management.
- **Equitable School Culture** — Includes sessions on how schools can develop a positive and inclusive school culture. Includes school-wide SEL planning and implementation, prioritizing virtual SEL, LGBTQ student issues, setting and living out school-wide values and expectations, creating a culture of high expectations without being authoritarian.

- **Starting New Schools** — Includes sessions on building a strong founding team and/or board, tools and strategies to understand and manage the start-up process, school design, and getting first authorization approved. For replicating schools: developing a leadership pipeline, solidifying your model before replicating, lessons learned from successful replicators.

CCSA privacy policy (<http://www.ccsa.org/about/privacy/>) and **conference code of conduct** (</2021/about/policies.php>)

Registration or General Questions

Email registration@ccsa.org (<mailto:registration@ccsa.org>)
Phone (800) 280-6218

Exhibitor and Sponsor Logistics

Email exhibits@ccsa.org (<mailto:exhibits@ccsa.org>)
Phone (800) 280-6218
Fax (541) 346-3509

Programming or Breakout Questions

Email program@ccsa.org (<mailto:program@ccsa.org>)
Phone (800) 280-6218



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Agenda Item# IVB

Board Meeting Date: October 30, 2020

Subject: LAS Distance Learning (DiLe) Plan 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.

Key Highlights of PACT.O 2.0 & Return to LAS Plan:

Materials Distribution: Throughout the duration of PACT.O 2.0, teachers and support staff have worked to distribute materials to students in an effort to enrich their learning experiences. Materials have ranged from math curriculum modules, books, updates to iPad applications, physical education materials, as well as others.

Meals Distribution: Since the beginning of the school year, SCUSD nutrition services staff have continued to distribute meals at LAS to all families on Mondays, Wednesday and Fridays between 11am and 1pm. Meals are free to all families, irrespective of school of residence or socioeconomic status.

Distance Learning Hubs & Assessments: For the last month, staff have worked to create opportunities for students that require additional support to come onto campus. These students have come onto campus in small groups and remain in classrooms with appropriate staff. In addition, students that require assessments have been invited onto campus to meet with the staff during this time. In all instances, health and safety protocols have been followed.

Family Survey: In mid-October, a survey was distributed to all LAS families with the intent of collecting data that would assist in planning. Families were informed about the transition to Stage 3 Hybrid model, then asked to select whether their preference was for hybrid or distance learning. In addition, they were asked to identify the reason for their selection. As of this week, we reached 94% participation with the following results: 60% of families selected Hybrid as their preference and 40% selected Extended Distance Learning as their preference.

It is important to note that this survey was not intended to be a final decision as we recognize the ever evolving health and safety landscape. While the information will help us to further plan, we recognize that it will be necessary to check in during subsequent months. Some themes that were identified in the comment section of the survey include:



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- Appreciation for teachers and staff
- Need for student social interaction
- Health and safety as a priority
- Interest in having kids at school to increase engagement
- Questions about the options to choose Hybrid or DiLe
- Meeting the needs of students whose primary language is English while in DiLe
- Need for more information about the hybrid model

Health and Safety: LAS school leadership continues to collaborate with the Sacramento Department of Public Health (SDPH) and the Sacramento County Office of Education (SCOE) to develop the LAS Health and Safety plan. The school began its acquisition of personal protective equipment (PPE) gear and has been able to secure a four-month stock pile in preparation for the return of students, including but not limited to: Plexiglas, mask, shields, sanitation stations, air purifiers, etc. School leadership will continue to gather stakeholder feedback and have a comprehensive plan (first read) for the Governing Board at the November 2020 board meeting. Attached is a draft of the Health and Safety plan.

Pending Proposal (Change of Return to LAS date for TK-5th Grade):

School leadership would like to engage the board in discussion about the return date for grades TK-5th in light of the preparation and time required, as well as health and safety concerns following the winter break. A pending proposal will be discussed with the board regarding a change to the return date from January 4, 2021 to January 19, 2021.

Return to LAS Plan Next Steps:

- Conduct staff survey
- Possibly conduct Middle School Student Survey
- Alignment of Staff and Student/Family Program Preferences - possible realignment and/or reassignment of students, depending on the Ex DiLe and Hybrid numbers per grade level preferences
- Exploration of hiring additional staff (i.e. Distance Learning Facilitators) specific to providing support supervision of the Hybrid Program and Ex DiLe
- Provide update during Parent Association Meeting
- Continue to meet with representatives from SDPH and SCOE, including the potential for representatives to meet with families and/or the Governing Board at upcoming meetings.
- Update the Governing Board and community at the November 20, 2020 meeting

Attachment: Health & Safety Plan v.10282020

Estimated Time of Presentation: 30 min
Submitted By: School Leadership
Date: 9.22.20

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

Health and Safety Plan Summary: Language Academy of Sacramento

Anticipated Implementation Date: January 4, 2021 (TK-5th Grade) and January 29, 2021 (Middle School)

| Facilities Cleaning, Sanitizing, Disinfecting and Ventilation | |
|---|--|
| Topic or Requirement | Strategies, Policies, and Procedures |
| Cleaning, sanitizing, disinfecting of learning spaces and classroom surfaces used by students and staff (i.e., restrooms, drinking fountains, hallways) | <ul style="list-style-type: none"> • 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 anti-viral 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: <ul style="list-style-type: none"> ○ 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. |
| Ventilation and HVAC | <ul style="list-style-type: none"> • 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 secured in an effort to address air flow circulation in classrooms that do not have access to windows |
| Student Bathrooms | <ul style="list-style-type: none"> • Increase custodial time to ensure bathrooms can be cleaned and/or sanitized throughout the day • Stock three-month's worth of essential soap, paper towels, toilet paper, etc. to ensure areas are well stocked and accessible to staff and students. • The modernization of the outdoor sinks that will include hand washing & hydration stations will be in place by December 14, 2020. These outdoor sinks will help alleviate any overcrowding in the bathrooms and limit the spread of COVID-19 |
| Increase Staff Time | <ul style="list-style-type: none"> • Staff time will be increased: <ul style="list-style-type: none"> ○ to ensure sufficient supervision of bathroom areas throughout the school day ○ to ensure sufficient staff for deep cleaning between cohorts and/or clusters |

Personal Protective Equipment and Physical distancing

| Topic or Requirement | Strategies, Policies, and Procedures |
|--------------------------------|---|
| Mask and Shields | <ul style="list-style-type: none"> • All adults will be required to wear a mask while on campus. Staff will be provided with several reusable masks to wear throughout the week. • Masks are strongly encouraged for children age 2 through second grade. • All students grade 3rd – 8th grade will be required to wear a mask unless there is a medical exemption from a medical doctor <ul style="list-style-type: none"> ○ 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. • IEPs or 504 Service Plans will be developed/revised in collaboration to provide health and safety provisions for students with complex needs/vulnerable individuals. • Students will be strongly encouraged to bring their own mask to school. However, the LAS stockpile includes: <ul style="list-style-type: none"> ○ Cloth Masks ○ Disposable Masks ○ Face shields • Free standing, plexi-glass shields are provided for each classroom, SPED or intervention space • Mask exemptions are as follows: <ul style="list-style-type: none"> • A physician recommendation • For those with hearing impairments, or communicating with a person who is hearing impaired, where the ability to see their mouth is essential for communication - a face shield is recommended • 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. <p>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.</p> |
| Equipment | <ul style="list-style-type: none"> • State of the art thermal body temperature stations will be strategically 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 each classroom. |
| Classroom Configuration | <ul style="list-style-type: none"> • Classroom seating configurations 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 (ie. Computer stations, rugs, extra tables, kidney-shaped tables, shelving, soft material furniture, etc...). • All seats will be forward facing in rows, where feasible. |

| | |
|---|--|
| | <ul style="list-style-type: none"> • Class sizes limited to 12 students (as feasible). • Small group/station rotation <ul style="list-style-type: none"> ○ Teachers and Instructional Aides/Interventionist must wear a face shield or mask ○ 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. |
| Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs | <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ 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 |
| Drop-Off and Pick-Up | <ul style="list-style-type: none"> • Three entrance points for all students and staff. • 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 assign 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 | <ul style="list-style-type: none"> • No use of playground equipment • No shared equipment • Limit recess to walking clubs, reading, and other non-contact socially distant games |
| Hand Hygiene | <ul style="list-style-type: none"> • The outdoor modernization initiative which includes hand washing & hydrations stations will begin on December 14, 2020. These outdoor sinks will help alleviate any overcrowding in the bathrooms and limit the spread of COVID-19 • Non-touch sanitation stations have been acquired for all areas that do not have access to water and soap • A three month stockpile of soap, paper towels and hand sanitizer have been secured. |

Monitoring Student and Staff Health

| Topic or Requirement | Strategies, Policies, and Procedures |
|---|--|
| Staff Testing | <ul style="list-style-type: none"> • All staff is tested for COVID-19 prior to commencing work with students. <ul style="list-style-type: none"> ○ A negative result is required and must be submitted before the staff member is able to work with children. ○ LAS partnership with the Sacramento Department of Public Health provided testing at no-cost to employees ○ 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 COVID19 every two months, with approximately 25% of staff being tested every two weeks. <ul style="list-style-type: none"> ○ Surveillance testing can help detect asymptomatic infections and reduce the likelihood of outbreaks. |
| Students Prescreening/Self-Monitoring | <ul style="list-style-type: none"> • Each day, parents are asked to prescreen and self-monitor prior to arriving to school. If a student should exhibit symptoms parents should: <ul style="list-style-type: none"> ○ Keep student at home for quarantine or self-isolation. If student arrives to campus with these symptoms they will be send 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 Prescreening/Self-Monitoring | <ul style="list-style-type: none"> • Staff are asked to prescreen on daily basis, prior to arriving to school. If a staff member should exhibit symptoms they should: <ul style="list-style-type: none"> ○ 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 |
| If a student answers yes to a prescreening question | <ul style="list-style-type: none"> • 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 test positive for COVID-19 | <ul style="list-style-type: none"> • The cohort will be closed for 14 days from last known exposure. |

| | |
|----------------------|--|
| | <ul style="list-style-type: none"> • 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. • Sacramento County Public Health (916) 661-7331 • LAS will require a negative test result prior to returning onsite. |
| Staff Accommodations | <ul style="list-style-type: none"> • LAS will work with each employee through an interactive process using documentation provided by their doctor to identify accommodations that assist the employee in completing the duties of 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 let school administration to begin the process. |

DRAFT

Cohorting or Clustering Students and Staff

| Topic or Requirement | Strategies, Policies, and Procedures |
|----------------------|--|
| Cohorting/Clustering | <ul style="list-style-type: none"> • Students will be assigned a cohort for in-person attendance. <ul style="list-style-type: none"> ○ 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. • Cohort members will minimize/avoid contact with other groups or individuals who are not part of the cohort. • Stable cohorts are beneficial in that they: limit the number of possible exposures if someone on campus becomes infected with COVID-19, can reduce the number of people who become ill, assist with effective contact tracing and case investigations lessen the impact of COVID-19-induced quarantines and closures. • K-5th grades will maintain consistent cohorts with minimal to no mixing of students or teachers. In situations where teachers “push-in” to multiple cohorts (e.g. ELA, math, elective), schools should have those teachers teach remotely or rotate from another physical space while students remain in their classroom. • 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: <ul style="list-style-type: none"> ○ Consider block schedules or other schedules with longer classes and fewer subjects per day, 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 cohorts for core academic subjects. (e.g. students remain with the same group of students for English/Social Science and Math/Science) • Stagger schedules for arrival/dismissal, recess, and lunch to prevent mixing of cohorts/grade levels. • Shorten the school schedule to limit the need for a lunch break during the school day (<i>State instructional minute requirements have been temporarily reduced due to COVID-19</i>). • Minimize movement of students through hallways by creating one way pathways |

Nutrition Services

| Topic or Requirement | Strategies, Policies, and Procedures |
|----------------------|--|
| Cafeteria/Lunch | <ul style="list-style-type: none">• Limit cafeteria to no more than 50% of capacity with the following guidelines.<ul style="list-style-type: none">○ Tables in cafeteria will be spaced out and additional spaces (stage) will be used to ensure physical distancing. |
| Meals | <ul style="list-style-type: none">• Grab and Go Breakfast/lunches will be utilized, with students practicing physical distancing.• Utilize multiple locations to pick up food to limit gatherings. |

References:

CDE (2020) Opening Schools Guidelines. California Department of Education.

California Department of Health Services - CDHS

<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/Immunization/ncov2019.aspx>

<https://covid19.ca.gov/>

Sacramento County Office of Education-SCOE (2020). Sacramento County 2020-2021 School Year Planning Guide.

<https://sac-epidemiology.maps.arcgis.com/apps/MapSeries/index.html?appid=e11bc926165742ab99f834079f618dad>

Resumen del plan de salud y seguridad: Academia de Idiomas de Sacramento

Fecha prevista de implementación: 4 de enero de 2021 (TK-5o grado) y 29 de enero de 2021 (secundaria)

| Limpieza, Desinfección, y Ventilación del Planteo | |
|--|--|
| Tema o requisito | Estrategias, pólizas y procedimientos |
| Limpieza y desinfección de espacios de aprendizaje y superficies del salón utilizadas por estudiantes y personal (es decir, baños, bebederos, pasillos) | <ul style="list-style-type: none"> • Todo el personal tendrá la oportunidad de participar en la capacitación de seguridad de COVID-19 a través de <i>Safe Schools</i> o a través del Departamento de Salud Pública del Condado de Sacramento. • Brindar capacitación a todo el personal, particularmente a los conserjes, sobre la limpieza relacionada con COVID-19 • Limpieza diaria de puntos de contacto en todas las áreas, incluidos escritorios y sillas • Todos los espacios se limpian con desinfectante anti-viral diariamente (la solución de limpieza puede variar para los estudiantes con adaptaciones médicas para condiciones como el asma) • Asegurar de que las siguientes áreas se limpien periódicamente durante el día: <ul style="list-style-type: none"> ○ Puntos de contacto de áreas comunes que incluyen, entre otros, pomos de puertas, fotocopiadoras y mostradores, etc. ○ Materiales estudiantiles individualizados (se harán todos los esfuerzos posibles para reducir o limitar el intercambio de estos materiales) • Los escritorios y las superficies de los salones se limpiarán a fondo cuando lleguen nuevos grupos de estudiantes. • Utilizar botes de basura sin contacto • Proporcionar desinfectante de manos en todos los salones, oficinas y otras áreas de alto tráfico. • Todos los salones de clases recibirán toallitas higiénicas. • Los libros de la biblioteca/libros y libros de texto del salón permanecerán durante tres días antes de ser utilizados por otra persona. • Los bebederos estarán prohibidos. Se animará a los estudiantes y al personal a traer botellas de agua y usar estaciones de hidratación. |
| Ventilación y HVAC | <ul style="list-style-type: none"> • Se han abierto conductos de ventilación de aire fresco en los salones de clases. • Los filtros han sido reemplazados en los salones actualmente ocupados y serán reemplazados en el resto de la escuela antes del regreso de los estudiantes. • Se han asegurado los purificadores de aire en un esfuerzo por abordar la circulación del flujo de aire en los salones de clases que no tienen acceso a las ventanas. |
| Baños estudiantiles | <ul style="list-style-type: none"> • Aumentar el tiempo de conserjería para garantizar que los baños se puedan limpiar y/o desinfectar durante todo el día. • Almacén de jabón esencial, toallas de papel, papel higiénico, etc. para tres meses para garantizar que las áreas estén bien abastecidas y accesibles para el personal y los estudiantes. • Modernización de los lavabos al aire libre que incluirán estaciones de hidratación y lavado de manos estará lista para el 14 de diciembre de 2020. Estos lavabos al aire libre ayudarán a aliviar grupos grandes en los baños y limitarán la propagación del COVID-19. |
| Aumento del tiempo del personal | <ul style="list-style-type: none"> • Se aumentará el tiempo del personal: |

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| | <ul style="list-style-type: none"> • para asegurar supervisión suficiente de las áreas de baño durante el día escolar • para asegurar personal suficiente para una limpieza profunda entre niveles de grado y/o grupos |
|--|--|

| Equipo de protección personal y distanciamiento físico | |
|--|--|
| Tema o requisito | Estrategias, pólizas y procedimientos |
| Mascaras y protectores faciales | <ul style="list-style-type: none"> • Se requerirá que todos los adultos usen una máscara mientras estén en el plantel. El personal recibirá varias máscaras reutilizables para usar durante la semana. • Es muy recomendado el uso de máscaras para niños de 2 años a segundo grado. • Todos los estudiantes de tercer a octavo grado deberán usar una máscara a menos que exista una exención médica por parte de un médico. <ul style="list-style-type: none"> ○ Los protectores faciales se recomiendan para personas con deficiencias auditivas o para comunicarse con una persona con discapacidad auditiva, donde la capacidad de ver su boca es esencial para la comunicación. • Los IEP o los planes de servicio 504 se desarrollarán/revisarán en colaboración para proporcionar disposiciones de salud y seguridad para los estudiantes con necesidades complejas/personas vulnerables. • Se animará a los estudiantes a traer su propia máscara a la escuela. Sin embargo, la reserva de LAS incluye: <ul style="list-style-type: none"> ○ Máscaras de tela ○ Mascarillas desechables ○ Protectores faciales • Se proporcionan protectores de plexiglás para cada salón de clases, SPED o espacio de intervención • Las exenciones de máscaras son las siguientes: <ul style="list-style-type: none"> • Una recomendación médica • Para las personas con discapacidad auditiva o que se comunican con una persona con discapacidad auditiva, cuando la capacidad de ver su boca es esencial para la comunicación; se recomienda un protector facial • Personas con una condición médica, una condición de salud mental o una discapacidad que les impida usar una cubierta facial. Esto incluye a las personas con una afección médica para quienes el uso de una cubierta facial podría obstruir la respiración o que están inconscientes, incapacitados o no pueden quitarse la cubierta facial sin ayuda. • Personas que estén comiendo o bebiendo, siempre que puedan mantener una distancia de al menos seis pies de distancia de personas que no sean miembros del mismo hogar o residencia. • Personas que realizan trabajo o recreación al aire libre cuando están solas y pueden mantener una distancia de al menos seis pies de los demás. <p>Nota: Las personas exentas de usar una cubierta facial debido a una condición médica que estén empleadas en un trabajo que implique contacto regular con otras personas deben usar una alternativa no restrictiva, como un protector facial con cobertura en el borde inferior, siempre que su condición lo permite.</p> |
| Equipo | <ul style="list-style-type: none"> • Las estaciones de temperatura corporal térmica de última generación se ubicarán estratégicamente en tres puntos de entrada. |

