

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, April 22, 2022/viernes, 22 de abril del 2022

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:
[Zoom Link](#) You may also call in using the Zoom phone number: (669) 900-6833;
[Meeting ID: 912 0068 0381](#) [Passcode: 777292](#)

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

I. PRELIMINARY/PRELIMINARIO

A. CALL TO ORDER/Convocatoria

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

B. ROLL CALL/Asistencia

| | Name/Nombre | Role/Miembro | Present/ Presente | Absent/ Ausente |
|-----|--------------------------|---|------------------------------|----------------------------|
| 1. | Fernando Aceves | Parent/Padre (19-22) President/Presidente | | |
| 2. | Cristian García | Parent/Padre (20-23) | | |
| 3. | Nailah Kokayi | Parent/Madre (21-24) Vice President/Vice Presidenta | | |
| 4. | Clark Graham | Teacher/Maestre (19-22) | | |
| 5. | Laura Lomeli | Staff/Personal (20-23) Secretary/Secretaria | | |
| 6. | Brenda Luna | Teacher/Maestra (21-24) | | |
| 7. | Julissa de González | Community Member/Miembro Comunitario (19-22) Treasurer/Tesorera | | |
| 8. | Nina Sylvains | Community Member/Miembro Comunitario (20-23) | | |
| 9. | Mariana Corona Sabeniano | Community Member/Miembro Comunitario (21-24) | | |
| 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. March 25, 2022 minutes/minutas del 25 de marzo de 2022

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

Motion: _____ Second: _____ Vote: _____

E. MISSION/Misión

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

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

II. COMMUNICATIONS NORMS/NORMAS DE COMUNICACION

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

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

III. INFORMATIONAL ITEMS/ARTICULOS DE INFORMACION

1. Parent Council/Association/Concilio de padres/Asociación de padres (5 min)

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

A. Academics 101, Part III– Educational Program: Design, Academic Achievement and Accountability/Programa educativo: diseño, logros académicos y contabilidad - School Leadership/Liderazgo escolar (30 min.)

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

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

Motion: _____ Second: _____ Vote: _____

B. Parent Involvement Policy and School Parent Compact Annual Review/ Revisión Anual de la Póliza de Participación de Padres y Acuerdo de Padres – Luna/Bersola (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: _____

C. COVID-19 at LAS Update/ Actualización de COVID-19 en LAS – School Leadership/Liderazgo escolar (15 min.)

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

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

Motion: _____ Second: _____ Vote: _____

D. March Check Register/Registro de la cuenta bancaria de marzo – School Leadership/Liderazgo (5 min)

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

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

E. Resolution Authorizing Use of Remote Teleconferencing Provisions Pursuant to AB 361/ Resolución que autoriza el uso de teleconferencias remotas de conformidad con AB 361 – Aceves, School Leadership (5 min.)

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

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

F. Monthly Financial Update/Resumen financiero del mes – EdTec/Morales (5 min)

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

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

G. Executive Director Evaluation Process/Proceso para la evaluación del director ejecutivo – de González (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: _____

V. FUTURE MEETINGS/Próxima Junta

A.) Regular Meeting: Friday, May 27, 2022 at 5:30pm – viernes, 27 de mayo de 2022 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, March 25, 2022/ viernes, 25 de marzo del 2022
 5:30 pm through Zoom/ 5:30PM a través de Zoom

I. PRELIMINARY/PRELIMINARIO

| | | | | |
|--------------------|---|--|--------------------------|------------------------|
| I.A & B | Meeting was called to order by Fernando Aceves at 5:33 PM. Roll call was taken./ La junta fue convocada por Fernando Aceves a las 5:33 PM. Se tomó lista. | | | |
| | Name/ Nombre | Role/ Papel | Present/ Presente | Absent/ Ausente |
| | 1. Fernando Aceves | Parent/Padre (19-22) Vice President/Vice President | X | |
| | 2. Cristian García | Parent/Padre (20-23) Secretary/Secretario | X | |
| | 3. Nailah Kokayi | Parent/Madre (21-24) | X | |
| | 4. Clark Graham | Teacher/Maestre (19-22) | X | |
| | 5. Laura Lomelí | Staff/Personal (20-23) | X | |
| | 6. Brenda Luna | Teacher/Maestra (21-24) | X | |
| | 7. Julissa de González | Community Member/Miembro Comunitario (19-22) Treasurer/Tesorera | X | |
| | 8. Nina Sylvains | Community Member/Miembro Comunitario (20-23) | | X |
| | 9. Mariana Corona Sabeniano | Community Member/Miembro Comunitario (21-24) | X | |
| | 10. Student Representative | Student Council President/Presidente del Concilio Estudiantil | X | |
| | 11. Teejay Bersola | Director of Academic Accountability/Directora de Responsabilidad Académica | X | |
| | 12. Judy Morales | Director of Business and Operations/Directora de Negocios y Operaciones | X | |
| | 13. Eduardo de León | Executive Director/Director Ejecutivo | X | |