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| | <ul style="list-style-type: none"> • Los monitores de oxígeno estarán disponibles en la sala de cuidados y en la oficina central. • Se proporcionarán termómetros de mano para cada salón. |
| Configuración del salón | <ul style="list-style-type: none"> • Las configuraciones de los asientos del salón de clases se organizarán para proporcionar la máxima distancia física con una distancia de hasta 6 pies entre los estudiantes. • Retiro de muebles/equipos no esenciales para asegurar el distanciamiento físico (por ejemplo, estaciones de computadoras, alfombras, mesas adicionales, mesas en forma de semicírculo, estanterías, muebles de material blando, etc.). • Todos los asientos estarán orientados hacia adelante en filas, cuando sea posible. • Tamaños de clase limitados a 12 estudiantes (según sea posible). • Rotación de grupos pequeños/estaciones <ul style="list-style-type: none"> ○ Los maestros y asistentes de instrucción/intervencionistas deben usar un protector facial o máscara ○ Los asientos deben estar separados por 6 pies para cada estudiante y adulto en el salón ○ No sentarse en el piso o alfombras en los grados bajos • El aprendizaje cooperativo solo se puede implementar si los estudiantes están separados por al menos 6 pies o por medio de una computadora dentro del aula. • Las evaluaciones se establecerán en áreas designadas con barreras de plexiglás para proteger a los estudiantes y al personal. |
| Colocación de letreros, en ubicaciones muy visibles, que promueven medidas diarias de protección y cómo detener la propagación de gérmenes | <ul style="list-style-type: none"> • Se colocarán letreros en español e inglés estratégicamente en áreas de alto tráfico (por ejemplo, baños, salones, pasillos, etc.). Los letreros reflejarán temas como: <ul style="list-style-type: none"> ○ ¿No se siente bien? - Ayuda a los padres y estudiantes a reconocer los síntomas. ○ Detenga la propagación de gérmenes: mejores prácticas en el hogar y en las áreas públicas ○ Lo que debe saber sobre COVID-19 para protegerse y proteger a los demás ○ ¿Se lavó las manos? - Instrucciones paso a paso para un lavado de manos eficaz ○ Cómo usar y quitarse una máscara: mejores prácticas para usar máscaras |
| Llegada y salida | <ul style="list-style-type: none"> • Tres puntos de entrada para todos los estudiantes y el personal. • Cada punto de entrada deberá estar equipado con estaciones de temperatura corporal térmica y un miembro del personal para garantizar que los estudiantes sean examinados adecuadamente. • Horarios programados de llegada y recogida escalonados y/o asignar diferentes lugares de llegada y recogida en el plantel para minimizar la cantidad de estudiantes y padres en un lugar al mismo tiempo |
| Recreo | <ul style="list-style-type: none"> • Ningún uso de la estructura de juego • Ningun equipo compartido • Limitar el recreo a clubes de caminatas, lectura y otros juegos socialmente distantes sin contacto |
| Higiene de manos | <ul style="list-style-type: none"> • La iniciativa de modernización afuera incluye estaciones de lavado e hidratación de manos comenzará el 14 de diciembre de 2020. Estos lavabos al aire libre ayudarán a aliviar grupos grandes en los baños y limitarán la propagación del COVID-19. • Se han adquirido estaciones de limpieza sin contacto para todas las áreas que no tienen acceso a agua y jabón. • Se ha asegurado una reserva de jabón, toallas de papel y desinfectante de manos para tres meses. |

Supervisión de la salud de los estudiantes y el personal

| Tema o requisito | Estrategias, pólizas y procedimientos |
|---|--|
| Pruebas de personal | <ul style="list-style-type: none"> • Todo el personal se someterá a pruebas de COVID-19 antes de comenzar a trabajar con los estudiantes. <ul style="list-style-type: none"> ○ Se requiere un resultado negativo y se debe presentar antes de que el miembro del personal pueda trabajar con niños. ○ La asociación de LAS con el Departamento de Salud Pública de Sacramento proporcionara pruebas sin costo para los empleados ○ LAS seguirá la guía de HIPPA en la gestión de los resultados de las pruebas • LAS implementará un programa de pruebas de vigilancia en el que todos los maestros y el personal de la escuela se someten a pruebas de COVID19 cada dos meses, y aproximadamente el 25% del personal se somete a pruebas cada dos semanas. <ul style="list-style-type: none"> ○ Las pruebas de vigilancia pueden ayudar a detectar infecciones asintomáticas y reducir la probabilidad de brotes. |
| Evaluación de estudiantes | <ul style="list-style-type: none"> • Cada día, se les pide a los padres que realicen una evaluación previa y se monitoreen antes de llegar a la escuela. Si un estudiante presenta síntomas, los padres deben: <ul style="list-style-type: none"> ○ Mantener al estudiante en casa para cuarentena o autoaislamiento. Si el estudiante llega al plantel con estos síntomas, se mandara a casa. ○ El padre debe buscar orientación del doctor de su hijo. ○ El doctor confirma un diagnóstico alternativo de los síntomas. ○ Regresa a la escuela en 72 horas después de que los síntomas se resuelvan/mejoren. ○ Aquellos con síntomas consistentes con COVID-19 deben aislarse y no regresar hasta 10 días + 24 horas después de que los síntomas mejoren. |
| Evaluación previa de los empleados | <ul style="list-style-type: none"> • Se pide al personal que realice una evaluación a diario, antes de llegar a la escuela. Si un miembro del personal presenta síntomas, debe: <ul style="list-style-type: none"> ○ No entrar al edificio de la escuela y debe permanecer en casa para ponerse en cuarentena o aislarse. ○ El empleado debe buscar orientación de su doctor. ○ El doctor confirma un diagnóstico alternativo de los síntomas. ○ Regresar a la escuela en 72 horas después de que los síntomas se resuelvan/mejoren. ○ Aquellos con síntomas consistentes con COVID-19 deben aislarse y no regresar hasta 10 días + 24 horas después de que los síntomas mejoren. ○ Comuníquese con la administración de la escuela para informarles de un diagnóstico positivo de COVID-19 |
| Si un estudiante responde sí a una pregunta de pre evaluación | <ul style="list-style-type: none"> • El cohorte permanece abierto. • El estudiante o miembro del personal no debe entrar al edificio y debe ser enviado a casa para cuarentena o autoaislamiento. • El estudiante o miembro del personal debe buscar orientación de su proveedor de atención médica. • El proveedor de atención médica confirma un diagnóstico alternativo de los síntomas. • Regresa a la escuela en 72 horas después de que los síntomas desaparezcan o mejoren. • Aquellos con síntomas consistentes con COVID-19 deben aislarse y no regresar hasta 10 días + 24 horas después de que los síntomas mejoren. |

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| <p>Si un estudiante o el personal dan positivo por COVID-19</p> | <ul style="list-style-type: none"> • El cohorte permanecerá cerrada durante 14 días desde la última exposición conocida. • Todas las familias de los estudiantes y miembros del personal del cohorte deben ser notificadas con una llamada telefónica seguida de una carta de que un estudiante o miembro del personal del cohorte ha dado positivo. • Los estudiantes y el personal deben estar en cuarentena durante 14 días a partir de la fecha del último contacto conocido. • Se debe evaluar a todo el cohorte de personal y estudiantes trabajando directamente con sus proveedores de atención médica y/o SCPH. • Se pueden recomendar más pruebas de los miembros de la familia en función de los resultados de los miembros de la prueba de cohorte. • Salud Pública del Condado de Sacramento (916) 661-7331 • LAS requerirá un resultado de prueba negativo antes de regresar al sitio. |
| <p>Adaptaciones del personal</p> | <ul style="list-style-type: none"> • LAS trabajará con cada empleado a través de un proceso interactivo utilizando la documentación proporcionada por su médico para identificar adaptaciones que ayuden al empleado a completar las tareas de su puesto para atender a los estudiantes y al personal de la manera más segura posible. • Las adaptaciones variarán según el puesto y pueden incluir elementos como equipo de protección personal adicional (PPE), espacio adicional en los salones o espacio de oficina, capacitación adicional para miembros del personal y estudiantes y posibles acuerdos de trabajo remoto. • El proceso compara las necesidades médicas del empleado con los requisitos del puesto y desarrolla soluciones únicas para apoyar a cada empleado individualmente. • Cualquier empleado que crea que puede necesitar una adaptación relacionada con COVID-19 simplemente debe dejar que la administración de la escuela comience el proceso. |

BORRADOR

Estudiantes y personal en cohortes o agrupaciones

| Tema o requisito | Estrategias, pólizas y procedimientos |
|-----------------------|--|
| Cohortes/Agrupaciones | <ul style="list-style-type: none"> • A los estudiantes se les asignará un cohorte para la asistencia en persona. <ul style="list-style-type: none"> ○ LAS hará todo lo posible para asignar hermanos al mismo cohorte • Los estudiantes serán colocados en grupos pequeños y estables con miembros fijos que permanecerán juntos durante todas las actividades (por ejemplo, instrucción, almuerzo, recreo) tanto como sea posible. • Los miembros del cohorte minimizarán/evitarán el contacto con otros grupos o personas que no formen parte de su cohorte. • Los cohortes estables son beneficiosas porque: limitan la cantidad de posibles exposiciones si alguien en el plantel se infecta con COVID-19, pueden reducir la cantidad de personas que se enferman, ayudar con el rastreo de contactos efectivo y las investigaciones de casos disminuyen el impacto de COVID- 19 cuarentenas y cierres inducidos. • Los grados K-5 mantendrán cohortes consistentes con una mezcla mínima o ninguna de estudiantes o maestros. En situaciones en las que los maestros "entran" a múltiples cohortes (por ejemplo, ELA, matemáticas, electivas), las escuelas deben hacer que esos maestros enseñen de forma remota o rotar desde otro espacio físico mientras los estudiantes permanecen en su salón de clases. • Si bien los cohortes estables son más difíciles de mantener en las escuelas secundarias y preparatorias debido a la naturaleza de los horarios de clases y el movimiento de los estudiantes, se están considerando las siguientes medidas para la escuela secundaria: <ul style="list-style-type: none"> ○ Considerar horarios en bloque u otros horarios con clases más largas y menos materias por día, para disminuir la cantidad de estudiantes con los que un maestro interactúa cada día. Esto también disminuirá las oportunidades para que los estudiantes se mezclen en los pasillos durante los cambios de clase. Si se elige un horario en bloque, los cohortes no deben cambiar más de una vez cada 3-4 semanas. ○ Crear cohortes para materias académicas básicas. (por ejemplo, los estudiantes permanecen con el mismo grupo de estudiantes para inglés / ciencias sociales y matemáticas / ciencias) • Alternar los horarios de llegada/salida, recreo y almuerzo para evitar la mezcla de grupos/niveles de grado. • Acortar el horario escolar para limitar la necesidad de una pausa para el almuerzo durante el día escolar (los requisitos estatales de minutos de instrucción se han reducido temporalmente debido a COVID-19). • Minimizar el movimiento de los estudiantes a través de los pasillos creando caminos unidireccionales |

Servicios de nutrición

| Tema o requisito | Estrategias, pólizas y procedimientos |
|----------------------|---|
| Cafetería / Almuerzo | <ul style="list-style-type: none">• Limitar la cafetería a no más del 50% de su capacidad con las siguientes pautas.<ul style="list-style-type: none">• Las mesas en la cafetería estarán separadas y se usarán espacios adicionales (escenario) para asegurar el distanciamiento físico. |
| Comidas | <ul style="list-style-type: none">• Se utilizarán almuerzos/desayunos <i>Grab and Go</i>, con los estudiantes practicando el distanciamiento físico.• Uso de múltiples ubicaciones para recoger alimentos para limitar las reuniones. |

Referencias:

CDE (2020) *Opening Schools Guidelines*. California Department of Education.

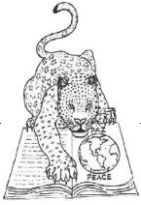
California Department of Health Services - CDHS

<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/Immunization/ncov2019.aspx>

<https://covid19.ca.gov/>

Sacramento County Office of Education-SCOE (2020). *Sacramento County 2020-2021 School Year Planning Guide*.

<https://sac-epidemiology.maps.arcgis.com/apps/MapSeries/index.html?appid=e11bc926165742ab99f834079f618dad>



A California Public School

Agenda Item #IVC

Board Meeting Date: October 30, 2020

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 September 25, 2020 board meeting, school leadership shared a summary of steps taken to ensure that we are able to confidently apply anti-racist words, concepts, metaphors and frames to all aspects of work at LAS.

As we move forward with the goal of developing our anti-racist framework, the following are planned actions:

- School leadership has scheduled seven additional professional development meetings with Mr. Dale Allender to extend through the end of the 2020-2021 school year.
- Recently, the LAS Parent Connector and School Leadership met with a representative from ASCRIBE Educational Consulting to discuss how anti-racist frames and conversations can take place with LAS families. The goal is to provide a series of parent educational opportunities to support the work taking place at the staff level.
- Anti-Racist Audit (ongoing): School Leadership has requested feedback from staff and the board. Items specific to curriculum will be visited during upcoming Curriculum Design Team meetings.
- During the August training, the LAS staff compiled a list of words that they associate with anti-racism. The draft version of this taxonomy is attached for review. Next steps as it relates to this taxonomy include the application of words within the context of the LAS curricular scope and sequence.

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

Attachment: Taxonomy of Words Associated with Anti-Racism at LAS

Estimated Time of Presentation: 10 min
Submitted By: School Leadership
Date: 10282020

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



A California Public School

Agenda Artículo #IVC

Fecha de la Reunión: 30 de octubre de 2020

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 25 de septiembre, 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 pasos se tomarán:

- El liderazgo escolar se reunió de nuevo con Dale Allender y finalizó el calendario de juntas de desarrollo profesional para el año escolar que incluye siete reuniones.
- Recientemente, nuestro Enlace de padres y el liderazgo escolar se reunió con un representante de ASCRIBE *Educational Consulting* para hablar como los marcos anti-racistas y conversaciones que incorporan el tema se puede llevar a cabo con las familias de LAS. La meta es de proveer una serie de oportunidades educativas para familias que complementaran el trabajo que se está llevando a cabo con el personal.
- Auditoría anti-racista (trabajo continuo): El liderazgo escolar lo ha compartido con el personal y la mesa directiva. Los temas relacionados con el currículo se seguirán discutiendo dentro del Comité de diseño curricular (CDT).
- Durante nuestras juntas de personal en agosto, desarrollamos listas de palabras que relacionamos con el anti-racismo. El borrador de la taxonomía está adjunta. Los próximos pasos relacionados con la taxonomía incluyen el análisis de formas en que estas palabras se aplican dentro del currículo escolar.

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.

Adjunto: Taxonomía de palabras relacionadas con el anti-racismo en LAS

Estimated Time of Presentation: 10 min
Submitted By: School Leadership
Date: 10/28/2020

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

Taxonomy of Words Associated with Anti-Racism

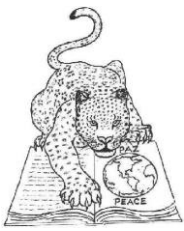
| | |
|---|---|
| <p>A-</p> <ul style="list-style-type: none"> activista access ancestors Abolition Ally/aliado Anti-racism Advocate/advocacy Active/activo Acknowledgement Abolish/abolir Action/acción Anti-racism/anti-racismo Advocacy/Abogacía Appreciate Artificial Accountability | <p>N-</p> <ul style="list-style-type: none"> native nurture nonviolence normative necessary neo-genocidal noncompliance nationalism nativism nonconformity |
| <p>B-</p> <ul style="list-style-type: none"> bias brave bravery BLM - Black Lives Matter BIPOC - Black Indigenous People of Color Bigotry Bias Barriers Black Befriend Brutality benevolent binary thinking | <p>O-</p> <ul style="list-style-type: none"> opportunity oppression/opresión obvious open-minded our names oppressor outsider other occupy opposition/oppose organize obstinate one-drop rule opportunities overt odio |
| <p>C-</p> <ul style="list-style-type: none"> challenge control compassion comunidad caring courageous Celebrate Culture Capitalism Colorism-colorismo | <p>P-</p> <ul style="list-style-type: none"> proactive protest parcialidad pride power personal is political patriarchy People of Color protest promote |

| | |
|---|---|
| <p>Cultural appropriation/misappropriation Critical/crítico Climate/clima Color/color Change/cambio Colonization Comunidad Community Collectivism Commitment Cultural Commodification collusion Collaboration Comradery compassionate control constitution capable critical thinking Civil disobedience colonialism Collectivism Consciousness</p> | <p>practice privilege peaceful protest passing policies & practices/pólizas & prácticas prejudice/prejuicios protest/protesta propaganda</p> |
| <p>D- diversity defiance dismantle Discrimination/Descriminación Demands Dialogue Decolonization Disinformation/Desinformación Dismantling/Desmantelar Demonstrate/Demonstración defend</p> | <p>Q- queer question querer quilt questioning quo/status quo</p> |
| <p>E- effort empathy/empatía education epigenic educate equity equal access Education Empoderamiento Eradicate Epigenetic Eurocentric ethnicities Epigenetic/Epigenético</p> | <p>R- racial identity restorative justice reparations respect racist policies rise race racism rise up rebellion racial equity racial justice reparations/redistribution of wealth radical</p> |

| | |
|---|--|
| <p>Equity/Equidad Ethnicity/Etnico Empathy/Empatía Emotion Education equality ensure</p> | |
| <p>F- freedom focus friendship fight free fair featurism facism</p> | <p>S- sybiotic storytelling speak/speak up systemic safe space sacrifice safe space survival social justice stubborn stories of resistance salient skin structures structural racism segregation support</p> |
| <p>G- generational gender goals groundwork grit guardian globalization gentrification genocide/genocida</p> | <p>T- trauma teaching trans activism tolerance true transitional two-way immersion truth time traditions transformation teach together teach Texturism</p> |
| <p>H- human/humano healing humanidad hate speech healing heart hopeful harmony</p> | <p>U- universal unconscious bias uprising underground understanding Uncomfortable</p> |

| | |
|--|---|
| <p>hero hate honorable humanity heroic human rights</p> | |
| <p>I- inclusion inspire implicit bias intolerance interseccionalidad/intersectionality intelligent Injustice Imperialism intolerance institutional racism incarceration illiteracy inspiring identity inspired indigeneity/indigeneidad inclusive</p> | <p>V- valorar voices of color victory/victoria voces/voices vote voice/voz violence</p> |
| <p>J- justice/justicia Juneteenth joining joy</p> | <p>W- white fragility/privilege win wealth wise white supremacy/supremacia blanca work worth</p> |
| <p>K- kind knowledge Karen kaleidoscope kindness</p> | <p>X- xenophobia xtreme Malcolm X X-latinx, signatures x-factor Xana</p> |
| <p>L- liberate literacy luchadorx love liberacion/liberación law liberty learn lies</p> | <p>Y- youth yearning younglords yes</p> |

| | |
|--|--|
| libre linguistic freedom lynch lucha linguisticism leaders | |
| M -movement minority multicultural march misinformation mindfulness microaggression multiple consciousness mestizaje mutual aid multiculturalism manifestación manifest monuments movements migration macroaggression multicultural movement malinformation/malinformación morals/morales media matrix Marxism mindfulness | Z - zeal zeitgeist zen |



A California Public School

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

Agenda Item #IVD

Board Meeting Date: October 30, 2020

Subject: Curriculum Design Team

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

Committee: Conant C., de Luna M., Jáuregui G., Rodríguez A., Mendez I., Bersola T., de León E., Suárez C.

Information:

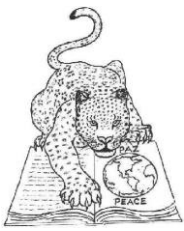
The Curriculum Design Team (CDT) met on October 1st 2020 and addressed the following agenda items:

- **CDT Responsibilities and Norms**
 - Review Meeting Norms:
 - Good Intent
 - Respectful: Thoughts, Words, and Actions
 - Robert’s Rules of Proceedings: Public Comments- 5 minutes each; before each agenda item; Committee members discussion of agenda item; Committee members action on the agenda item
 - Member Responsibilities: Cohort Representative; Ensure feedback is collected
- **PACTO 2.0**
 - Update
 - Classroom Schedules
 - Attendance Protocol (MTSS)
 - Grading and Assessments
 - Learning Continuity and Attendance Plan (LCP)
- **Professional Development**
 - Anti-Racism
 - Universal Design for Learning
 - Needs Assessment

The next meeting will be on November 5th, 2020 @ 2:45pm.

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| <p>Estimated Time of Presentation: 5 min. Submitted By: Jáuregui Date: 10.26.2020</p> |
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| <p>Pertinent Pages in <input type="checkbox"/> Charter, pages _____ <input type="checkbox"/> MOU, pages _____</p> |
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A California Public School

Artículo#IVD

Fecha de la Reunión: 30 de octubre de 2020

Tema: Comité del Diseño Curricular

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

Comité: Conant C., de Luna M., Jáuregui G., Rodríguez A., Mendez I., Bersola T., de León E., Suárez C.

Información:

El Equipo de Diseño Curricular (CDT) se reunió el 1 de octubre de 2020 y discutió los siguientes temas:

- **Responsabilidades y normas del CDT**
 - Revisar las normas de la reunión:
 - Buen intento
 - Respeto: Pensamientos, Palabras y Acciones
 - Reglas de procedimiento de Robert: Comentarios públicos: 5 minutos cada uno; antes de cada artículo de la agenda; Discusión de los miembros del comité sobre el tema de la agenda; Acción de los miembros del comité sobre el artículo de la agenda
 - Responsabilidades del miembro: Representante de cohorte; Asegurarse de juntar comentarios
- **PACT.O 2.0**
 - Actualización
 - Horarios de clase
 - Protocolo de asistencia (MTSS)
 - Calificaciones y evaluaciones
 - Plan de Continuidad y Asistencia al Aprendizaje (LCP)
- **Desarrollo profesional**
 - Anti racismo
 - Diseño universal para el aprendizaje
 - Necesita evaluación

La próxima reunión será el 5 de noviembre de 2020 a las 2:45pm

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| <p>Estimated Time of Presentation: 5 min. Submitted By: Jáuregui Date: 10.26.2020</p> |
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|---|
| <p>Páginas pertinentes en: () La constitución, páginas _____ () MOU, páginas _____</p> |
|---|



A California Public School

Agenda Item# IVE

Board Meeting Date: October 30, 2020

Subject: Finance Committee and Monthly Financials

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

Committee: J. de Gonzalez, A. Campa, G. Castañeda, X. Macías, E. de León, J. Morales

Finance Committee Summary:

The Finance Committee met on October 12, 2020. The committee reviewed additional Local Control Formula Funds (LCFF) and will seek feedback from stakeholders on additional academic needs. The Committee is expected to return feedback by the end of October.

Monthly Financials Summary:

The September 2020 financials had no notable revenue or expenses.

Net operating income closed in September with a positive \$447,314 in operating income due to the increase Local Control funding formula (LCFF)

Cash flow deferral remain in effect, however, due to LAS strong cash balance the impact to fulfilling the school monthly expenses is minimal.

Documents Attached:

1. September 2020 Budgets v. Actuals
2. September 2020 Cash Flow
3. September 2020 Balance Sheet

Estimated Time of Presentation: 10 min
Submitted By: School Leadership
Date: 10.27.2020

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



Fecha de la Reunión: 30 de octubre de 2020

Tema: Reporte de Comité de Finanzas

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

Comité: J. de Gonzalez, A. Campa, G. Castañeda, X. Macías, E. de León, J. Morales

Resumen del Comité de Finanzas:

El Comité de Finanzas se reunió el 12 de octubre de 2020. El comité revisó fondos adicionales de Fórmula de Control Local (LCFF) y buscará comentarios/sugerencias de las partes interesadas sobre las necesidades académicas adicionales. Se espera que el Comité envíe sus comentarios para los fines de octubre.

Resumen financiero mensual:

Las finanzas de septiembre de 2020 no tuvieron ingresos o gastos notables.

El balance operativo cerró en septiembre con un ingreso operativo positivo de \$ 447,314 debido al aumento de la fórmula de financiamiento del Control Local (LCFF)

El delato de flujo de efectivo permanece en efecto, sin embargo, debido al fuerte saldo de efectivo de LAS, el impacto para cubrir los gastos mensuales de la escuela es mínimo.

Documentos adjuntos:

1. Resumen de actividad financiera septiembre 2020
2. Finanzas del mes de septiembre 2020
3. Flujo de efectivo del mes de septiembre 2020

Tiempo estimado para la presentación: 10 min.
Entregado por: Liderazgo Escolar
Fecha: 10.27.2020

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

Language Academy
Income Statement
As of Sep FY2021

| | Actual | | | YTD | Budget | | | Previous Forecast vs. Current Forecast | Current Forecast Remaining | % Current Forecast Spent |
|---|------------------|-----------------|------------------|------------------|--------------------|-------------------|-------------------|--|----------------------------|--------------------------|
| | Jul | Aug | Sep | Actual YTD | Approved Budget v1 | Previous Forecast | Current Forecast | | | |
| SUMMARY | | | | | | | | | | |
| Revenue | | | | | | | | | | |
| LCFF Entitlement | - | 178,189 | 454,325 | 632,514 | 5,443,081 | 5,948,803 | 5,948,803 | - | 5,316,289 | 11% |
| Federal Revenue | - | - | 533,138 | 533,138 | 441,372 | 1,024,138 | 1,024,138 | - | 491,000 | 52% |
| Other State Revenues | 15,717 | 39,477 | 82,494 | 137,688 | 662,285 | 661,924 | 661,924 | - | 524,236 | 21% |
| Local Revenues | 31,742 | 466 | 1,606 | 33,814 | 33,300 | 33,300 | 33,300 | - | (514) | 102% |
| Fundraising and Grants | - | 56 | 2,240 | 2,296 | 25,000 | 25,000 | 25,000 | - | 22,704 | 9% |
| Total Revenue | 47,459 | 218,187 | 1,073,803 | 1,339,450 | 6,605,038 | 7,693,165 | 7,693,165 | - | 6,353,716 | 17% |
| Expenses | | | | | | | | | | |
| Compensation and Benefits | 142,569 | 130,351 | 440,300 | 713,221 | 4,547,425 | 4,770,003 | 4,770,003 | - | 4,056,782 | 15% |
| Books and Supplies | 51,479 | 20,091 | 101,878 | 173,447 | 298,630 | 607,130 | 607,130 | - | 433,683 | 29% |
| Services and Other Operating Expenditures | 41,290 | 52,357 | 76,235 | 169,882 | 1,223,219 | 1,313,718 | 1,313,718 | - | 1,143,835 | 13% |
| Depreciation | - | - | - | - | 555,000 | 555,000 | 555,000 | - | 555,000 | 0% |
| Other Outflows | 11,184 | 25,907 | 14,606 | 51,697 | - | - | - | - | (51,697) | |
| Total Expenses | 246,521 | 228,707 | 633,019 | 1,108,247 | 6,624,275 | 7,245,851 | 7,245,851 | - | 6,137,604 | 15% |
| Operating Income | (199,062) | (10,519) | 440,784 | 231,203 | (19,237) | 447,314 | 447,314 | - | 216,112 | |
| Fund Balance | | | | | | | | | | |
| Beginning Balance (Unaudited) | | | | | 9,718,424 | 9,867,341 | 9,867,341 | | | |
| Operating Income | | | | | (19,237) | 447,314 | 447,314 | | | |
| Ending Fund Balance | | | | | 9,699,187 | 10,314,655 | 10,314,655 | | | |
| Fund Balance as a % of Expenses | | | | | 146% | 142% | 142% | | | |

Language Academy
Income Statement
As of Sep FY2021

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

Language Academy
Income Statement
As of Sep FY2021

| | Actual | | | YTD | Budget | | | Previous Forecast vs. Current Forecast | Current Forecast Remaining | % Current Forecast Spent | |
|-------------------------------|---|---------------|----------------|------------------|--------------------|-------------------|------------------|--|----------------------------|--------------------------|-------------|
| | Jul | Aug | Sep | Actual YTD | Approved Budget v1 | Previous Forecast | Current Forecast | | | | |
| REVENUE | | | | | | | | | | | |
| LCFF Entitlement | | | | | | | | | | | |
| 8011 | Charter Schools General Purpose Entitlement - State Aid | - | 178,189 | 178,189 | 356,378 | 3,518,612 | 3,558,700 | 3,558,700 | - | 3,202,322 | 10% |
| 8012 | Education Protection Account Entitlement | - | - | 276,136 | 276,136 | 720,252 | 1,104,543 | 1,104,543 | - | 828,407 | 25% |
| 8096 | Charter Schools in Lieu of Property Taxes | - | - | - | - | 1,204,217 | 1,285,560 | 1,285,560 | - | 1,285,560 | 0% |
| | SUBTOTAL - LCFF Entitlement | - | 178,189 | 454,325 | 632,514 | 5,443,081 | 5,948,803 | 5,948,803 | - | 5,316,289 | 11% |
| Federal Revenue | | | | | | | | | | | |
| 8181 | Special Education - Entitlement | - | - | - | - | 76,125 | 76,125 | 76,125 | - | 76,125 | 0% |
| 8291 | Title I | - | - | - | - | 179,686 | 179,686 | 179,686 | - | 179,686 | 0% |
| 8292 | Title II | - | - | - | - | 24,385 | 24,385 | 24,385 | - | 24,385 | 0% |
| 8294 | Title IV | - | - | - | - | 13,199 | 13,199 | 13,199 | - | 13,199 | 0% |
| 8299 | All Other Federal Revenue | - | - | 533,138 | 533,138 | 147,977 | 730,743 | 730,743 | - | 197,605 | 73% |
| | SUBTOTAL - Federal Revenue | - | - | 533,138 | 533,138 | 441,372 | 1,024,138 | 1,024,138 | - | 491,000 | 52% |
| Other State Revenue | | | | | | | | | | | |
| 8319 | Other State Apportionments - Prior Years | - | 1,432 | - | 1,432 | - | - | - | - | (1,432) | |
| 8381 | Special Education - Entitlement (State | 15,717 | 19,565 | 31,753 | 67,035 | 361,298 | 365,306 | 365,306 | - | 298,271 | 18% |
| 8382 | Special Education Reimbursement (State | - | 18,480 | - | 18,480 | - | - | - | - | (18,480) | |
| 8550 | Mandated Cost Reimbursements | - | - | - | - | 9,875 | 9,875 | 9,875 | - | 9,875 | 0% |
| 8560 | State Lottery Revenue | - | - | - | - | 126,111 | 121,743 | 121,743 | - | 121,743 | 0% |
| 8590 | All Other State Revenue | - | - | 50,741 | 50,741 | - | - | - | - | (50,741) | |
| 8596 | Other State Revenue 6 | - | - | - | - | 165,000 | 165,000 | 165,000 | - | 165,000 | 0% |
| | SUBTOTAL - Other State Revenue | 15,717 | 39,477 | 82,494 | 137,688 | 662,285 | 661,924 | 661,924 | - | 524,236 | 21% |
| Local Revenue | | | | | | | | | | | |
| 8632 | Sale of Publications | - | - | 488 | 488 | - | - | - | - | (488) | |
| 8636 | Uniforms | - | - | 199 | 199 | 12,000 | 12,000 | 12,000 | - | 11,801 | 2% |
| 8638 | Merchandise Sales | - | - | - | - | 1,300 | 1,300 | 1,300 | - | 1,300 | 0% |
| 8639 | All Other Sales | - | - | 333 | 333 | - | - | - | - | (333) | |
| 8660 | Interest | 986 | 466 | 456 | 1,908 | 9,000 | 9,000 | 9,000 | - | 7,092 | 21% |
| 8670 | Fees and Contracts | - | - | - | - | 6,000 | 6,000 | 6,000 | - | 6,000 | 0% |
| 8699 | All Other Local Revenue | - | - | - | - | 5,000 | 5,000 | 5,000 | - | 5,000 | 0% |
| 8999 | Uncategorized Revenue | 30,756 | - | 129 | 30,885 | - | - | - | - | (30,885) | |
| | SUBTOTAL - Local Revenue | 31,742 | 466 | 1,606 | 33,814 | 33,300 | 33,300 | 33,300 | - | (514) | 102% |
| Fundraising and Grants | | | | | | | | | | | |
| 8801 | Donations - Parents | - | - | 240 | 240 | 5,000 | 5,000 | 5,000 | - | 4,760 | 5% |
| 8802 | Donations - Private | - | - | 2,000 | 2,000 | 5,000 | 5,000 | 5,000 | - | 3,000 | 40% |
| 8803 | Fundraising | - | 56 | - | 56 | 15,000 | 15,000 | 15,000 | - | 14,944 | 0% |
| | SUBTOTAL - Fundraising and Grants | - | 56 | 2,240 | 2,296 | 25,000 | 25,000 | 25,000 | - | 22,704 | 9% |
| | TOTAL REVENUE | 47,459 | 218,187 | 1,073,803 | 1,339,450 | 6,605,038 | 7,693,165 | 7,693,165 | - | 6,353,716 | 17% |

Language Academy
Income Statement
As of Sep FY2021

| | Actual | | | YTD | Budget | | | Previous Forecast vs. Current Forecast | Current Forecast Remaining | % Current Forecast Spent | |
|------------------------------------|--|---------------|---------------|----------------|--------------------|-------------------|------------------|--|----------------------------|--------------------------|------------|
| | Jul | Aug | Sep | Actual YTD | Approved Budget v1 | Previous Forecast | Current Forecast | | | | |
| EXPENSES | | | | | | | | | | | |
| Compensation & Benefits | | | | | | | | | | | |
| Certificated Salaries | | | | | | | | | | | |
| 1100 | Teachers Salaries | - | (0) | 176,924 | 176,924 | 1,909,221 | 1,909,221 | 1,909,221 | - | 1,732,297 | 9% |
| 1101 | Teacher - Stipends | - | 21,200 | 68,612 | 89,812 | 29,500 | 196,400 | 196,400 | - | 106,588 | 46% |
| 1102 | Title I / SES Tutoring | - | - | - | - | 17,325 | 17,325 | 17,325 | - | 17,325 | 0% |
| 1103 | Teacher - Substitute Pay | - | - | 5,958 | 5,958 | 56,800 | 56,800 | 56,800 | - | 50,843 | 10% |
| 1300 | Certificated Supervisor & Administrator Salaries | 9,409 | 9,409 | 9,409 | 28,227 | 110,905 | 215,071 | 215,071 | - | 186,844 | 13% |
| 1311 | SPED Certificated | 7,490 | 7,490 | 35,113 | 50,093 | 366,345 | 366,345 | 366,345 | - | 316,252 | 14% |
| 1920 | Other Cert - Summer | 10,054 | 875 | - | 10,929 | 19,983 | 31,583 | 31,583 | - | 20,654 | 35% |
| 1940 | Academic Accountability & Intervention | - | - | 11,054 | 11,054 | 104,166 | - | - | - | (11,054) | |
| | SUBTOTAL - Certificated Salaries | 26,953 | 38,974 | 307,069 | 372,996 | 2,614,244 | 2,792,744 | 2,792,744 | - | 2,419,748 | 13% |
| Classified Salaries | | | | | | | | | | | |
| 2100 | Classified Instructional Aide Salaries | - | - | 1,544 | 1,544 | 32,984 | 32,984 | 32,984 | - | 31,440 | 5% |
| 2103 | SPED Classified | - | - | 10,515 | 10,515 | 113,060 | 113,060 | 113,060 | - | 102,545 | 9% |
| 2200 | Classified Support Salaries | - | - | 4,124 | 4,124 | 82,998 | 92,248 | 92,248 | - | 88,124 | 4% |
| 2300 | Classified Supervisor & Administrator Salaries | 9,025 | 8,615 | 9,025 | 26,666 | 108,334 | 108,334 | 108,334 | - | 81,668 | 25% |
| 2400 | Classified Clerical & Office Salaries | 11,973 | 13,059 | 15,187 | 40,219 | 160,853 | 160,853 | 160,853 | - | 120,634 | 25% |
| 2905 | Other Classified - After School | 2,958 | 3,480 | 7,612 | 14,050 | 180,633 | 180,633 | 180,633 | - | 166,583 | 8% |
| 2925 | Other Classified - Childcare | - | - | - | - | 2,142 | 2,142 | 2,142 | - | 2,142 | 0% |
| 2930 | Other Classified - Maintenance/grounds | 6,559 | 4,961 | 6,482 | 18,002 | 107,648 | 107,648 | 107,648 | - | 89,646 | 17% |
| | SUBTOTAL - Classified Salaries | 30,515 | 30,115 | 54,490 | 115,120 | 788,653 | 797,903 | 797,903 | - | 682,783 | 14% |
| Employee Benefits | | | | | | | | | | | |
| 3100 | STRS | 2,861 | 2,861 | 38,906 | 44,629 | 406,932 | 435,760 | 435,760 | - | 391,131 | 10% |
| 3300 | OASDI-Medicare-Alternative | 2,859 | 2,867 | 9,135 | 14,861 | 102,154 | 105,450 | 105,450 | - | 90,589 | 14% |
| 3400 | Health & Welfare Benefits | 77,995 | 51,939 | 24,183 | 154,117 | 560,000 | 560,000 | 560,000 | - | 405,883 | 28% |
| 3500 | Unemployment Insurance | 25 | 34 | 179 | 239 | 17,331 | 17,782 | 17,782 | - | 17,544 | 1% |
| 3600 | Workers Comp Insurance | - | 2,132 | 4,263 | 6,395 | 40,835 | 43,088 | 43,088 | - | 36,693 | 15% |
| 3700 | Retiree Benefits | 1,361 | 1,430 | 2,075 | 4,865 | - | - | - | - | (4,865) | |
| 3900 | Other Employee Benefits | - | - | - | - | 17,276 | 17,276 | 17,276 | - | 17,276 | 0% |
| | SUBTOTAL - Employee Benefits | 85,102 | 61,262 | 78,741 | 225,105 | 1,144,528 | 1,179,356 | 1,179,356 | - | 954,251 | 19% |
| Books & Supplies | | | | | | | | | | | |
| 4100 | Approved Textbooks & Core Curricula Materials | - | 6,238 | 36,861 | 43,098 | 37,454 | 47,454 | 47,454 | - | 4,356 | 91% |
| 4101 | SPED Textbooks | - | - | - | - | 7,000 | 7,000 | 7,000 | - | 7,000 | 0% |
| 4200 | Books & Other Reference Materials | 288 | 3,906 | 7,970 | 12,164 | 79,820 | 160,820 | 160,820 | - | 148,656 | 8% |
| 4201 | Library Resources | - | 1,358 | - | 1,358 | 7,552 | 7,552 | 7,552 | - | 6,194 | 18% |
| 4315 | Custodial Supplies | - | - | 4,392 | 4,392 | 21,360 | 21,360 | 21,360 | - | 16,968 | 21% |
| 4320 | Educational Software | - | - | 4,507 | 4,507 | - | 16,700 | 16,700 | - | 12,193 | 27% |
| 4325 | Instructional Materials & Supplies | 882 | 2,386 | 4,488 | 7,757 | 22,718 | 37,718 | 37,718 | - | 29,961 | 21% |
| 4330 | Office Supplies | 883 | 327 | 7,316 | 8,525 | 19,500 | 19,500 | 19,500 | - | 10,975 | 44% |
| 4335 | PE Supplies | - | - | - | - | 3,000 | 3,000 | 3,000 | - | 3,000 | 0% |
| 4340 | Professional Development Supplies | - | 31 | 112 | 143 | 4,794 | 4,794 | 4,794 | - | 4,651 | 3% |
| 4352 | Garden | - | - | - | - | 1,000 | 1,000 | 1,000 | - | 1,000 | 0% |
| 4354 | ASES Materials | - | - | - | - | 3,000 | 3,000 | 3,000 | - | 3,000 | 0% |