Agenda/Agenda

Action/Acción

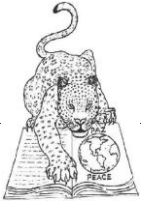
| | | |
|---------------|---|---|
| I.C | Approval of Agenda <i>Aprobación de la Agenda</i> | A motion was made to approve the March 25, 2022 agenda <i>Se hizo una moción para aprobar la agenda del 25 de marzo de 2022</i> 1 st Motion/1 ^a Moción: Cristian García 2 nd Motion/2 ^a Moción: Clark Graham Absences/Ausencias: Nina Sylvains Abstentions/Abstenciones: None/ninguna The motion passed with eight votes. / <i>La moción pasó con ocho votos.</i> |
| I.D.a. | Approval of Board Meeting Minutes <i>Aprobación de los minutos de la mesa directiva</i> | A motion was made to approve the February 25, 2022 minutes <i>Se hizo una moción para aprobar las minutas del 25 de febrero de 2022</i> 1 st Motion/1 ^a Moción: Mariana Corona Sabeniano 2 nd Motion/2 ^a Moción: Nailah Kokayi Absences/Ausencias: Nina Sylvains Abstentions/Abstenciones: Brenda Luna The motion passed with seven votes. / <i>La moción pasó con siete 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/ARTICULOS DE INFORMACION | | |
|---|--|---|
| III.1. | Student Council/Concilio estudiantil – Representative/representante | Eduardo de León shared the report. <i>Eduardo de León compartió el reporte.</i> |
| | Public Comments <i>Comentarios Públicos</i> | None/ <i>Ninguno</i> |
| III.2. | Parent Council/Association/Concilio de padres/asociación de padres – Representative/representante | Brenda Luna shared the report. <i>Brenda Luna compartió el reporte.</i> |
| | Public Comments <i>Comentarios Públicos</i> | None/ <i>Ninguno</i> |
| IV. ITEMS SCHEDULED FOR DISCUSSION AND/OR ACTION ARTÍCULOS PROGRAMADOS PARA DISCUSIÓN Y/O ACCIÓN | | |
| IV.A. | Academics 101, Part II– Educational Program: Design, Academic Achievement and Accountability/Programa educativo, Parte II: diseño, logros académicos y contabilidad - School Leadership/Liderazgo escolar | Teejay Bersola shared information with the board. Additionally, LAS Math Leads, Dehisy Valencia, Ana Novoa and María Anguiano, shared a presentation about supports that have been implemented in areas of math. <i>Teejay Bersola compartió información con la mesa directiva. Adicionalmente, líderes de matemáticas, Dehisy Valencia, Ana Novoa y María Anguiano, compartieron una presentación sobre apoyos que se han implementado en el área de matemáticas.</i> |
| | Public Comments <i>Comentarios Públicos</i> | None/ <i>Ninguno</i> |
| IV.B. | COVID-19 at LAS Update/ Actualización de COVID-19 en LAS – School Leadership/Liderazgo escolar | Eduardo de León shared information with the board. <i>Eduardo de León compartió información con la mesa directiva.</i> |
| | Public Comments <i>Comentarios Públicos</i> | None/ <i>Ninguno</i> |
| IV.C. | Second Interim Submission/Segunda presentación provisional – Morales | Judy Morales & EdTec shared an update with the board. <i>Judy Morales y EdTec compartieron un reporte con la mesa directiva.</i> A motion was made to approve the second interim report. <i>Se hizo una moción para aprobar el segundo reporte provisional..</i> 1 st Motion/ <i>1ª Moción</i> : Cristian Garcia 2 nd Motion/ <i>2ª Moción</i> : Julissa de González Absences/ <i>Ausencias</i> : Nina Sylvains Abstentions/ <i>Abstenciones</i> : None/ <i>ninguna</i> The motion passed with eight votes. / <i>La moción pasó con ocho votos.</i> |
| | Public Comments <i>Comentarios Públicos</i> | None/ <i>Ninguno</i> |
| IV.D. | January and February Check Registers/ Registros de la cuenta bancaria de enero y febrero – School Leadership | Judy Morales shared the January and February check registers. <i>Judy Morales compartió los registros bancarios para los meses de enero y febrero.</i> A motion was made to approve the January check register. <i>Se hizo una moción para aprobar el registro bancario de enero.</i> 1 st Motion/ <i>1ª Moción</i> : Clark Graham 2 nd Motion/ <i>2ª Moción</i> : Fernando Aceves Absences/ <i>Ausencias</i> : Nina Sylvains Abstentions/ <i>Abstenciones</i> : None/ <i>ninguna</i> The motion passed with eight votes. / <i>La moción pasó con ocho votos.</i> |