Language Academy
Income Statement
As of Sep FY2021

| | Actual | | | YTD | Budget | | | | | |
|--|---------------|---------------|----------------|----------------|----------------|----------------|----------------|-------------------------------|--------------------|----------------|
| | Jul | Aug | Sep | Actual YTD | Approved | Previous | Current | Previous | Current | % Current |
| | | | | | Budget v1 | Forecast | Forecast | Forecast vs. Current Forecast | Forecast Remaining | Forecast Spent |
| 4355 Summer Preschool | - | - | - | - | 2,700 | 2,700 | 2,700 | - | 2,700 | 0% |
| 4356 SPED Consumables | - | - | - | - | 9,782 | 25,582 | 25,582 | - | 25,582 | 0% |
| 4410 Classroom Furniture, Equipment & Supplies | - | - | 2,124 | 2,124 | 10,200 | 10,200 | 10,200 | - | 8,076 | 21% |
| 4420 Computers: individual items less than \$5k | 49,426 | - | 34,107 | 83,533 | 51,750 | 221,750 | 221,750 | - | 138,217 | 38% |
| 4423 Classroom Noncapitalized items 1 | - | - | - | - | 10,000 | 10,000 | 10,000 | - | 10,000 | 0% |
| 4430 Non Classroom Related Furniture, Equipment & Supplies | - | 5,845 | - | 5,845 | 7,000 | 7,000 | 7,000 | - | 1,155 | 84% |
| SUBTOTAL - Books and Supplies | 51,479 | 20,091 | 101,878 | 173,447 | 298,630 | 607,130 | 607,130 | - | 433,683 | 29% |
| Services & Other Operating Expenses | | | | | | | | | | |
| 5210 Conference Fees | - | - | - | - | 5,000 | 5,000 | 5,000 | - | 5,000 | 0% |
| 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 | - | 122 | 205 | 327 | 10,404 | 10,404 | 10,404 | - | 10,077 | 3% |
| 5450 Insurance - Other | - | 6,695 | 13,390 | 20,085 | 51,000 | 51,000 | 51,000 | - | 30,915 | 39% |
| 5515 Janitorial, Gardening Services & Supplies | 2,300 | - | - | 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 | - | 5,592 | 3,439 | 9,031 | 34,639 | 34,639 | 34,639 | - | 25,609 | 26% |
| 5610 Rent | - | - | - | - | 99,210 | 99,210 | 99,210 | - | 99,210 | 0% |
| 5615 Repairs and Maintenance - Building | 100 | 100 | - | 200 | 10,200 | 10,200 | 10,200 | - | 10,000 | 2% |
| 5616 Repairs and Maintenance - Computers | - | - | - | - | 2,550 | 2,550 | 2,550 | - | 2,550 | 0% |
| 5617 Repairs and Maintenance - Other Equipment | - | - | - | - | 2,550 | 2,550 | 2,550 | - | 2,550 | 0% |
| 5803 Accounting Fees | - | - | - | - | 11,220 | 11,220 | 11,220 | - | 11,220 | 0% |
| 5804 Parent Trainings | - | - | - | - | 1,020 | 1,020 | 1,020 | - | 1,020 | 0% |
| 5805 Administrative Fees | - | - | 1,500 | 1,500 | 19,132 | 19,132 | 19,132 | - | 17,632 | 8% |
| 5806 Assemblies | - | - | - | - | 3,060 | 3,060 | 3,060 | - | 3,060 | 0% |
| 5809 Banking Fees | 4 | 28 | 6 | 38 | 428 | 428 | 428 | - | 391 | 9% |
| 5812 Business Services | 5,038 | 6,550 | 6,550 | 18,138 | 78,600 | 78,600 | 78,600 | - | 60,462 | 23% |
| 5813 Board Development | - | - | - | - | 4,000 | 4,000 | 4,000 | - | 4,000 | 0% |
| 5818 SPED Legal Fees | - | - | - | - | 1,000 | 1,000 | 1,000 | - | 1,000 | 0% |
| 5824 District Oversight Fees | - | - | - | - | 55,519 | 60,678 | 60,678 | - | 60,678 | 0% |
| 5826 Directors Contingency | 8,035 | 1,113 | 16,911 | 26,059 | 20,000 | 40,000 | 40,000 | - | 13,941 | 65% |
| 5830 Field Trips Expenses | - | - | - | - | (0) | 40,340 | 40,340 | - | 40,340 | 0% |
| 5833 Fines and Penalties | - | - | - | - | 563 | 563 | 563 | - | 563 | 0% |
| 5836 Fingerprinting | - | - | 128 | 128 | 816 | 816 | 816 | - | 688 | 16% |
| 5839 Fundraising Expenses | - | 3,250 | 373 | 3,624 | 36,700 | 36,700 | 36,700 | - | 33,076 | 10% |
| 5843 Interest - Loans Less than 1 Year | - | - | - | - | 110,370 | 110,370 | 110,370 | - | 110,370 | 0% |
| 5845 Legal Fees | - | 880 | 708 | 1,588 | 10,200 | 10,200 | 10,200 | - | 8,612 | 16% |
| 5851 Marketing and Student Recruiting | - | - | - | - | 1,224 | 1,224 | 1,224 | - | 1,224 | 0% |
| 5857 Payroll Fees | 858 | 822 | 919 | 2,599 | 15,300 | 15,300 | 15,300 | - | 12,701 | 17% |
| 5860 Printing and Reproduction | - | 438 | 3,055 | 3,494 | 28,000 | 28,000 | 28,000 | - | 24,506 | 12% |
| 5861 Prior Yr Exp (not accrued) | 5,252 | 12,541 | 270 | 18,063 | - | - | - | - | (18,063) | |
| 5863 Professional Development | 1,171 | 1,577 | 50 | 2,798 | 20,000 | 20,000 | 20,000 | - | 17,203 | 14% |
| 5869 Special Education Contract Instructors | 1,148 | 2,260 | 7,564 | 10,973 | 163,914 | 163,914 | 163,914 | - | 152,941 | 7% |
| 5875 Staff Recruiting | - | - | - | - | 1,020 | 1,020 | 1,020 | - | 1,020 | 0% |
| 5878 Student Assessment | 2,667 | - | - | 2,667 | 12,280 | 12,280 | 12,280 | - | 9,613 | 22% |
| 5880 Student Health Services | 7,725 | - | - | 7,725 | 3,131 | 3,131 | 3,131 | - | (4,594) | 247% |
| 5881 Student Information System | 5,445 | 3,592 | - | 9,037 | 15,964 | 15,964 | 15,964 | - | 6,927 | 57% |
| 5884 Substitutes | - | - | - | - | 56,000 | 56,000 | 56,000 | - | 56,000 | 0% |
| 5887 Technology Services | 99 | - | 16,687 | 16,786 | 20,000 | 43,000 | 43,000 | - | 26,214 | 39% |

Language Academy
Income Statement
As of Sep FY2021

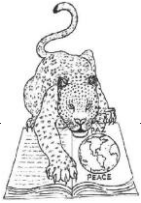
| | | Actual | | | YTD | Budget | | | | | |
|---|--|----------------|----------------|----------------|------------------|--------------------|-------------------|------------------|--|----------------------------|--------------------------|
| | | Jul | Aug | Sep | Actual YTD | Approved Budget v1 | Previous Forecast | Current Forecast | Previous Forecast vs. Current Forecast | Current Forecast Remaining | % Current Forecast Spent |
| 5910 | Communications - Internet / Website Fees | 20 | 6,027 | 16 | 6,063 | 19,200 | 19,200 | 19,200 | - | 13,137 | 32% |
| 5915 | Postage and Delivery | 275 | 770 | 2,191 | 3,236 | 1,800 | 3,800 | 3,800 | - | 564 | 85% |
| 5920 | Communications - Telephone & Fax | 1,152 | - | 2,273 | 3,426 | 19,200 | 19,200 | 19,200 | - | 15,774 | 18% |
| SUBTOTAL - Services & Other Operating Exp. | | 41,290 | 52,357 | 76,235 | 169,882 | 1,223,219 | 1,313,718 | 1,313,718 | - | 1,143,835 | 13% |
| Capital Outlay & Depreciation | | | | | | | | | | | |
| 6900 | Depreciation | - | - | - | - | 555,000 | 555,000 | 555,000 | - | 555,000 | 0% |
| SUBTOTAL - Capital Outlay & Depreciation | | - | - | - | - | 555,000 | 555,000 | 555,000 | - | 555,000 | 0% |
| Other Outflows | | | | | | | | | | | |
| 7999 | Uncategorized Expense | 11,184 | 25,907 | 14,606 | 51,697 | - | - | - | - | (51,697) | |
| SUBTOTAL - Other Outflows | | 11,184 | 25,907 | 14,606 | 51,697 | - | - | - | - | (51,697) | |
| TOTAL EXPENSES | | 246,521 | 228,707 | 633,019 | 1,108,247 | 6,624,275 | 7,245,851 | 7,245,851 | - | 6,137,604 | 15% |

Language Academy
Monthly Cash Forecast
As of Sep FY2021

| | 2020-21 | | | | | | | | | | | | | | |
|--|--------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|
| | Actuals & Forecast | | | | | | | | | | | | | Forecast | Remaining Balance |
| | Jul Actuals | Aug Actuals | Sep Actuals | Oct Forecast | Nov Forecast | Dec Forecast | Jan Forecast | Feb Forecast | Mar Forecast | Apr Forecast | May Forecast | Jun Forecast | Forecast | | |
| Beginning Cash | 4,455,544 | 4,574,240 | 4,987,664 | 5,465,258 | 5,791,446 | 5,697,035 | 5,558,181 | 5,678,476 | 5,613,334 | 5,376,776 | 5,318,093 | 4,988,438 | | | |
| REVENUE | | | | | | | | | | | | | | | |
| LCFF Entitlement | - | 178,189 | 454,325 | 694,750 | 418,615 | 418,615 | 694,750 | 418,615 | 325,278 | 418,704 | 142,569 | 142,569 | 5,948,803 | 1,641,824 | |
| Federal Revenue | - | - | 533,138 | 21,956 | 76,274 | 21,956 | 21,956 | 76,274 | 21,956 | 60,019 | 76,274 | 21,956 | 1,024,138 | 92,380 | |
| Other State Revenue | 15,717 | 39,477 | 82,494 | 29,435 | 28,361 | 38,236 | 28,361 | 58,520 | 38,398 | 79,648 | 68,557 | 38,398 | 661,924 | 116,323 | |
| Other Local Revenue | 31,742 | 466 | 1,606 | (27,154) | 3,330 | 3,330 | 3,330 | 3,330 | 3,330 | 3,330 | 3,330 | 3,330 | 33,300 | - | |
| Fundraising & Grants | - | 56 | 2,240 | 2,704 | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 | 25,000 | - | |
| TOTAL REVENUE | 47,459 | 218,187 | 1,073,803 | 721,692 | 529,079 | 484,637 | 750,898 | 559,238 | 391,462 | 564,201 | 293,229 | 208,753 | 7,693,165 | 1,850,526 | |
| EXPENSES | | | | | | | | | | | | | | | |
| Certificated Salaries | 26,953 | 38,974 | 307,069 | 268,861 | 268,861 | 268,861 | 268,861 | 268,861 | 268,861 | 268,861 | 268,861 | 268,861 | 2,792,744 | - | |
| Classified Salaries | 30,515 | 30,115 | 54,490 | 75,865 | 75,865 | 75,865 | 75,865 | 75,865 | 75,865 | 75,865 | 75,865 | 75,865 | 797,903 | - | |
| Employee Benefits | 85,102 | 61,262 | 78,741 | 112,086 | 104,159 | 104,159 | 111,272 | 105,048 | 105,048 | 104,159 | 104,159 | 104,159 | 1,179,356 | - | |
| Books & Supplies | 51,479 | 20,091 | 101,878 | 48,187 | 48,187 | 48,187 | 48,187 | 48,187 | 48,187 | 48,187 | 48,187 | 48,187 | 607,130 | - | |
| Services & Other Operating Expenses | 41,290 | 52,357 | 76,235 | 126,419 | 126,419 | 126,419 | 126,419 | 126,419 | 130,059 | 125,812 | 125,812 | 125,812 | 1,313,718 | 4,247 | |
| Capital Outlay & Depreciation | - | - | - | 185,000 | 46,250 | 46,250 | 46,250 | 46,250 | 46,250 | 46,250 | 46,250 | 46,250 | 555,000 | - | |
| Other Outflows | 11,184 | 25,907 | 14,606 | (51,697) | - | - | - | - | - | - | - | - | - | - | |
| TOTAL EXPENSES | 246,521 | 228,707 | 633,019 | 764,720 | 669,741 | 669,741 | 676,853 | 670,630 | 674,270 | 669,134 | 669,134 | 669,134 | 7,245,851 | 4,247 | |
| Operating Cash Inflow (Outflow) | (199,062) | (10,519) | 440,784 | (43,028) | (140,661) | (185,103) | 74,044 | (111,392) | (282,808) | (104,933) | (375,905) | (460,381) | 447,314 | 1,846,279 | |
| Revenues - Prior Year Accruals | 653,447 | 546,801 | - | 402,205 | - | - | - | - | - | - | - | - | - | - | |
| Other Assets | 81,125 | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Fixed Assets | - | - | - | 185,000 | 46,250 | 46,250 | 46,250 | 46,250 | 46,250 | 46,250 | 46,250 | 46,250 | - | - | |
| Expenses - Prior Year Accruals | (51,408) | - | - | (225,267) | - | - | - | - | - | - | - | - | - | - | |
| Accounts Payable - Current Year | (167,719) | (6,968) | 12,938 | 7,279 | - | - | - | - | - | - | - | - | - | - | |
| Summerholdback for Teachers | (115,874) | (115,889) | 23,871 | - | - | - | - | - | - | - | - | - | - | - | |
| Loans Payable (Long Term) | (81,814) | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Ending Cash | 4,574,240 | 4,987,664 | 5,465,258 | 5,791,446 | 5,697,035 | 5,558,181 | 5,678,476 | 5,613,334 | 5,376,776 | 5,318,093 | 4,988,438 | 4,574,307 | | | |

Language Academy
Balance Sheet
As of Sep FY2021

| | Jun FY2020 | Sep FY2021 |
|---------------------------------------|-------------------|-------------------|
| ASSETS | | |
| Cash Balance | 4,455,544 | 5,465,258 |
| Accounts Receivable | 1,602,453 | 402,205 |
| Prepays | 118,286 | 37,162 |
| Fixed Assets, Net | 8,089,828 | 8,089,828 |
| TOTAL ASSETS | 14,266,110 | 13,994,452 |
| LIABILITIES & EQUITY | | |
| Accounts Payable | 452,146 | 242,512 |
| Current Loans and Other Payables | 201,349 | (10,065) |
| Long-Term Loans and Other Liabilities | 3,745,275 | 3,663,461 |
| Beginning Net Assets | 9,341,315 | 9,867,341 |
| Net Income (Loss) to Date | 526,026 | 231,203 |
| TOTAL LIABILITIES & EQUITY | 14,266,110 | 13,994,452 |



A California Public School

Agenda Item# IVF

Board Meeting Date: October 30, 2020

Subject: September 2020 Check Register

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

Committee: School Leadership

Recommendation:

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

Documents Attached:

1. September Check Register

| September 2020 | | | | |
|-----------------------|-----|-----|---------|--------|
| Members | Aye | Nay | Abstain | Absent |
| Sylvains, Nina | | | | |
| Ruiz, Nadeen | | | | |
| De Gonzalez, Julissa | | | | |
| Kokayi, Nailah | | | | |
| Aceves, Fernando | | | | |
| Garcia, Cristian | | | | |
| Jáuregui, Gemma | | | | |
| Leon, Pedro | | | | |
| Totals: | | | | |

Estimated Time of Presentation: 5 min
Submitted By: School Leadership
Date: 10.21.2020

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



A California Public School

Agenda Artículo# IVF

Fecha de la Reunión: 30 de octubre del 2020

Tema: Registros de la cuenta bancaria: septiembre de 2020

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

Comité: Liderazgo Escolar

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

Documento adjunto:

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

| septiembre 2020 | | | | |
|------------------------|-----|-----|---------|--------|
| Members | Aye | Nay | Abstain | Absent |
| Sylvains, Nina | | | | |
| Ruiz, Nadeen | | | | |
| De Gonzalez, Julissa | | | | |
| Kokayi, Nailah | | | | |
| Aceves, Fernando | | | | |
| Garcia, Cristian | | | | |
| Jáuregui, Gemma | | | | |
| Leon, Pedro | | | | |
| Totals: | | | | |

Estimated Time of Presentation: 5 min
Submitted By: School Leadership
Date: 10.21.2020

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

Language Academy of Sacramento
Check Register
September 2020

| Check Date | Check No. | Billing Addressee | Inv Description (Bill) | Amount |
|--------------|-----------|---|---|-------------------|
| 9/8/2020 | 8668 | Graciela Castaneda | Reimb: Class libraries | 615.03 |
| 9/8/2020 | 8669 | Natalie De La Cruz | Reimb: Class supplies | 384.36 |
| 9/8/2020 | 8670 | Excel Photographers | Graduation Certificates | 270.30 |
| 9/8/2020 | 8671 | Ana Luna Franco | Reimb: Field Trip/ Classroom Materials | 607.24 |
| 9/8/2020 | 8672 | Erica Frederiksen | Reimb: Class supplies | 525.36 |
| 9/8/2020 | 8673 | Great Minds | Student Curriculum | 26,443.75 |
| 9/8/2020 | 8674 | Office Depot | Office Supplies | 606.65 |
| 9/8/2020 | 8675 | Rosio Perez | Reimb: Class supplies | 131.62 |
| 9/8/2020 | 8676 | Riso Products of Sacramento | Printing Services | 382.98 |
| 9/8/2020 | 8677 | Savvas Learning Company LLC | Curriculum Materials | 1,442.04 |
| 9/8/2020 | 8678 | Mayra Tejada | Reimb: Class supplies | 114.95 |
| 9/8/2020 | 8679 | Windstream | Communication Services | 1,077.06 |
| 9/24/2020 | 8680 | Charter Safe | Employee Benefits | 8,827.00 |
| 9/24/2020 | 8681 | De Lage Landen Financial Services | Equipment Lease | 815.32 |
| 9/24/2020 | 8682 | EdTec Inc. | Back Office September 2020 | 6,550.00 |
| 9/24/2020 | 8683 | SYNCB/AMAZON | Office supplies | 5,925.29 |
| 9/24/2020 | 8684 | Charter Safe | Employee Benefits | 8,826.00 |
| 9/24/2020 | 8685 | De Lage Landen Financial Services | Equipment Lease | 2,623.56 |
| 9/24/2020 | 8686 | Sutter Health Plus | Employee Health Benefits-October 2020 | 12,908.42 |
| 9/24/2020 | 8687 | SYNCB/AMAZON | Classroom supplies | 3,041.00 |
| 9/24/2020 | 8688 | Tech to School | Technology supplies - iPads | 21,623.88 |
| 9/24/2020 | 8689 | The Home Depot Pro | Custodial supplies | 4,392.20 |
| 9/24/2020 | 8690 | Western Health Advantage | Employee Health Benefits - October 2020 | 8,942.81 |
| 9/24/2020 | 8691 | Maria Anguiano | Reimb: Classroom materials | 271.45 |
| 9/24/2020 | 8692 | Benchmark Education Company LLC | Core Curriculum | 4,752.38 |
| 9/24/2020 | 8693 | DreamBox Learning | Educational Software | 3,500.00 |
| 9/24/2020 | 8694 | JCL Electronics, LLC | Tech Support (Aug 2020) | 16,687.46 |
| 9/24/2020 | 8695 | Law Office of Jennifer McQuarrie | Legal counsel | 528.00 |
| 9/24/2020 | 8696 | Lincoln National Life Insurance Company | Employee Benefits | 4,434.68 |
| 9/24/2020 | 8697 | Literacy Resources, Inc. | Core Curriculum | 2,191.29 |
| 9/24/2020 | 8698 | Judy Morales | Reimb: Office supplies | 239.24 |
| 9/24/2020 | 8699 | Network Office Systems | Meter Charges | 528.13 |
| 9/24/2020 | 8700 | Ana Novoa | Reimb: Classroom materials | 40.95 |
| 9/24/2020 | 8701 | Office Depot | Classroom materials | 2,968.13 |
| 9/24/2020 | 8702 | Pacific Learning | Intervention supplies | 2,683.45 |
| 9/24/2020 | 8703 | Rodriguez, Andrea | Reimb: Supplemental Materials and Library | 343.11 |
| 9/24/2020 | 8704 | Evelyn Sandoval | Reimb: Membership fees | 453.96 |
| 9/24/2020 | 8705 | Scholastic Inc | Supplemental material - 1st | 1,584.70 |
| 9/24/2020 | 8706 | Scholastic Reading Club | Library books | 1,595.33 |
| 9/24/2020 | 8707 | SchoolMint, Inc. | Enrollment Lottery system | 5,225.05 |
| 9/24/2020 | 8708 | Cynthia Suarez | Reimb: Supplemental material/Prof Dev | 454.22 |
| 9/24/2020 | 8709 | The Home Depot Pro | Covid supplies | 14,327.58 |
| 9/24/2020 | 8710 | The School Planner Company | Office supplies | 27.18 |
| 9/24/2020 | 8711 | Total Education Solutions | SPED Services | 4,100.00 |
| 9/24/2020 | 8712 | Accelerate Learning Inc | Science Curriculum | 1,640.50 |
| 9/24/2020 | 8713 | K12 Health | Student SPED Services | 1,264.00 |
| 9/24/2020 | 8714 | Cristina Meza | Reimb: Classroom materials | 148.77 |
| 9/24/2020 | 8715 | OTC Brands INC | Classroom material | 263.85 |
| 9/24/2020 | 8716 | Rosio Perez | Reimb: Ink | 45.99 |
| 9/24/2020 | 8717 | Irene Rodriguez | Reimb: Classroom materials/Library | 299.08 |
| 9/24/2020 | 8718 | Sacramento City Unified School District | Student Agendas | 1,051.82 |
| 9/29/2020 | 8719 | Vision Service Plan - CA | Employee Health Benefits | 949.69 |
| 9/29/2020 | 8720 | Department of Justice | Background Checks | 64.00 |
| 9/29/2020 | 8721 | Fagen Friedman & Fulfrost LLP | SPED Legal Counsel | 180.00 |
| 9/29/2020 | 8722 | Heinemann | Core Curriculum | 390.94 |
| 9/29/2020 | 8723 | Sacramento County Office of Education | Retirement annual fees | 1,500.00 |
| 9/29/2020 | 8724 | Total Education Solutions | SPED Services | 2,200.00 |
| 9/29/2020 | 8725 | Karina Vargas | Reimb: Teacher ink | 44.57 |
| Total | | | | 194,056.32 |



A California Public School

Agenda Item# IVG

Board Meeting Date: October 30, 2020

Subject: El Dorado County Charter SELPA Local Plan Revision

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

Committee: School Leadership

Information:

El Dorado County Charter SELPA Local Plan Revision – Governance and Administration
 In early October, 2020 the Charter SELPA CEO Council approved updated policies to align many of the governance activities with current practice. The Charter SELPA Local Plan Revision – Governance and Administration Chapter has been updated to reflect the current policies of the Charter SELPA.