| | | |
|--|--|---|
| | | <p>A motion was made to approve the February check register. <i>Se hizo una moción para aprobar el registro bancario de febrero.</i></p> <p>1st Motion/<i>1ª Moción</i>: Fernando Aceves 2nd Motion/<i>2ª Moción</i>: Julissa de González Absences/<i>Ausencias</i>: Nina Sylvains Abstentions/<i>Abstenciones</i>: None/<i>ninguna</i> The motion passed with eight votes. / <i>La moción pasó con ocho votos.</i></p> |
| | Public Comments <i>Comentarios Públicos</i> | None/ <i>Ninguno</i> |
| IV.E. | 2022-2023 Academic Calendar/ <i>Calendario académico 2022-2023</i> – School Leadership | <p>Eduardo de León shared the 2022-2023 Academic Calendar. <i>Eduardo de León compartió el calendario académico de 2022-2023.</i></p> <p>A motion was made to approve the calendar. <i>Se hizo una moción para aprobar el calendario.</i></p> <p>1st Motion/<i>1ª Moción</i>: Laura Lomelí 2nd Motion/<i>2ª Moción</i>: Nailah Kokayi Absences/<i>Ausencias</i>: Nina Sylvains Abstentions/<i>Abstenciones</i>: None/<i>ninguna</i> The motion passed with eight votes. / <i>La moción pasó con ocho votos.</i></p> |
| | Public Comments <i>Comentarios Públicos</i> | None/ <i>Ninguno</i> |
| IV.F. | Resolution Authorizing Use of Remote Teleconferencing Provisions Pursuant to AB 361/ <i>Resolución que autoriza el uso de teleconferencias remotas de conformidad con AB 361</i> – Aceves, School Leadership | <p>Eduardo de León shared information about the resolution. <i>Eduardo de León compartió información sobre la resolución.</i></p> <p>A motion was made to approve the resolution. <i>Se hizo una moción para aprobar la resolución.</i></p> <p>1st Motion/<i>1ª Moción</i>: Mariana Corona Sabeniano 2nd Motion/<i>2ª Moción</i>: Brenda Luna Absences/<i>Ausencias</i>: Nina Sylvains Abstentions/<i>Abstenciones</i>: None/<i>ninguna</i> The motion passed with eight votes. / <i>La moción pasó con ocho votos.</i></p> |
| IV.G. | Finance Committee Report/ <i>Reporte del comité de finanzas</i> – School Leadership | <p>Judy Morales & EdTec shared an update with the board. <i>Judy Morales y EdTec compartieron un reporte con la mesa directiva.</i></p> |
| | Public Comments <i>Comentarios Públicos</i> | None/ <i>Ninguno</i> |
| V. FUTURE MEETINGS/PRÓXIMA JUNTA | | |
| a. Regular Meeting: Friday, April 22, 2022 at 5:30pm – <i>viernes, 22 de abril de 2022 a las 5:30pm</i> | | |
| VI. FUTURE AGENDA ITEMS/TEMAS PARA AGENDAS FUTURAS | | |
| VII. ADJOURNMENT/CLAUSURA | | |
| <p>A motion was made to adjourn the board meeting. / <i>Se hizo una moción para terminar la reunión de la Mesa.</i> 1st Motion/<i>1ª Moción</i>: Mariana Corona Sabeniano 2nd Motion/<i>2ª Moción</i>: Julissa de González Absences/<i>Ausencias</i>: Nina Sylvains Abstentions/<i>Abstenciones</i>: None/<i>ninguna</i> The motion passed with eight votes. / <i>La moción pasó con ocho votos.</i> The board meeting was adjourned at 6:52 PM. / <i>La reunión de la Mesa se terminó a las 6:52PM.</i></p> | | |