Recommendation

It is recommended that the LAS Board in accordance with federal and state laws and regulations, adopt the El Dorado County Charter SELPA Local Plan and its updated Governance and Administration Chapter. Following the decision of the board, the attached Participation Agreement will also be completed.

Attachments

- 2020 SELPA Local Plan, Part B
- 2021-22 Participation Agreement

| 2020 SELPA Local Plan | | | | |
|------------------------------|------------|------------|----------------|---------------|
| Members | Aye | Nay | Abstain | Absent |
| Sylvains, Nina | | | | |
| Ruiz, Nadeen | | | | |
| De Gonzalez, Julissa | | | | |
| Kokayi, Nailah | | | | |
| Aceves, Fernando | | | | |
| Garcia, Cristian | | | | |
| Jáuregui, Gemma | | | | |
| Leon, Pedro | | | | |
| Totals: | | | | |
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Estimated Presentation time: 10 min.
Submitted by: School Leadership
Date: 10282020

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



Fecha de la Reunión: 30 de octubre de 2020

Tema: El Dorado County Chárter SELPA: Revisión del Plan Local

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

Comité: Liderazgo Escolar

Información:

El Dorado County Chárter SELPA: Revisión del Plan Local- Gobernanza y Administración

A inicios de octubre, el Concilio de SELPA CEO de escuelas chárter aprobó las políticas actualizadas para alinear muchas de las actividades de gobernanza con la práctica actual. La revisión del plan local de SELPA Chárter- Capítulo de Gobernanza y Administración - se ha actualizado para reflexionar las políticas actuales de la SELPA de Chárter.

Recomendación

Se recomienda que la Mesa Directiva de LAS, de acuerdo con las leyes y los reglamentos federales y estatales, adopte el Plan Local de SELPA Chárter del Condado de El Dorado y su capítulo actualizado de Gobernanza y Administración.

Documentos

- Plan local de SELPA 2020, parte B
- Acuerdo de participación 2021-22

| 2020 SELPA Local Plan | | | | |
|------------------------------|------------|------------|----------------|---------------|
| Members | Aye | Nay | Abstain | Absent |
| Sylvains, Nina | | | | |
| Ruiz, Nadeen | | | | |
| De Gonzalez, Julissa | | | | |
| Kokayi, Nailah | | | | |
| Aceves, Fernando | | | | |
| García, Cristian | | | | |
| Jáuregui, Gemma | | | | |
| Leon, Pedro | | | | |
| Totals: | | | | |

Tiempo estimado para la presentación: 10 min.
Entregado por: School Leadership
Fecha 10282020

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

LOCAL PLAN
Section B: Governance and Administration
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education
Special Education Division
January 2020

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B. Governance and Administration

California *Education Code (EC)* sections 56195 et seq. and 56205

Participating Local Educational Agencies

Participating local educational agencies (LEAs) included in the Special Education Local Plan Area (SELPA) local plan must be identified in Attachment I.

Special Education Local Plan Area—Local Plan Requirements

1. Describe the geographic service area covered by the local plan:

The El Dorado Charter SELPA is composed of local educational agency charters (LEAs) located inside and outside the geographic boundaries of El Dorado County. The El Dorado Charter SELPA has designated the El Dorado County Office of Education as the Responsible Local Agency/Administrative Unit (RLA/AU) and the County Superintendent of Schools as the Superintendent of the RLA/AU. It is the intent of the El Dorado Charter SELPA to provide options for charter schools in terms of SELPA membership. While it is always preferable for a charter school to participate with their geographic SELPA, the Charter SELPA has been developed to allow for a viable alternative for SELPA membership within the State of California.

2. Describe the SELPA regional governance and administrative structure of the local plan. Clearly define the roles and structure of a multi-LEA governing body, or single LEA administration as applicable:

Upon entry into the Charter SELPA, the governing board for each LEA charter shall approve the Agreement for Participation and the Local Plan for Special Education. The Charter SELPA Local Plan is approved by the SELPA governing board (CEO Council) with review from the County Superintendent of Schools for El Dorado County.

Amendments to the Local Plan to revise LEA membership shall be approved through the process as identified in Charter SELPA policies.

The CEO Council will hold the required public hearings and approve the Annual Service Plan and the Annual Budget Plan.

As described within the Local Plan and adopted policies of the Charter SELPA, the Boards of Education delegates the ongoing policy-making process, the Allocation Plan process, and administrative procedures for carrying out that responsibility to the governance structure of the Charter SELPA.

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3. Describe the SELPA's regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan:

The Charter SELPA CEO Council membership consists of the CEO or designee of each charter LEA member. Each charter LEA member has one vote. Organization partners that operate more than one charter school, may have a single representative for all schools operated, but such representative shall have a number of votes equal to the number of charter LEAs represented.

Charter SELPA CEO Council meetings are subject to California Open Meeting laws, specifically the Brown Act (Government Code 54950-54963), which requires that CEO Council members conduct business at properly noticed and agendaized public meetings.

A majority of the LEAs present at a regularly scheduled and posted CEO Council meeting shall constitute a quorum.

The Charter SELPA CEO Council will meet regularly with the El Dorado County Superintendent of Schools and/or designee to direct and supervise the implementation of the Local Plan. The Council has exclusive authority to make and take all reasonable and appropriate steps to implement all decisions which may have a material effect on any and/or all Charter SELPA policies, practices, operations, organization, services, functions, and any other purpose related to the purpose for which the Charter SELPA is established. A minimum of two meetings per year will be held.

The Charter SELPA CEO Council is responsible to approve Charter SELPA policies and administrative regulations.

The Charter SELPA CEO Council is responsible to approve the Allocation Plan, which is the framework for distribution of funds within the Charter SELPA.

Material changes to the Local Plan, other than for membership changes, shall be approved by the Charter SELPA CEO Council and reviewed by the El Dorado County Superintendent of Schools.

4. Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan:

The El Dorado Charter SELPA has designated the El Dorado County Office of Education as the Responsible Local Agency/Administrative Unit (RLA/AU) and the County Superintendent of Schools as the Superintendent of the RLA/AU. The Charter SELPA administrative unit coordinates and implements the local plan under the supervision of the County Superintendent

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5. Describe the policies and procedures of the SELPA that allow for the participation of charter schools in the local plan:

Per CEO Council Policy 22, any charter school may apply to the Charter SELPA to become an LEA member of the SELPA. The Charter SELPA will establish an annual timeline for submission of applications. Once granted membership, the charter LEA will participate in the governance of the SELPA in the same manner as all other charter LEA members in the SELPA. The timeline for submission may be amended by the Charter SELPA RLA/AU Superintendent/designee for unique circumstances, including State Board of Education charter approvals. The applicant, not an expansion of an existing member, will be deemed a member of the SELPA upon approval of the Charter SELPA Selection Committee. The applicant charter LEA board must also take action to approve membership. The Charter SELPA Selection Committee will inform the CEO Council members of their decision. Applications for additional schools of a current Charter SELPA member, shall be approved by the Charter SELPA RLA/AU Designee, pursuant to AR 22, and are not required to be reviewed by the Charter SELPA Selection Committee. Because they are current members, the Charter SELPA RLA/AU Designee has significant documentation available to assess the new charter LEA capacity. The applicant member, an expansion of an existing member, will be deemed a member of the SELPA after approval by the Charter SELPA RLA/AU Designee. The applicant member charter LEA board must also take action to approve membership.

6. Identify and describe the representation and participation of the SELPA community advisory committee (CAC) pursuant to EC Section 56190 in the development of the local plan:

The Community Advisory Committee shall be composed of parents of individuals with exceptional needs, enrolled in public or private schools, parents of other pupils enrolled in school, pupils and adults with disabilities, regular education teachers, special education teachers and other school personnel, representatives of other public and private agencies, and persons concerned with the needs of individuals with exceptional needs. Terms of CAC participation are outlined in the CAC bylaws.

Because of the geographic diversity within the El Dorado Charter SELPA, meetings may take place through teleconference. For purposes of this section, “teleconference” means a meeting where the members are in different locations, connected by electronic means, through either audio, video, or both.

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7. Describe the SELPA's process for regular consultations regarding the plan development with representative of special education and regular education teachers, and administrators selected by the groups they represent and parent members of the CAC:

The purpose of the Community Advisory Committee shall be to act in support of individuals with exceptional needs by representing broad interests in the community and promoting maximum interaction of parents and community members with the the LEA charter schools in accordance with the Education Code and the El Dorado Charter Local Plan. Per the CAC bylaws, the Community Advisory Committee may be composed of parents of individuals with exceptional needs, enrolled in public or private schools, parents of other pupils enrolled in school, pupils and adults with disabilities, regular education teachers, special education teachers and other school personnel, representatives of other public and private agencies, and persons concerned with the needs of individuals with exceptional needs pursuant to EC Section 56193. Through the regularly scheduled CAC meetings, the SELPA will ensure that the development, amendment, and review of the Local Plan pursuant to EC sections 56205(a)(12)(E) and 56194. The CAC will be given at least 30 days to conduct a review. The SELPA shall review and consider comments from the CAC pursuant to EC section 56205(b)(7).

8. Identify and describe the responsible local agency (RLA), Administrative Unit (AU), or other agency who is responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the plan:

The El Dorado Charter SELPA has designated the El Dorado County Office of Education as the Responsible Local Agency/Administrative Unit (RLA/AU) and the County Superintendent of Schools as the Superintendent of the RLA/AU. The Superintendent oversees the SELPA administrative staff in the receipt and distribution of funds, provision of administrative support, and the coordination and implementation of the SELPA Allocation and Local Plans.

9. Describe the contractual agreements and the SELPA's system for determining the responsibility of participating agency for the education of each student with special needs residing within the geographical area served by the plan:

As members of the El Dorado Charter Special Education Local Plan Area (SELPA), each charter (as identified by the CDS (County, District, School) code issued by the State Board of Education) is considered an LEA (Local Education Agency) for purposes of special education. Each charter school, as their own LEA for special education accountability is responsible for the students within their jurisdiction including any and all contractual agreements. There are no additional contractual agreements that supersede education code.

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10. For multi-LEA local plans, specify:

a. The responsibilities of each participating COE and LEA governing board in the policymaking process:

The Charter SELPA CEO Council membership consists of the CEO or designee of each charter LEA member. Each charter LEA member has one vote. Organization partners that operate more than one charter school may have a single representative for all schools operated, but such representative shall have a number of votes equal to the number of charter LEAs represented.

Charter SELPA CEO Council meetings are subject to California Open Meeting laws, specifically, the Brown Act (Government Code 54950-54963), which requires that CEO Council members conduct business at properly noticed and agendized public meetings.

A majority of the LEAs present at a regularly scheduled and posted CEO Council meeting shall constitute a quorum.

The Charter SELPA CEO Council will meet regularly with the El Dorado County Superintendent of Schools and/or designee to direct and supervise the implementation of the Local Plan. The Council has exclusive authority to make and take all reasonable and appropriate steps to implement all decisions which may have a material effect on any and/or all Charter SELPA policies, practices, operations, organization, services, functions, and any other purpose related to the purpose for which the Charter SELPA is established. A minimum of two meetings per year will be held.

The Charter SELPA CEO Council is responsible for approving Charter SELPA policies and administrative regulations.

The Charter SELPA CEO Council is responsible for approving the Allocation Plan, which is the framework for distribution of funds within the Charter SELPA.

b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan:

The El Dorado Charter SELPA has designated the El Dorado County Office of Education as the Responsible Local Agency/Administrative Unit (RLA/AU) and the County Superintendent of Schools as the Superintendent of the RLA/AU. The Charter SELPA administrative unit coordinates and implements the local plan under the supervision of the County Superintendent of Schools. Each LEA CEO representative is responsible per the SELPA Participation Agreement for the review and implementation of the local plan.

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- c. The responsibilities of each LEA and COE for coordinating the administration of the local plan:

Upon entry into the Charter SELPA, the governing board for each LEA charter shall approve the Agreement for Participation and the Local Plan for Special Education. The Charter SELPA Local Plan is approved by the CEO Council and reviewed by the El Dorado County Superintendent of Schools. Each Charter LEA and the COE as the RLA/AU is responsible for the coordination of the administration of the local plan. Adopted policies of the Charter SELPA, the LEAs Boards of Education delegates the ongoing policy-making process, the Allocation Plan process, and administrative procedures for carrying out that responsibility to the governance structure of the Charter SELPA.

- 11. Identify the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA related to:

- a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan:

The El Dorado County Office of Education Superintendent of Schools, as the RLA/AU, is responsible for the hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the RLA/AU.

- b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA:

Funds received by the El Dorado Charter SELPA from Part B of the IDEA shall be expended in accordance with the applicable provisions of the IDEA and shall be used to supplement, and not to supplant State, local and other Federal funds.

State and federal funds received by the RLA/AU and El Dorado Charter SELPA are allocated and distributed among the local educational agencies in the SELPA, according to the El Dorado Charter SELPA adopted Allocation Plan.

- c. The operation of special education programs: education programs:

The Charter LEA shall ensure that the individualized education program team for any student with a disability includes the following members:

1. One or both of the student's parents/guardians, and/or a representative selected by the parent/guardian.
2. If the student is or may be participating in the regular education program, at least one regular education teacher. If more than one regular education teacher is providing instructional services to the student, the Charter LEA may designate one such teacher to represent the others.

3. At least one special education teacher or, where appropriate, at least one special education provider working with the student
4. A representative of the Charter LEA who is:
 - a. Qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities.
 - b. Knowledgeable about the general education curriculum.
 - c. Knowledgeable about the availability of Charter LEA and/or special education local plan area (SELPA) resources.
 - d. Has the authority to commit Charter LEA resources and ensure that whatever services are set out in the IEP will be provided.
5. An individual who can interpret the instructional implications of assessment results This individual may already be a member of the team as described in items 2-4 above or in item 6 below.
Note: Pursuant to Education Code 56341 and 34 CFR 300.321, the determination as to whether an individual identified in item 6 below has "knowledge or special expertise" must be made by the party (either the Charter LEA or parent) who invited the individual to the IEP team meeting.
6. At the discretion of the parent/guardian or Charter LEA, other individuals who have knowledge or special expertise regarding the student, including related services personnel, as appropriate (The determination of whether the individual has knowledge or special expertise regarding the student shall be made by the party who invites the individual to be a member of the IEP team. (Ed. Code § 56341)
7. Whenever appropriate, the student with a disability
8. For transition service participants:
 - a. The student, of any age, with a disability if the purpose of the meeting is the consideration of the student's postsecondary goals and the transition services needed to assist the student in reaching those goals. If the student does not attend the IEP team meeting, the Charter LEA shall take other steps to ensure that the student's preferences and interests are considered.
 - b. To the extent appropriate, and with the consent of the parent/guardian, a representative of any other agency that is likely to be responsible for providing or paying for transition services.
 - c. If a representative of a local agency has been invited but does not attend the meeting, the Charter LEA shall take steps to obtain participation of the agency in the planning of any transition services. (Ed. Code § 56341)
9. For students suspected of having a specific learning disability at least one individual who is qualified to conduct individual diagnostic examinations of the student, such as a school psychologist, speech language pathologist, or remedial reading teacher. In addition, at least one team member other than the student's regular education teacher shall observe the student's academic performance in the regular classroom setting. If the student is younger than five years or not enrolled in school, a team member shall observe the child in an environment appropriate for a child of that age. 34 CFR §§ 300.308, 300.542; Ed Code § 56341);
10. For students who have been placed in a group home by the juvenile court, a representative of the group home
11. If a student with a disability is identified as potentially requiring mental health services, the Charter LEA may request the participation of the county mental health program in the IEP team

meeting. (Ed. Code § 56331)

(20 USC § 1414(d)(1); 34 CFR § 300.321; Ed. Code §§ 56341, 56341.2, 56341.5)

Excusal of Team Member

A member of the IEP team shall not be required to attend an IEP team meeting, in whole or in part, if the parent/guardian consents and the Charter LEA agrees, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting. If the meeting involves a discussion of the member's area of the curriculum or related service, the IEP team member may be excused from the meeting if the parent/guardian consents in writing to the excusal and the member submits to the parent/guardian and team written input into the development of the IEP prior to the meeting. (20 USC § 1414(d)(1)(C); 34 CFR § 300.321; Ed. Code 56341)

Parent/Guardian Participation and Other Rights

The Charter CEO or designee shall take steps to ensure that one or both of the parents/guardians of the student with a disability are present at each IEP team meeting or are afforded the opportunity to participate. These steps shall include, at minimum, notifying the parents/guardians of the meeting early enough to ensure that they will have the opportunity to attend and scheduling the meeting at a mutually agreed upon time and place. (34 CFR § 300.322; Ed. Code 56341.5)

The Charter CEO or designee shall send parents/guardians a notice of the IEP team meeting that:

1. Indicate the purpose, time, and location of the meeting
2. Indicate who will be in attendance at the meeting
3. For students beginning at age 16 (or younger than 16 if deemed appropriate by the IEP team):
 - a. Indicate that the purpose of the meeting will be the consideration of postsecondary goals and transition services for the student as required by 20 USC, section 1414(d)(1)(A)(i)(VIII), 34 CFR, section 300.320(b), and Education Code, section 56345.1
 - b. Indicate that the Charter LEA will invite the student to the IEP team meeting
 - c. Identify any other agency that will be invited to send a representative

At each IEP team meeting convened by the Charter LEA, the Charter LEA administrator or specialist on the team shall provide the parent/guardian and student of the federal and state procedural safeguards (Ed. Code § 56321, 56500.1)

Before any IEP meeting, the parent/guardian shall have the right and opportunity to request to examine all of his/her child's school records. Upon receipt of an oral or written request, the Charter LEA shall provide complete copies of the records within five business days. (Ed. Code § 56043)

If neither parent/guardian can attend the meeting, the Charter CEO or designee shall use other methods to ensure parent/guardian participation, including video conferences or individual or conference telephone calls. (20 USC 1414(f); 34 CFR 300.322; Education Code 56341.5)

An IEP team meeting may be conducted without a parent/guardian in attendance if the Charter LEA is unable to convince the parent/guardian that he/she should attend. In such a case, the Charter LEA shall maintain a record of its attempts to arrange a mutually agreed upon time and place for the meeting, including, but not limited to: (34 CFR § 300.322; Ed. Code § 56341.5)

1. Detailed records of telephone calls made or attempted and the results of those calls

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- 2. Copies of correspondence sent to the parent/guardian and any responses received
- 3. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits. Parents/guardians and the Charter LEA shall have the right to audiotape the proceedings of IEP team meetings, provided members of the IEP team are notified of this intent at least 24 hours before the meeting. If the Charter LEA gives notice of intent to audiotape a meeting and the parent/guardian objects or refuses to attend because the meeting would be audiotaped, the meeting shall not be audiotaped. Audiotape recordings made by a LEA, SELPA, or county office are subject to the federal Family Educational Rights and Privacy Act (20 USC § 1232g).