A California Public School

Agenda Item#III1

Board Meeting Date: April 22, 2022

Subject: Parent Council & Parent Association

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

Committee: Parent Council, Parent Association

Parent Council: The Parent Council met on Wednesday, March 30, 2022

- **Administration Updates:** Approval of Parent Involvement Policy
- **Grade Level Representatives Updates:** PC-approved 6th-grade level representative. Returned back with minimal grade-level feedback.
- **PC Update:** The budget was shared, along with the different sheets with Box Top Funds. PC approved a \$2500 budget for día de la niñez. Scheduled for May 13, 2022. Teacher Appreciation Week will be discussed in the following meeting.
- **Miscellaneous/Reminders/Questions:** Parents are encouraged to use our LAS website and write in any Know/Want to Know/Comments. Parents are also encouraged to attend the Governing Board Meetings held monthly, every last Friday of the month.
- **Next meeting:** April 27, 2022

Parent Association Meeting: April 6, 2022

- **Administration Updates:**
 - Reviewed the approved the Parent Involvement Policy
 - Presented the Academic Calendar fy22/23
 - Review of Title monies presentation and role of ELAC
- **Grade Level Representatives Updates:**
 - Call for PC candidates fy22/23
 - Día de la niñez/ Day of Childhood is scheduled for May 13, 2022
- **Governing Board Update-**Reviewed minutes from the February Meeting
- **Next meeting:** May 4, 2022



Fecha de la reunión: 22 de abril de 2022

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

Committee: Parent Council, Parent Association

Concilio de padres: El Concilio de Padres se reunió el miércoles 30 de marzo de 2022

- **Actualizaciones de la administración:** Aprobación de la Póliza de Participación de los Padres
- **Actualizaciones de representantes de nivel de grado:** Representante de nivel de sexto grado aprobado por el concilio de padres. Regresó con comentarios mínimos de nivel de grado.
- **Saldo presupuestario de PC:** Se compartió el presupuesto, junto con los fondos de Box Top. PC aprobó un presupuesto de \$2500 para el día de la niñez, programado para el 13 de mayo de 2022. La semana de agradecimiento a los maestros se discutirá en la siguiente reunión.
- **Misceláneos/Recordatorios/Preguntas:** Se alienta a los padres a usar nuestro sitio web de LAS y escribir cualquier Saber/Quiero Saber/Comentarios. También se alienta a los padres a asistir a las reuniones de la Junta de Gobierno que se llevan a cabo mensualmente, cada último viernes del mes.
- **Próxima reunión:** 27 de abril de 2022

Parent Association Meeting: 6 de abril de 2022

- **Actualizaciones de la administración:** Aprobación de la Póliza de Participación de los Padres
- **Actualizaciones de representantes de nivel de grado:** Presentamos a los miembros que del Concilio de Padres
- **Actualización de la junta de la mesa directiva:** Revisó las actas de la reunión de febrero
- **Próxima reunión:** April 6, 2022



Board Meeting Date: April 22, 2022

Subject: *(Continuation from previous month)* **LAS Academics 101, Part III**– Educational Program: Design, Academic Achievement and Accountability

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

Background:

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

Governing Board members are responsible for:

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

Uniquely this year, all districts and charter schools are required to publicly share via its governing board meeting before the end of February the following:

- 1) The LCAP Supplement to the Annual Update for the 2021-22 LCAP (2021-22 Supplement) as required by Assembly bill 130;
- 2) All available mid-year outcome data related to metrics identified in the 2021-22 LCAP; and
- 3) Mid-year expenditure and implementation data on all actions identified in the 2021-22 LCAP.