Parents/guardians have the right to:

- 1. Inspect and review the audiotapes
- 2. Request that the audiotapes be amended if the parents/guardians believe they contain information that is inaccurate, misleading, or in violation of the student's privacy rights or other rights
- 3. Challenge, in a hearing, information that the parents/guardians believe is inaccurate, misleading, or in violation of the student's privacy rights or other rights (Education Code 56341.1)

The Charter LEA shall take any action necessary to ensure that the parents/guardians understand the proceedings of the meeting, including arranging for an interpreter for parents/guardians with deafness or whose native language is not English. (34 CFR 300.322; Education Code 56345.1)

The Charter LEA shall provide the parents/guardians of a student with disabilities a copy of his/her child's IEP at no cost. (34 CFR 300.322).

The Charter LEA shall adhere to all Federal (IDEA) and State (Education Code) laws regarding the provision of special education programs and services for students that qualify for special education per the IEP process outlined above.

- d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs:

The El Dorado County Office of Education is the Responsible Local Agency/Administrative Unit (RLA/AU) for the Charter SELPA. Pursuant to the provisions of Education Code Section 56030 et seq., the RLA/AU shall receive and distribute regionalized service funds, provide administrative support and coordinate the implementation of the El Dorado Charter Local Plan for Special Education and the CEO Council approved Allocation Plan. The RLA/AU shall perform such services and functions required to accomplish the goals set forth in the plans, including development of the Annual Service and Budget Plans.

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12. Describe how specialized equipment and services will be distributed within the SELPA in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environments:

Specialized equipment and services is provided at the school site associated with the Charter LEA, where the Individualized Education Program (IEP) team has determined is the most appropriate free and appropriate public education in the least restrictive environment.

Policies, Procedures, and Programs

Pursuant to *EC* sections 56122 and 56205(a), the SELPA ensures conformity with Title 20 *United States Code (USC)* and in accordance with Title 34 *Code of Federal Regulations (CFR)* Section 300.201 and has in effect policies, procedures, and programs. For each of the following 23 areas, identify whether, or not each of the following provisions of law are adopted as stated. If the policy is not adopted as stated, briefly describe the SELPA's policy for the given area. In all cases, provide the SELPA policy and procedure numbers; the document title; and the physical location where the policy can be found.

1. Free Appropriate Public Education: 20 USC Section 1412(a)(1)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that a free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school." The policy is adopted by the SELPA as stated:

Yes No

2. Full Educational Opportunity: 20 USC Section 1412(a)(2)

Policy/Procedure Number:

Document Title:

Document Location:

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"It shall be the policy of this LEA that all children with disabilities have access to educational programs, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

Yes No

3. Child Find: 20 USC Section 1412(a)(3)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, who are in need of special education and related services, are identified, located, and evaluated. A practical method has been developed and implemented to determine which children with disabilities are currently receiving needed special education and related services." The policy is adopted by the SELPA as stated:

Yes No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

The Governing Board of each member LEA recognizes the need to actively seek out and evaluate school age Charter LEA residents who have disabilities, in order to provide them with appropriate educational opportunities in accordance with state and federal law.

Charter schools are currently authorized to serve school-aged students (grades K-12). If at any time the authorization changes, the charter schools would follow all state and federal laws regarding children from age 0-2 and Child Find. Charter schools will assist families and make appropriate referrals for any students they find who would be outside the age or area of responsibility of the Charter schools.

The Charter Chief Executive Officer or designee shall follow SELPA procedures to determine when an individual is eligible for special education services and shall implement the SELPA procedures for special education program identification, screening, referral, assessment, planning, implementation, review, and triennial assessment. (Education Code 56301) The Charter LEAs' process shall prevent the inappropriate disproportionate representation by race and ethnicity of students with disabilities.

In addition to identifying students with disabilities residing in their district, each districts "Child Find" identification system shall identify highly mobile children with disabilities, such as migrant

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**4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP):
20 USC Section 1412(a)(4)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 USC Section 1436 (d), is developed, implemented, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 USC Section 1414 (d). It shall be the policy of this LEA that a of an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions." The policy is adopted by the SELPA as stated:

Yes No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

The Governing Board of each participating LEA shall provide educational alternatives that afford students with disabilities full educational opportunities. Students with disabilities shall receive a FAPE in the least restrictive environment as required by law.
The Charter Chief Executive Officer or designee shall implement the SELPA Procedural Guide. The Procedural Guide outlines the composition of the IEP team, and sets forth procedures regarding the development, review, and revision of the IEP.

The specifics of the IEP process are set out in CEO Administrative Regulation 3

5. Least Restrictive Environment: USC Section 1412(a)(5)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the general educational environment, occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and

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services cannot be achieved satisfactorily." The policy is adopted by the SELPA as stated:

Yes No

6. Procedural Safeguards: 20 USC Section 1412(a)(6)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards according to state and federal laws and regulations." The policy is adopted by the SELPA as stated:

Yes No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

In order to protect the rights of students with disabilities, the Charter LEA shall follow all procedural safeguards as required by law. Parents/guardians shall receive written notice of their rights in accordance with law, Board policy, and administrative regulation.
Note: Education Code 56195.8 authorizes the policy to include provisions for involving Charter LEA Board members in any due process hearing procedure activities.

7. Evaluation: 20 USC Section 1412(a)(7)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that a reassessment of a child with a disability shall be conducted at least once every three years or more frequently, if appropriate." The policy is adopted by the SELPA as stated:

Yes No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

The Charter CEO or designee shall ensure that the IEP team:
1. Reviews the IEP periodically, but at least annually, to determine whether the annual goals for the student are being achieved and the appropriateness of placement

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2. Revises the IEP, as appropriate, to address:
- a. Any lack of expected progress toward the annual goals and in the general curriculum, where appropriate
 - b. The results of any reassessment conducted pursuant to Education Code 56381
 - c. Information about the student provided to or by the parents/guardians regarding review of evaluation data (34 CFR 305(a)(2) and Education Code 56381(b).)
 - d. The student's anticipated needs
 - e. Any other relevant matters

8. Confidentiality: 20 USC Section 1412(a)(8)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

Yes No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

The Charter LEA Governing Board recognizes the importance of keeping accurate, comprehensive student records as required by law. Procedures for maintaining the confidentiality of student records shall be consistent with state and federal law. The Charter CEO or designee shall establish regulations governing the identification, description and security of student records, as well as timely access for authorized persons. These regulations shall ensure parental rights to review, inspect and copy student records. In addition, the regulations will ensure and shall protect the privacy rights of student and the student's family. The Charter CEO or designee shall designate a certificated employee to serve as custodian of records for student records at the Charter LEA level. At each school, the principal or a certificated designee shall act as custodian of records for students enrolled at that school. The custodian of records shall be responsible for implementing Board policy and administrative regulation regarding student records. (5 CCR § 431)

9. Part C to Part B Transition: 20 USC Section 1412(a)(9)

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Document Title:

Document Location:

"It shall be the policy of this LEA that children participating in early intervention programs under the Individuals with Disabilities Education Act (IDEA), Part C, and who will participate in preschool programs, experience a smooth and effective transition to preschool programs in a manner consistent with 20 USC Section 1437(a)(9). The transition process shall begin prior to the child's third birthday."The policy is adopted by the SELPA as stated:

Yes No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

Charter schools in the El Dorado Charter SELPA currently do not serve students in Part C or preschool students. If students are transitioning from preschool to a Charter LEA and are eligible for Part B services, the Charter LEA will participate to ensure a smooth and effective transition between programs.

10. Private Schools: 20 USC Section 1412(a)(10)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents." The policy is adopted by the SELPA as stated:

Yes No

11. Local Compliance Assurances: 20 USC Section 1412(a)(11)

Policy/Procedure Number:

Document Title:

Document Location:

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"It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the IDEA; the Federal Rehabilitation Act of 1973, Section 504 of Public Law; and the provisions of the California *EC*, Part 30." The policy is adopted by the SELPA as stated:

Yes No

12. Interagency: 20 USC Section 1412(a)(12)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process." The policy is adopted by the SELPA as stated:

Yes No

13. Governance: 20 USC Section 1412(a)(13)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the local plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Education Agency." The policy is adopted by the SELPA as stated:

Yes No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

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14. Personnel Qualifications

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to ensure that personnel providing special education related services are appropriately and adequately prepared and trained, and that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications." The policy is adopted by the SELPA as stated:

Yes No

15. Performance Goals and Indicators: 20 USC Section 1412(a)(15)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE." The policy is adopted by the SELPA as stated:

Yes No

16. Participation in Assessments: 20 USC Section 1412(a)(16)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs described in 20 USC Subsection 6311. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments where necessary and as indicated in their respective Reps.." The policy is adopted by the SELPA as

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stated:

Yes No

17. Supplementation of State, Local, and Federal Funds: 20 USC Section 1412(a)(17)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA, and will be used to supplement and not to supplant state, local, and other federal funds." The policy is adopted by the SELPA as stated:

Yes No

18. Maintenance of Effort: 20 USC Section 1412(a)(18)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal laws and regulations." The policy is adopted by the SELPA as stated:

Yes No

19. Public Participation: 20 USC Section 1412(a)(19)

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

"It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comments are available to the general public, including individuals with disabilities and parents of children with disabilities, and are held prior to the adoption of any policies and/or regulations needed to

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comply with Part B of the IDEA." The policy is adopted by the SELPA as stated:

Yes No

20. Suspension and Expulsion: 20 USC Section 1412(a)(22)

Policy/Procedure Number:

Document Title:

Document Location:

"The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures, and practices related to the development and implementation of the IEPs will be revised." The policy is adopted by the SELPA as stated:

Yes No

21. Access to Instructional Materials: 20 USC Section 1412(a)(23)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state-adopted National Instructional Materials Accessibility Standard." The policy is adopted by the SELPA as stated:

Yes No

22. Over-identification and Disproportionality: 20 USC Section 1412(a)(24)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to prevent the inappropriate over-identification or disproportionate representation by race and ethnicity of children as children with disabilities." The policy is adopted by the SELPA as stated:

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Yes No

23. Prohibition on Mandatory Medicine: 20 USC Section 1412(a)(25)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services." The policy is adopted by the SELPA as stated:

Yes No

Administration of Regionalized Operations and Services

Pursuant to *EC* sections 56195.7(c), 56205(a)(12)(B), 56368, and 56836.23, describe the regionalized operation and service functions. Descriptions must include an explanation of the direct instructional support provided by program specialists; and the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the reference number, document title, and the location (e.g., SELPA office) for each function:

1. Coordination of the SELPA and the implementation of the local plan:

Reference Number:

Document Title:

Document Location:

As members of the El Dorado County Charter Special Education Local Plan Area (SELPA), (hereinafter referred to as Charter SELPA), each charter (as identified by the CDS (County, District, School) code issued by the State Board of Education) is considered an LEA (Local Education Agency) for purposes of special education.

The Charter SELPA further recognizes its' members as single charter partners or organization partners. Single Charter Partner is defined as an entity with one charter CDS code. An Organization Partner is an entity with multiple charters (CDS codes) as members of the Charter

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Description:

SELPA. An entity is defined as an organization with one governing board or one CEO (Chief Executive Officer) position. The title of CEO may differ by organization, but the intent is that final decision making in the organization is vested in one leadership position.

As members of the Charter SELPA, each Charter SELPA LEA (Local Education Agency) desires to provide a free and appropriate public education (FAPE) to all school aged K-12 individuals with disabilities, who are enrolled in the charter, including children who have been suspended or expelled or placed by the charter LEA in a nonpublic school or agency services. The SELPA will provide technical support to any Charter LEAs identified as the DOR for students age 18 to 21 who are incarcerated in a county jail and remaining eligible for special education to assist in meeting their obligation. The SELPA may facilitate collaboration with the county jails as requested.

Students shall be referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized. (Education Code 56303)

In order to meet the needs of individuals with disabilities and employ staff with adequate expertise for this purpose, the charter LEA participates as a member of the Special Education Local Plan Area (SELPA).

The Charter SELPA Local Plan is approved by the Charter CEO Council and reviewed by the El Dorado County Superintendent of Schools. Amendments to the Local Plan to revise LEA membership (additions) shall be approved by the Charter SELPA Selection Committee. Prior to Selection Committee approval, new LEA members shall be approved through the selection process as identified in Policy 22 and AR 22. Termination of membership shall be approved through the termination process as identified in Policy 26 or Policy 27. All membership changes shall be communicated with the Charter SELPA CEO Council at the next regularly scheduled meeting.

The Charter CEO Council will hold the required public hearings and approve the Annual Service Plan and the Annual Budget Plan. Notice of the public hearings shall be posted as required by law.

Upon entry into the Charter SELPA, the Governing Board for each LEA charter shall approve the Charter SELPA Local Plan and the Agreement for Participation.

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Material changes to the Local Plan, other than for membership changes, shall be approved by the Charter SELPA CEO Council and reviewed by the El Dorado County Superintendent of Schools.

The Charter Chief Executive Officer or designee of the charter LEA shall extend the charter LEA's full cooperation to the SELPA. The policies and procedures of the Charter SELPA shall be applied as policies and regulations to all participating charter LEAs.

Charter SELPA policies and administrative regulations are approved by the Charter SELPA CEO Council.

The Charter SELPA shall administer a local plan and administer the allocation of funds. (Education Code 56195). The Charter SELPA CEO Council shall approve all allocation plan decisions that impact the allocation of funds.

2. Coordinated system of identification and assessment:

Reference Number:

Document Title:

Document Location:

A student shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and used where appropriate. (Education Code 56303) The Charter LEAs shall not determine that a student is eligible for special education if the dominant factor for finding eligibility is lack of appropriate instruction in reading, lack of instruction in mathematics, or limited English Proficiency (20 U.S.C. § 1414(b)(5); Ed. Code, § 56329, subd. (a)(2).) All referrals for special education and related services from school staff shall include a brief reason for the referral and description of the regular program resources that were considered and/or modified for use with the student, and their effect. (5 CCR § 3021.) Within 15 days of a referral for initial assessment the LEA shall provide student's parent/guardian with a notice of parental rights and a written proposed assessment plan. The 15-day period does not include days between the student's regular school session or term, or days of school vacation in excess of five school days from the date of receipt of the referral. The proposed assessment plan shall meet all of the following requirements: (Education Code 56321) 1. Be in a language easily

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understood by the general public 2. Be provided in the native language of the parent/guardian or other mode of communication used by the parent/guardian unless it is clearly not feasible 3. Explain the types of assessment to be conducted 4. State that no individualized education program (IEP) will result from the assessment without parent/guardian consent Upon receiving the proposed assessment plan, the parent/guardian shall have at least 15 days to decide whether or not to consent to the initial assessment. The assessment may begin as soon as informed parental consent is received by the respective Charter LEAs. The Charter LEAs shall not interpret parent/guardian consent for initial assessment as consent for initial placement or initial provision of special education services. (Education Code 56321; 34 CFR 300.505) However, an individualized education program required as a result of an assessment of a pupil shall be developed within 30 days after the commencement of the subsequent regular school year as determined by each Charter LEA's school calendar for each pupil for whom a referral has been made 30 days or less prior to the end of the regular school year. In the case of pupil school vacations, the 60-day time shall recommence on the date that pupil schooldays reconvene. A meeting to develop an initial individualized education program for the pupil shall be conducted within 30 days of a determination that the pupil needs special education and related services pursuant to paragraph (2) of subsection (b) of Section 300.343 of Title 34 of the Code of Federal Regulations. (Education Code 56344) If a parent/guardian refuses to consent to the initial evaluation or failed to respond to the request to provide consent, the Charter LEAs may pursue an evaluation by utilizing the mediation and due process procedures found at 20 USC § 1415 and in accordance with Education Code, sections 56501, subd. (a) (3), and 56506, subd. (e). See BP/AR 6159.1 - Procedural Safeguards and Complaints for Special Education) In the event that authorized parent does not consent to an initial evaluation the Charter LEAs shall not considered in violation of the requirement to provide FAPE. In addition, the Charter LEAs is not required to convene an IEP team meeting or to develop an IEP for that child. (20 USC § 1414(a)(1).) Informed parental consent means that the parent/guardian: 1. Has been fully informed of all information relevant to the activity for which consent is sought, in his/her native language or other mode of communication 2. Understands and agrees, in writing, to the assessment 3. Understands that the granting of consent is voluntary on his/her part and may be revoked at any time (34 CFR § 300.500) If the student is a ward of the state and is not residing with his/her parents/guardians, the Charter LEAs shall make reasonable efforts to obtain informed consent from the parent/guardian as defined in 20 USC, section 1401 for an initial evaluation to determine whether the student is a student with a disability. (20 USC §

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1414(a)(1)) The Charter LEAs shall not be required to obtain informed consent from the parent/guardian of a student for an initial evaluation to determine whether the student is a student with a disability if any of the following situations exists 1. Despite reasonable efforts to do so, the Charter LEAs cannot discover the whereabouts of the parent/guardian of the student. 2. The rights of the parent/guardian of the student have been terminated in accordance with California law. 3. The rights of the parent/guardian to make educational decisions have been subrogated by a judge in accordance with California law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the student. (Education Code 56301; 20 USC 1414(a)(1)) As part of the assessment plan, the parent/guardian shall receive written notice that: 1. Upon completion of the administration of tests and other assessment materials, an IEP team meeting that includes the parent/guardian or his/her representative shall be scheduled pursuant to Education Code, section 56341. At this meeting, the team shall determine whether or not the student is a student with disabilities as defined in Education Code, section 56026 and shall discuss the assessment, the educational recommendations, and the reasons for these recommendations. A copy of the assessment report and the documentation of determination of eligibility shall be given to the parent/guardian. 2. If the parent/guardian disagrees with an assessment obtained by the Charter LEAs, the parent/guardian has the right to obtain, at public expense, an independent educational assessment of the student from qualified specialists, in accordance with 34 CFR §300.502. If the Charter LEAs observed the student in conducting its assessment, or if its assessment procedures make it permissible to have in-class observation of a student, an equivalent opportunity shall apply to the independent educational assessment. This equivalent opportunity shall apply to the student's current placement and setting as well as observation of the Charter LEA's proposed placement and setting, regardless of whether the independent educational assessment is initiated before or after the filing of a due process hearing proceeding. 3. The Charter LEAs may initiate a due process hearing pursuant to Education Code 56500- 56508 to show that its assessment is appropriate. If the final decision resulting from the due process hearing is that the assessment is appropriate, the parent/guardian maintains the right for an independent educational assessment but not at public expense. If the parent/guardian obtains an independent educational assessment at private expense, the results of the assessment shall be considered by the Charter LEAs with respect to the provision of a free appropriate public education to the student, and may be presented as evidence at a due process hearing regarding the student. If the Charter LEAs observed the student in conducting its assessment, or if its

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assessment procedures make it permissible to have in-class observation of a student, an equivalent opportunity shall apply to an independent educational assessment of the student in the student's current educational placement and setting, if any, proposed by the Charter LEAs, regardless of whether the independent educational assessment is initiated before or after the filing of a due process hearing. 4. If a parent/guardian proposes a publicly financed placement of the student in a nonpublic school, the Charter LEAs shall have an opportunity to observe the proposed placement and, if the student has already been unilaterally placed in the nonpublic school by the parent/guardian, the student in the proposed placement. Any such observation shall only be of the student who is the subject of the observation and may not include the observation or assessment of any other student in the proposed placement unless that student's parent/guardian consents to the observation or assessment. The results of any observation or assessment of another student in violation of Education Code, section 56329(d) shall be inadmissible in any due process or judicial proceeding regarding the free appropriate public education of that other student. (Education Code 56329; 34 CFR 300.502) An IEP required as a result of an assessment shall be developed within a total time not to exceed 60 days from the date of the receipt of the parent/guardian's consent for assessment, unless the parent/guardian agrees to an extension in writing. The 60-day period does not include any days between the student's regular school sessions/terms, or days of school vacation in excess of five school days. (Ed Code § 56043)

However, when a referral is made within 30 days of the end of the regular school year, an IEP required as a result of an assessment shall be developed within 30 days after the commencement of the subsequent regular school year as determined by each district's school calendar. In the case of school vacations, the 60-day time shall recommence on the date that school reconvenes. (Ed. Code § 56344 (a).) A meeting to develop an initial IEP for the pupil shall be conducted within 30 days of a determination that the pupil needs special education and related services. (Ed. Code §§ 56043(f)(2); 56344 (a).)

Before entering kindergarten or first grade, children with disabilities who are in a preschool program shall be reassessed to determine if they still need special education and services. The IEP teams shall identify a means of monitoring the continued success of children who are determined to be eligible for less intensive special education programs to ensure that gains made are not lost by a rapid removal of individualized programs and supports for these individuals. (Ed. Code § 56445)

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3. Coordinated system of procedural safeguards:

Reference Number:

Document Title:

Document Location:

Under California law, due process hearings pursuant to the IDEA (20 USC 1400-et seq) are held only at the state level. Related rights and procedures for due process are set forth in Education Code §§ 56501et. Seq. and 5 CCR §§ 3080 et. seq. When California law provides greater protections to students and parents, it supersedes federal law. Due process hearing rights extend to the student only if he/she is an emancipated student or a ward or dependent of the court with no available parent or surrogate parent. (Ed. Code § 56501; see AR 6159.3 - Appointment of Surrogate Parent for Special Education Students.) Informal ADR Process/Pre-Hearing Mediation Conference Before requesting a due process hearing, the Charter Chief Executive Officer or designee of the Charter LEA and a parent/guardian may agree to meet informally to resolve any dispute relating to the identification, assessment or education and placement of a student with disabilities. The Charter Chief Executive Officer or designee shall have the authority to resolve the dispute through an informal alternative dispute resolution (“ADR”) process. (Ed. Code § 56502) In addition, either party may file a request with the Superintendent of Public Instruction for a Pre- Hearing Mediation Conference (commonly referred to as “mediation only”) to be conducted by a person designated by the California Department of Education. Based on the Pre-Hearing Mediation Conference, the Charter Chief Executive Officer or designee may resolve the issue(s) in any manner that is consistent with state and federal law, and is to the satisfaction of both parties. (Education Code 56500.3) Attorneys may not attend the Informal ADR session or the Prehearing Mediation Conference. Attorneys may attend, or otherwise participate in, only those mediation conferences that are scheduled pursuant to a request for a due process hearing. (Ed. Code §§ 56500.3, 56501) If the parties do not resolve their dispute through Informal ADR and/or a Pre-Hearing Mediation Conference, either party may file a request for a due process hearing. Due Process Complaint Notice and Hearing Procedures Due process hearing procedures may be initiated by a parent/guardian, the Charter LEA, and/or a student who is emancipated or a ward or dependent of the court, under the following circumstances. 1. There is a

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proposal to initiate or change the identification, assessment or educational placement of the student or the provision of a free, appropriate public education to the student 2. There is a refusal to initiate or change the identification, assessment or educational placement of the student or the provision of a free, appropriate public education to the student 3. The parent/guardian refuses to consent to an assessment of his/her child; and/ or 4. There is a disagreement between a parent/guardian and the Charter LEA regarding the availability of a program appropriate for the student, including the question of financial responsibility. (20 USC § 1415(b); Education Code 56501) Prior to initiating a due process hearing, the party requesting the hearing, or the party's attorney, must provide the opposing party a confidential due process complaint notice, specifying: 1. The student's name 2. The student's address or, in the case of a student identified as homeless pursuant to the McKinney-Vento Homeless Assistance Act (42 USC 11434a(2)), any available contact information for that student 3. The name of the school the student attends 4. A description of the nature of the student's problem relating to the proposed or refused initiation or change, including facts relating to the problem 5. A proposed resolution to the problem to the extent known and available to the complaining party at the time (20 USC § 1415(b); 34 CFR § 300.508 (b).) Resolution Session When a parent seeks to initiate a request for due process, before their request is filed, they must provide the Charter LEA with the opportunity to resolve the matter by convening a resolution session, which is a meeting between the parents and the relevant members of the IEP team who have specific knowledge of the facts identified in the due process hearing request. (20 USC § 1415[f][1][B]; 34 CFR § 300.510) The Charter LEA has fifteen (15) days from the date it received the parents' due process hearing request to convene the resolution session. The sessions shall include a representative of the LEA who has decision-making authority and not include an attorney of the school LEA unless the parent is accompanied by an attorney. The parent of the child may discuss the due process hearing issue and the facts that form the basis of the due process hearing request. The resolution session is not required if the parent and the Charter LEA agree in writing to waive the meeting. If the Charter LEA has not resolved the due process hearing issue within thirty (30) days, the due process hearing may occur. If a resolution is reached, the parties shall execute a legally binding agreement. (20 USC § 1415[f][1][B]; 34 CFR § 300.51) A due process complaint must be filed within two years of the date that the parent/guardian or Charter LEA knew or should have known about the situation that forms the basis of the complaint. Response to the Due Process Hearing Request If the Charter LEA has not sent a prior written notice to the parent/guardian regarding

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the subject matter contained in the parent/guardian's due process complaint notice, the Charter LEA shall send a response to the parent/guardian within 10 days of receipt of the complaint specifying: 1. An explanation of why the Charter LEA proposed or refused to take the action raised in the complaint 2. A description of other options that the individualized education program (IEP) team considered and the reasons that those options were rejected 3. A description of each evaluation procedure, assessment, record, or report the Charter LEA used as the basis for the proposed or refused action 4. A description of the factors that are relevant to the Charter LEA's proposal or refusal (20 USC 1415(c)(1)) If the Charter LEA sent prior written notice to the parent/guardian regarding the subject matter of the parent/guardian's due process complaint, the Charter LEA may, within 10 days of receipt, send a response specifically addressing the issues in the complaint. (20 USC § 1415(c)(1)) Parties requesting a due process hearing shall file their request with the Superintendent of Public Instruction or designated contracted agency and give a copy of the request, at the same time, to the other party. (Ed. Code § 56502) Prior Written Notice The Charter Chief Executive Officer or designee shall send to parents/guardians of any student with a disability a prior written notice within a reasonable time before: 1. The Charter LEA initially refers the student for assessment 2. The Charter LEA proposes to initiate or change the student's identification, evaluation, educational placement or the provision of a free, appropriate public education 3. The Charter LEA refuses to initiate or change the identification, evaluation or educational placement of the student or the provision of a free and appropriate public education 4. The student graduates from high school with a regular diploma (Ed. Code §§ 56500.4, 56500.5; 20 USC § 1415(c); 34 CFR § 300.503) The prior written notice shall include: 1. A description of the action proposed or refused by the Charter LEA 2. An explanation as to why the Charter LEA proposes or refuses to take the action 3. A description of any other options that the IEP team considered and why those options were rejected 4. A description of each evaluation procedure, test, record or report the Charter LEA used as a basis for the proposed or refused action 5. A description of any other factors relevant to the Charter LEA's proposal or refusal 6. A statement that the parents/guardians of the student have protection under procedural safeguards and, if this notice is not an initial referral for evaluation, the means by which a copy of the description of procedural safeguards can be obtained 7. Any resources for parents/guardians to obtain assistance in understanding these provisions (20 USC § 1415(c); 34 CFR § 300.503) Students with disabilities and their parents/guardians shall be provided written notice of their rights in language easily understood by the general public and in the primary language of the parent/guardian or

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other mode of communication used by the parent/guardian, unless to do so is clearly not feasible. The notice shall include, but not be limited to, those rights set forth in Education Code, section 56341. (Ed. Code §§ 56341, 56506; 34 CFR § 300.503) If the native language or other mode of communication of the parent/guardian is not a written language, the Charter LEA shall take steps to ensure that: 1. The notice is translated orally or by other means to the parent/guardian in his/her native language or other mode of communication 2. The parent/guardian understands the contents of the notice 3. There is written evidence that items #1 and #2 have been satisfied (34 CFR § 300.503) Notice of Procedural Safeguards A notice of procedural safeguards shall be made available to parents/guardians of students with a disability once a year and upon: 1. Initial referral for evaluation 2. Each notification of an IEP meeting 3. Reevaluation of the student 4. Registration of a complaint 5. Filing for a pre-hearing mediation conference or a due process hearing (Ed. Code § 56301; 20 USC 1415(d)(1)) The notice of procedural safeguards shall include information on the procedures for requesting an informal meeting, pre-hearing mediation conference, mediation conference, or due process hearing; the timelines for completing each process; whether the process is optional; the type of representative who may be invited to participate; and the right of the parent/guardian and/or the Charter LEA to electronically record the proceedings of IEP meetings in accordance with Education Code 56341. A copy of this notice shall be attached to the student's assessment plan and referred to at each IEP meeting. (20 USC 1415(d)(2); Ed. Code §§ 56321, 56321.5) In addition, the notice of procedural safeguards shall include a full explanation of the procedural safeguards relating to independent educational evaluation; prior written notice; parental consent; access to educational records; opportunity to present complaints to initiate due process hearings; the student's placement while due process proceedings are pending; procedures for students who are subject to placement in an interim alternative educational setting; requirements for unilateral placement by parent/guardians of students in private schools at public expense.(20 USC 1415(d)(2); 34 CFR 300.504)

4. Coordinated system of staff development and parent and guardian education:

Reference Number:

Document Title:

Document Location:

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Description:

the Charter LEAs in the El Dorado Charter SELPA ensure that all students who require special education will participate in the California Reading Initiative, just as do all other students in the El Dorado Charter LEAs. In order to facilitate that effort, the Charter LEAs assure that special education instructional personnel will participate in staff development inservice opportunities in the area of literacy, including: a. information about current literacy and learning research; b. state-adopted student content standards and frameworks; and c. research-based instructional strategies for teaching reading to a wide range of diverse learners Each of the Charter LEAs will include special education staff in their curriculum materials selection process, in order to support alignment with State standards. Each will also include all special education staff in all staff development on phonemics and phonics, as well as in any additional state or regional training based on new legislation, e.g., the California Reading and Literature Subject Matter Project, the rollouts on the frameworks, AB466 training. The goals of the Charter LEAs are to increase the participation of students with disabilities in statewide student assessments, to increase the percentage of children with disabilities who are literate, and to assure that students with disabilities attain higher standards in reading. In order to reach these goals, we assure that students with disabilities will have full access to: 1. all required core curriculum including state-adopted core curriculum textbooks and supplementary textbooks; and 2. instructional materials and support.

5. Coordinated system of curriculum development and alignment with the core curriculum:

Reference Number:

Document Title:

Document Location:

Description:

Curriculum adaptations include accommodations, modifications, and supports that allow a child with a disability access to the general curriculum and assessments. LEAs/districts are responsible for ensuring that each teacher and provider is informed of his or her specific responsibilities related to implementing the child's IEP and the specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP (34CFR 300.342 (b)(3)).

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6. Coordinated system internal program review, evaluation of the effectiveness of the local plan, and implementation of the local plan accountability system:

Reference Number:

Document Title:

Document Location:

The Charter SELPA is responsible for monitoring all required areas of compliance with federal, state and Charter SELPA policies. The purpose of all monitoring and oversight activities is to ensure legal and effective LEA practices are in place to meet the needs of students with disabilities. This policy outlines areas of oversight and indicators that may cause the initiation of a Charter SELPA review process. Charter SELPA administration will keep the CEO Council informed of SELPA oversight activities and determinations.

If compliance, performance and/or student population data for an LEA in the Charter SELPA varies significantly from expected results or standards, it may be an early warning for the Charter SELPA to initiate contact. In this case, the Charter SELPA will contact the LEA to confirm the data, discuss any underlying issues which may impact the data, and identify how the Charter SELPA can assist the LEA in any necessary corrective action.

The Charter SELPA will monitor special education practices and data continuously to determine whether practices are in line with the LEA's responsibilities to students with disabilities and SELPA policies. Data will be collected and reviewed by the Charter SELPA. Examples of existing indicators and standards include but are not limited to:

- Identification rate of special education students that is below 4% or greater than 14%
- State Performance Plan Indicators
- Significant swings in enrollment and/or enrollment trends that are not aligned to the LEA's instructional calendar
- Pattern of compliance complaints or due process hearings
- Evidence of exclusionary practices
- Significant and/or abrupt change in leadership or staff
- No/low participation or engagement in the Charter SELPA (CEO Council, Steering Committee, professional development offerings, etc.)
- Unspent funds greater than 25%
- Annual independent audit which shows serious fiscal solvency issues

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or material findings (e.g. findings related to internal control or program compliance, high debt ratios, deficit spending, going concern findings, adequate reserves, and adequate cash)

SELPA REVIEW PROCESS

If one or more of the preceding triggers indicates a potential problem, the Charter SELPA may initiate a program and/or fiscal review. Program and fiscal reviews are facilitated by the appropriate Charter SELPA administrator. Charter SELPA’s goal in each review process is to clearly identify the areas of SELPA concern, discuss any underlying issues which may be impacting the findings, and identify how the Charter SELPA can assist the LEA in any necessary corrective action. The Charter SELPA may request additional information as necessary to resolve identified concerns.

When multiple or connected concerns exist, the Charter SELPA may implement an Integrated Review Team (IRT) visit. An Integrated Review Team (IRT) visit consists of Charter SELPA program and business administrators meeting directly with the charter LEA leadership team.

CHARTER SCHOOLS AT-RISK

Whether through a Charter SELPA review process or other source, or if significant matters arise that are potentially harmful to students, demonstrate negligence, may harm the SELPA, or there is a concern that funds are not being spent appropriately for special education, Charter SELPA administration is empowered to act in the best interests of the SELPA as a whole. Such matters include, but are not limited to:

- Pattern of noncompliance with federal, state or Charter SELPA regulations
- Notice of revocation
- Notice of bankruptcy
- FCMAT extraordinary audit
- Annual audit with material findings and identification of operational issues that cause concern regarding the long-term viability of the organization
- Other circumstances that create a concern that a loss to the SELPA is possible or funds are not being spent appropriately for special education

Charter SELPA administration may make a determination and proceed to:

- Notify appropriate public agencies;
- Notify the LEA’s governing board;
- Withhold state and/or federal funding;
- Move an LEA to reimbursement-based state funding, requiring

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expenditure reporting prior to cash distribution;
• Require an LEA to submit proof of actual expenditures; and/or
• Initiate termination of membership pursuant to CEO Policy 26.

7. Coordinated system of data collection and management:

Reference Number:

Document Title:

Document Location:

Description:

8. Coordination of interagency agreements:

Reference Number:

Document Title:

Document Location:

Pursuant to Title 17 of the California Code of Regulations (17 CCR) Section 52140, LEAs must develop and maintain local interagency agreements with Regional Centers. Agreements must include (as applicable to charter LEAs):

1. The responsibilities of each LEA and Regional Center in meeting the terms of the agreement;
2. Procedures for coordination of child find activities with local public agencies and Regional Centers to identify infants and toddlers who may be eligible for early intervention services;
3. Specific procedures for coordination of referrals for evaluation and assessment;
4. Procedures for the assignment of a service coordinator;
5. Interagency procedures for identifying the responsibilities of the regional center and LEA for completing the evaluation and assessment and determining eligibility within the time requirements contained in Section 52086 of these regulations, when an infant or toddler may receive services from both the Regional Center and LEA;
6. Procedures for the timely exchange of information between Regional Centers and LEAs;
7. Mechanisms for ensuring the availability of contacts at Regional

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Centers and LEAs at all times during the year;
8. Procedures for interagency individualized family service plan (IFSP) development when infants and toddlers may be eligible for early intervention services from the Regional Center and the LEA or other state or local programs or services;
9. Procedures to ensure the provision of services during periods of school vacations when services are required on the IFSP;
10. Transition planning procedures which begin at least six months prior to a toddler's third birthday pursuant to EC Section 52112 of these regulations;
11. Procedures for resolving disputes between regional centers and LEAs;
12. Procedures for the training and assignment of surrogate parents; and
13. Procedures for accepting transfers of infants or toddlers with existing IFSPs.
Local interagency agreements must be dated and signed by representatives of the Regional Center and LEA. Interagency agreements must be reviewed by both parties annually, revised as necessary, dated, and signed by both parties as needed.

9. Coordination of services to medical facilities:

Reference Number:

Document Title:

Document Location:

Description:

The SELPA Administrator, or designee, will facilitate the coordination of these services by the designated LEAs and provide technical assistance to the medical facilities and LEAs as appropriate. Role of the individual LEAs: Each individual LEA is responsible for students with disabilities who are placed in a public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes when the hospital or facility is located within their boundaries, unless based on education code there is another district of special education accountability which would be responsible.

10. Coordination of services to licensed children's institutions and foster family homes:

Reference Number:

Document Title:

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Document Location:

Description:

11. Preparation and transmission of required special education local plan area reports:

Reference Number:

Document Title:

Document Location:

Description:

12. Fiscal and logistical support of the CAC:

Reference Number:

Document Title:

Document Location:

Description:

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SELPA, meetings may take place through teleconference. For purposes of this section, "teleconference" means a meeting where the members are in different locations, connected by electronic means, through either audio, video, or both.

13. Coordination of transportation services for individuals with exceptional needs:

Reference Number:

Document Title:

Document Location:

Description:

14. Coordination of career and vocational education and transition services:

Reference Number:

Document Title:

Document Location:

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Description:

Special education may include each of the following if the services otherwise meet the definition in the above paragraph: (Education Code 56031) 1. Speech language pathology services, or any other designated instruction and service or related service, pursuant to Education Code 56363, if the service is considered special education rather than designated instruction and service or related service under state standards 2. Travel training 3. Career technical education 4. Transition services for students with disabilities in accordance with 34 CFR 300.43 if provided as specially designed instruction, or a related service, if required to assist a student with disabilities to benefit from special education. Specially designed instruction means adapting, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction to ensure access of the student to the general curriculum, so that the student can meet the educational standards that apply to all students in the charter LEA. (34 CFR 300.39(b)(3))

15. Assurance of full educational opportunity:

Reference Number:

Document Title:

Document Location:

Description:

Full educational opportunities means that students with disabilities have the right to full educational opportunities to meet their unique needs, including access to a variety of educational programs and services available to non-disabled students. The State must have in effect policies and procedures to demonstrate that the State has established a goal of providing full educational opportunity to all children with disabilities and a detailed timetable for accomplishing that goal. (34 CFR 300.109)

16. Fiscal administration and the allocation of state and federal funds pursuant to *EC* Section 56836.01—The SELPA Administrator's responsibility for the fiscal administration of the annual budget plan; the allocation of state and federal funds; and the reporting and accounting of special education funding.

Reference Number:

Document Title:

Document Location:

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Description:

The El Dorado County Office of Education is the Responsible Local Agency/Administrative Unit (RLA/AU) for the Charter SELPA. Pursuant to the provisions of Education Code 56030 et seq., the RLA/AU shall receive and distribute regionalized service funds, provide administrative support and coordinate the implementation of the El Dorado Charter Local Plan for Special Education. The RLA/AU shall perform such services and functions required to accomplish the goals set forth in the plan, including development of the Annual Service and Budget Plan. In addition, pursuant to Education Code 56836.01(a)(b)(c) the SELPA RLA/AU will oversee the fiscal administration of the Annual Budget Plan and the allocation of state and federal funds allocated to the special education local plan area for the provision of special education and related services by those entities, in accordance with the Local and Allocation Plans approved by the CEO Council, and be responsible for the reporting and accounting requirements prescribed by this part.

17. Direct instructional program support that maybe provided by program specialists in accordance with *EC* Section 56368:

Reference Number:

Document Title:

Document Location:

Description:

A program specialist is a specialist who holds a valid special education credential, clinical services credential, health services credential, or a school psychologist authorization and has advanced training and related experience in the education of individuals with exceptional needs and a specialized in-depth knowledge in preschool disabilities, career vocational development, or one or more areas of major disabling conditions.

(b) A program specialist may do all the following:

- (1) Observe, consult with, and assist resource specialists, designated instruction and services instructors, and special class teachers.
- (2) Plan programs, coordinate curricular resources, and evaluate effectiveness of programs for individuals with exceptional needs.
- (3) Participate in each school’s staff development, program development, and innovation of special methods and approaches.
- (4) Provide coordination, consultation and program development primarily in one specialized area or areas of his or her expertise.
- (5) Be responsible for assuring that pupils have full educational opportunity regardless of the district of residence.

(c) For purposes of Section 41403, a program specialist shall be

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Special Education Local Plan Area Services

1. A description of programs for early childhood special education from birth through five years of age:

| | |
|--------------------|---|
| Reference Number: | <input type="text" value="CEO Policy 6"/> |
| Document Title: | <input type="text" value="Part C-Transition"/> |
| Document Location: | <input type="text" value="https://charterselpa.org/governance/"/> |
| Description: | <input type="text" value="Charter schools in the El Dorado Charter SELPA currently do not serve students in Part C or preschool students. If students are transitioning from preschool to a Charter LEA and are eligible for Part B services, the Charter LEA will participate to ensure a smooth and effective transition between programs."/> |

2. A description of the method by which members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, may address questions or concerns to the SELPA governing body or individual administrator:

| | |
|--------------------|--|
| Reference Number: | <input type="text" value="CEO Policy 15"/> |
| Document Title: | <input type="text" value="Public Participation"/> |
| Document Location: | <input type="text" value="https://charterselpa.org/governance/"/> |
| Description: | <input type="text" value="It shall be the policy of the Charter SELPA that public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities, are held prior to the adoption of any policies and/or regulations needed to comply with part B of the IDEA. Per the Charter SELPA Local Plan, policies are adopted by the Charter CEO Council. The Charter SELPA RLA/AU may request input from the Executive Committee as policies are developed. Appropriate notice shall be provided prior to adoption of policies by the Charter SELPA CEO Council. Proposed policies will be posted to the El Dorado Charter SELPA website. This will allow for review and comment by the public, parents of children with disabilities, or individuals with disabilities. Charter CEO Council typically meets twice per year and meetings may take place through teleconference. For the purposes of this section, “teleconference” means a meeting where the members are in different"/> |

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3. A description of a dispute resolution process, including mediation and final and binding arbitration to resolve disputes over the distribution of funding, the responsibility for service provision, and the other governance activities specified within the local plan:

Reference Number:

Document Title:

Document Location:

Description:

4. A description of the process being used to ensure a student is referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized:

Reference Number:

Document Title:

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Document Location:

Description:

5. A description of the process being used to oversee and evaluate placements in nonpublic, nonsectarian schools and the method of ensuring that all requirements of each student's individualized education program are being met. The description shall include a method for evaluating whether the student is making appropriate educational progress:

Reference Number:

Document Title:

Document Location:

Description:

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master contract cannot give cause for termination unless the parent/guardian agrees to transfer the student to the public program. The master contract shall include a description of the process being utilized by the Charter LEA to oversee and evaluate placements in the NPS. This description shall include a method for evaluating whether the student is making appropriate educational progress. (Ed. Code 56366) The Charter CEO or designee of an elementary Charter LEA shall notify a high school district of all students placed in NPS or NPA programs prior to the annual review of the IEP for each student who may transfer to the high school district. (5 CCR § 3069.) When a special education student meets the district requirements for completion of prescribed course of study as designated in the student's IEP, the district which developed the IEP shall award the diploma. (5 CCR § 3070.)

- 6. A description of the process by which the SELPA will fulfill the obligations to provide free and appropriate public education (FAPE) to a student age 18 to 21 (or age 22 under the circumstances described in *EC 56026(c)(4)*) who has been incarcerated in a county jail and remains eligible for special education services:

The obligation to make FAPE available extends to those otherwise-eligible adults in county jail, age 18 to 21, who: (a) had been identified as a child with a disability and had received services in accordance with an IEP, but left school prior to their incarceration; or (b) did not have an IEP in their last educational setting, but had actually been identified as a child with a disability. (*EC Section 56040*)

It is the responsibility of the district of residence (DOR) to provide special education services and related services to an adult student in county jail who remains eligible for these services and wishes to receive them. The DOR is the district in which the student's parents resided when the student turned 18, unless and until the parents move to a new DOR. For conserved students, the DOR is based on the residence of the conservator. (*EC Section 56041*)

Reference Number:

Document Title:

Document Location:

Description:

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are incarcerated in a county jail and remaining eligible for special education to assist in meeting their obligation. The SELPA may facilitate collaboration with the county jails as requested. Students shall be referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized. (Education Code 56303)



AGREEMENT FOR PARTICIPATION

EL DORADO CHARTER SELPA

This Agreement for Participation (“Agreement”) is entered into by and between the El Dorado Charter SELPA (“SELPA”), the El Dorado County Office of Education (“EDCOE”), and _____ (“LEA”), a California public charter school, collectively referred to as the “Parties.”

RECITALS

WHEREAS, each special educational local plan area is required to administer local plans submitted pursuant to Education Code section 56205 et seq., administer the allocation of funds pursuant to Education Code section 56836 et seq., and ensure that it has in effect policies, procedures, and programs that are consistent with state laws, regulations, and policies governing certain aspects of special education;

WHEREAS, a charter school that is deemed a local educational agency for purposes of special education is required to participate in an approved local plan pursuant to Education Code section 56195.1(f);

WHEREAS, LEA is a charter school that is deemed a local educational agency for purposes of special education pursuant to Education Code section 47641 and is responsible for complying with all provisions of the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) and implementing regulations as they relate to local educational agencies;

WHEREAS, the SELPA as authorized by the California State Board of Education serves as the special educational local plan area for California charter schools deemed local educational agencies pursuant to Education Code section 47641 that have successfully completed the SELPA membership process and have signed this Agreement for Participation (“Agreement”);

WHEREAS, EDCOE is designated in the local plan as the “responsible local agency” for the SELPA, which means the administrative entity, the duties of which shall include, but are not limited to, receiving and distributing state and federal special education funds pursuant to the allocation plan, providing administrative support, and coordinating implementation of the plan;

WHEREAS, the actions and decisions of the parties are guided by the values of:

1. Commitment – maintaining high standards for performance in student achievement, operations, governance and finance;
2. Integrity – adherence to moral and ethical principles in all aspects of the work;
3. Fairness – impartial and just treatment of all stakeholders;
4. Partnership – collaborative decision making and accountability;
5. Knowledge – understanding of charter school law and practice; and
6. Transparency- access to the information, decisions, and actions of the organization;

WHEREAS, the purpose of this agreement is to set forth the various responsibilities of LEA, EDCOE, and SELPA to ensure that all charter pupils with exceptional needs within the SELPA receive appropriate special education programs.



NOW, THEREFORE, IT IS HEREBY AGREED between the parties hereto as follows:

1. SHARED COMMITMENTS

- 1.1. Resource Allocation. Parties shall demonstrate commitment to the promises set forth in this Agreement by allocating appropriate resources.
- 1.2. Standard of Conduct. Parties, at all times, shall conduct themselves in such a manner as to act in the best interests of all other SELPA members. The LEA shall not engage in any activity or enterprise which would tend to injure or expose the SELPA or any of its members to any significant risk of harm or injury of any kind.
- 1.3. Compliance. All parties to this agreement shall identify and comply with applicable laws, regulations, policies, procedures and generally accepted standards. Each party will address any identified compliance gaps in a responsible and timely fashion.
- 1.4. Continual Improvement. Parties are expected to continually improve by setting performance objectives, executing plans and taking necessary corrective actions for deficiencies identified by any and all internal and/or external assessments.
- 1.5. Accuracy of Business Records. Parties shall ensure that any and all financial books and records conform to generally accepted accounting principles and state reporting requirements. Records must be accurate in all material respects. Records must be legible, transparent, and reflect actual transactions and payments and be open to inspection by the other party upon a reasonable request.
- 1.6. Accuracy of Student Records. Parties shall ensure that any and all student records conform to prescribed formats. Records must be legible, transparent, reflect actual transactions and payments, and be accurate in all material respects. Records must be open to inspection and review by other parties with legitimate educational interest upon a request.
- 1.7. Documentation. Parties shall maintain documentation necessary to demonstrate compliance with this Agreement and compliance with applicable state and federal statutes and regulations.
- 1.8. Local and Allocation Plans. Parties agree to the provisions of the Local and Allocation Plans as updated and approved by the CEO Council.
- 1.9. Provision of Free and Appropriate Public Education. The LEA is solely responsible for the provision of special education programs and services to eligible students enrolled in the LEA. The Parties understand and agree that the SELPA or EDCOE shall have no responsibility for the operation of any direct educational program or service of any kind, that the SELPA has no duty or authority to provide FAPE to individual students, and that the SELPA has no duty or authority to make decisions regarding the educational programming of students enrolled in the LEA.



2. **LEA/ORGANIZATIONAL PARTNER RESPONSIBILITIES**

- 2.1 **Programs and Services.** The LEA is solely and exclusively responsible for the following mandated activities in order to operate its special education programs and services for students enrolled in the LEA. As such, the LEA shall:
- 2.1.1. Select, employ, compensate, and determine the duties of, or establish appropriate contracts for the provision of, special education teachers, instructional aides, and other personnel as required to conduct the program specified in the Local Plan, and in compliance with state and federal mandates.
 - 2.1.2. Conduct and/or contract those programs operated by the LEA in conformance with the Local Plan and the state and federal mandates.
 - 2.1.3. Organize and administer the activities of the IEP teams, including the selection of the LEA staff and who will serve as members of the IEP team in conformance with Education Code Section 56341 and in compliance with the Local Plan.
 - 2.1.4. Develop and implement program objectives and the evaluation of the program's effectiveness.
 - 2.1.5. Communicate with the parents and/or legal guardians of students in conformance with laws, regulations, and the provisions of the Local Plan.
 - 2.1.6. Provide for the documentation and reporting of assessment procedures used for the placement of individuals and the security thereof.
 - 2.1.7. Provide for the continuous review of placements and the assessment procedures employed to ensure their effectiveness and applicability, and ensure the continued implementation and compliance with eligibility criteria.
 - 2.1.8. Provide for the integration of students with disabilities into the general education school programs and provide for evaluating the results of such integration according to specifications of the Local Plan.
 - 2.1.9. Conduct the review of individual placements requested by the parents and/or legal guardians of the student in accordance with the Local Plan.
 - 2.1.10. Prepare and submit all required reports, including reports on student enrollment, program expenditures, and program evaluation.
- 2.2. **Fiscal Responsibilities.** Receive and expend special education funding in accordance with the Charter SELPA Allocation Plan. Organizational Partners affirm that any financial claim made by the SELPA against an LEA that is part of the Organizational Partner's network of LEAs will be honored by the Organization Partner.
- 2.3. **Restricted Funds.** As a condition of membership and participation in the SELPA, LEA warrants and represents that at no time during the term of this Agreement



and LEA's membership and participation in the SELPA shall the LEA, directly or indirectly, provide special education funding for the benefit of a for-profit entity. Unless altered by law, all funding provided through the Charter SELPA shall be treated as a restricted funding source to be expended only for special education or special education services. Nothing contained herein shall be interpreted as prohibiting any LEA from expending funds to contract with a state-certified nonpublic agency/school for the benefit of children served, in accordance with the approved master contract and individual services agreements as provided for in federal and state law.

- 2.4. Audit Report. Annually provide the SELPA with the LEA's annual, independent financial audit report, on or before December 20th each year, unless an extension has been granted by the State Controller's Office, in which case an extension will be granted to the charter as well. LEA further agrees to provide SELPA copies of any and all State Controller's Office communications regarding audit report corrective actions and a corrected audit report, if applicable. Should an LEA be the subject of an investigation by any federal, state, or local agency, including but not limited to the Fiscal Crisis Management and Assistance Team ("FCMAT") arising out of or related to allegations of fiscal mismanagement, failure to meet generally accepted accounting principles, or any violation of a provision of law, the LEA shall immediately notify SELPA and provide the SELPA with a copy of any written correspondence related thereto.
- 2.5. Membership Responsibilities. Adhere to governance structure within SELPA Local Plan and Policies, including designating appropriate representatives to serve on required councils and committees; ensure appropriate LEA representatives attend and participate in SELPA governance meetings as set forth in the Local Plan, Policies and Procedures.
- 2.6. Management Decisions. Consistent with this Agreement, LEA shall have full and exclusive authority and responsibility for classifying employment positions within their LEA. The managerial prerogatives of any participating LEA member shall not be infringed upon by any other participating LEA member except upon mutual consent of an affected LEA member(s), or unless as otherwise set forth. LEA shall not undertake to independently act on behalf of the SELPA or any of its members without express written authorization of the SELPA.
- 2.7. Participation. Ensure appropriate LEA representatives attend and participate in SELPA governance meetings and committees as set forth in the Local Plan, Policies and Procedures.
- 2.8. Reporting Requirements. Submit all required federal, state and SELPA reports and data requests in the prescribed format and at the specified due date. Upon written request by the SELPA, LEA shall provide any requested information, documents, writings, or information of any sort without delay, except as otherwise prohibited by law.
- 2.9. Indemnification and Hold Harmless. To the fullest extent allowed by law, LEA agrees to defend, indemnify, and hold harmless the SELPA and its individual other



members, EDCOE, the El Dorado County Superintendent of Schools, and each of their respective directors, officers, agents, employees, and volunteers (the Indemnified Parties), from any claim or demand, damages, losses or expenses (including, without limitation, reasonable attorney fees) that arise in any manner from an actual or alleged failure by LEA to fulfill one or more of the LEA member's obligations except to the extent that such suit arises from the SELPA, EDCOE, or the El Dorado County Superintendent of Schools' negligence.

3. SELPA DUTIES AND RESPONSIBILITIES

3.1 Services. In order to accomplish the goals set forth in the Local Plan, SELPA shall provide the following services and activities for the LEA:

- 3.1.1. Receive, compile, and submit required enrollment reports and compute all special education apportionments; receive data from LEA to compile and submit budgets for the programs and monitor the fiscal aspects of the program conducted, and receive the special education apportionments as authorized by applicable law.
- 3.1.2. Maintain SELPA policies and procedures for referring and placing individuals with exceptional needs who are enrolled in the LEA, including the methods and procedures for communication with the parents and/or guardians of the students according to SELPA Local Plan, Policies and Procedures.
- 3.1.3. Coordinate the organization and maintenance of the Special Education Community Advisory Committee ("CAC") to coordinate the implementation of the Local Plan and provide for the attendance of designated members of the SELPA's staff at all regularly scheduled CAC meetings as required by law.
- 3.1.4. Coordinate community resources with those provided by LEA and SELPA, including providing such contractual agreements as may be required.
- 3.1.5. Coordinate state Special Education Accountability Processes.
- 3.1.6. Provide alternative dispute resolution supports and services.
- 3.1.7. Develop interagency referral and placement procedures.
- 3.1.8. Provide regular personnel development training sessions for LEA staff responsible for administering or delivering special education programs and services.
- 3.1.9. Provide the method and forms to enable the LEA to report to the SELPA on student enrollment and program expenditures. Establish and maintain a pupil information system.
- 3.1.10. Provide reasonable and appropriate technical assistance and information to the LEA upon request from LEA administration, including but not limited to:
 1. Evidenced Based Practices;
 2. Program Development and Improvement;



3. Individual cases;
4. State complaints;
5. Requests for due process mediation and hearing; and
6. Appropriate programs and services for specific pupils.

3.1.11. Perform other services reasonable and necessary to the administration and coordination of the Local Plan.

- 3.2. Governance. Organize and maintain the governance structure of the Local Plan, including various committees and councils to monitor the operations of the SELPA and make recommendations for necessary revisions, including, but not limited to, the Local Plan, Allocation Plan and Policies.
- 3.3. Data Reporting. Establish and maintain methods, timelines and forms to submit required federal, state and SELPA reports.
- 3.4. Public Meetings. Schedule public meetings for purposes of governance activities and adopting the Annual Service Plan and Budget Plan.
- 3.5. Fiscal Responsibilities. Receive, distribute, and oversee the expenditure of special education funds in accordance with federal and state regulations and the SELPA Allocation Plan.
- 3.6. Indemnification and Hold Harmless. The SELPA shall be held harmless and indemnify EDCOE and the El Dorado County Superintendent of Schools for any costs of any kind or nature arising out of or related to this agreement other than as specifically contemplated herein, except to the extent that such cost arises from EDCOE and the El Dorado County Superintendent of Schools' negligence.

4. EDCOE DUTIES AND RESPONSIBILITIES

- 4.1. The Parties understand that EDCOE is designated in the Local Plan as the "responsible local agency" for the SELPA. EDCOE shall receive and distribute state and federal special education funds pursuant to the Allocation Plan, provide administrative support, and coordinate implementation of the Local Plan in accordance with state and federal law.
- 4.2. EDCOE shall not be responsible for any LEA or SELPA obligations or duties of any kind or nature except as explicitly set forth in this agreement.

5. TERMINATION OF THIS AGREEMENT AND PARTICIPATION IN SELPA

- 5.1. LEA may terminate this Agreement and participation in the SELPA in its sole discretion at the end of the fiscal year next occurring after having provided prior written notice to the SELPA, as follows:
 - 5.1.1. Prior initial written notice of intended termination to the SELPA at least twelve (12) months and one (1) day in advance of date of termination; and
 - 5.1.2. Final written notice of termination to the SELPA no more than six (6) months after the LEA's initial notice of intended termination.
- 5.2. The SELPA may initiate and complete termination of this Agreement and LEA's participation in the SELPA in its sole discretion in accordance with the process and



standards in SELPA Policies. The SELPA will provide prior written notice to the LEA at least twelve (12) months as follows:

- 5.2.1. Prior initial written notice of intended termination to the LEA at least twelve (12) months and one (1) day in advance of date of termination, and
 - 5.2.2. Final written notice of termination to the LEA no more than six (6) months after the SELPA's initial notice of intended termination.
- 5.3. Specifically the timeline and process above does not preclude the SELPA from initiating and completing the termination process in less than 12 months or by June 30 of the year immediately preceding the summary termination, if the member demonstrates:
- 5.3.1. Egregious disregard of state and federal requirements to provide services to students; and/or
 - 5.3.2. Demonstrated systemic and material issues that would cause the SELPA to make a finding of "going concern" based on leadership, programmatic and/or fiscal solvency that would cause SELPA to reasonably believe the SELPA may be harmed by the continued membership of the LEA.

The standards and timeline as determined by the SELPA shall, at a minimum, provide the LEA a reasonable opportunity for prior written notice and an opportunity to be heard by the Membership Appeals Committee.

6. DISPUTE RESOLUTION

Should a dispute arise relating to the responsibility for service provision, governance activities, the distribution of funding, if a party believes that an action taken by the CEO Council will create an undue hardship, or that the action taken exceeds the authority granted to the CEO Council within the Local Plan and/or state or federal statute, the aggrieved party may request a review of the action with the appropriate governing body or CDE as appropriate.

7. MUTUAL REPRESENTATIONS

- 7.1. Authority and Capacity. The Parties have the authority and capacity to enter into this agreement.
- 7.2. Full Disclosure. All information heretofore furnished by the Parties for purposes of or in connection with this Agreement or any transaction contemplated hereby or thereby is true and accurate in all material respects on the date as of which such information is stated.
- 7.3. No Conflicts. Neither party is under any restriction or obligation that may affect the performance of its obligations under this agreement.
- 7.4. Enforceability. This Agreement constitutes a legal, valid, and binding obligation, enforceable against the Parties according to its terms.



8. RESERVATION OF RIGHTS

The Parties hereto agree that nothing contained in this Agreement or otherwise shall be deemed to have waived or modified any of their rights or remedies under the law.

This agreement is entered into for the 2021-22 year and, absent a new agreement or termination, continues each year thereafter.

Executed on this ____ day of _____, 20_____.

In accordance with SELPA policy, _____,

[INSERT Charter LEA Name]

certifies that this agreement has been approved by the appropriate local board(s).

LEA

Date

Signature of CEO of Charter LEA

[PRINT CEO Name, Title]

EL DORADO COUNTY OFFICE OF EDUCATION

Date

Ed Manansala, Ed.D., Superintendent
El Dorado County Office of Education

Date

David M. Toston, Associate Superintendent
SELPA Programs
El Dorado County Office of Education