The main idea of the mid-year update is to illustrate the June, 2021 LCAP actions and services that have been implemented in coordination with actions and services identified in the board approved Expanded Learning Opportunities (ELO) Grant plan and Elementary and Secondary Schools emergency Relief (ESSER 3) expenditure plan.

Overview of LAS Accountability System and CAASPP Analysis:

Based on dual immersion and second language acquisition research, it takes approximately five to seven years to develop cognitive academic language proficiency (CALP). With biliteracy in about seven years as an end goal, LAS strategically monitors student achievement at critical grade spans. LAS’ biliteracy grade span progression is divided into three stages: Stage 1: Emerging Biliteracy, Stage 2: Expanding Biliteracy, and Stage 3: Full Biliteracy. Because of its 90-10 dual language immersion model, LAS students in Stage 1 and early Stage 2 receive instruction primarily in Spanish. Concurrently, academic assessments at these levels are predominantly conducted in Spanish. By the end of Stage 2, many students make the linguistic academic transfer as expected in dual language immersion programs. Therefore, it is most appropriate for LAS to utilize the end of Grade 5 English standardized assessment data as the baseline for individual student growth analysis. By Grades 7 and 8 in Stage 3, LAS students’ English proficiency in



Academia de Idiomas de Sacramento

Language Academy of Sacramento

A Two-Way Spanish Immersion Charter School

A California Public School

various subject matters is at least comparable, if not higher than, students in non-dual language immersion schools. At the same time, these same LAS middle school students will have acquired Spanish language proficiency comparable to that of a college student enrolled in an advanced level language class. Reaching full biliteracy, the LAS Graduate enters the high school pipeline better prepared to travel the bridge to college and career milestones.

Attachment(s):

- 1) LAS Literacy Coaches Presentation

Estimated Time of Presentation: 30 min
Submitted By: Bersola
Date: 041822

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



Fecha de la Reunión: 22 de abril de 2022

Tema: *(Continuación del mes anterior)* **Información básica de responsabilidad académica, Parte III–**
Programa Educativo: Diseño, Logro Académico y Responsabilidad

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

Contexto:

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

Los miembros de la Mesa Directiva son responsables de:

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

Excepcionalmente este año, todos los distritos y escuelas autónomas deben compartir públicamente a través de la junta de su Mesa directiva antes de fines de febrero lo siguiente:

1. El Suplemento de LCAP a la Actualización Anual para el LCAP 2021-22 (Suplemento 2021-22) según lo requiere el proyecto de ley 130 de la Asamblea;
2. Todos los datos de resultados de mitad de año disponibles relacionados con las métricas identificadas en el LCAP 2021-22; y
3. Gastos de mitad de año y datos de implementación de todas las acciones identificadas en el LCAP 2021-22.

La idea principal de la actualización de mitad de año es ilustrar las acciones y los servicios del LCAP de junio de 2021 que se han implementado en coordinación con las acciones y los servicios identificados en el plan de subvenciones de Oportunidades de aprendizaje ampliadas (ELO) aprobado por la mesa y la ayuda de emergencia para las escuelas primarias y secundarias (ESSER 3) plan de gastos.

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

Basado en la investigación de inmersión dual y adquisición de un segundo idioma, toma aproximadamente de cinco a siete años desarrollar la competencia cognitiva del lenguaje académico (CALP). Con la alfabetización bilingüe en aproximadamente siete años como meta final, LAS supervisa estratégicamente el rendimiento de los estudiantes en períodos de grado críticos. La progresión del grado de alfabetización bilingüe de LAS se divide en tres etapas: Etapa 1: Alfabetización bilingüe emergente, Etapa 2: Alfabetización bilingüe en expansión y Etapa 3: Alfabetización bilingüe completa. Debido a su modelo de inmersión en dos idiomas 90-10, los estudiantes de LAS en la Etapa 1 y la Etapa 2 temprana reciben instrucción principalmente en español. Al mismo tiempo, las evaluaciones académicas



Academia de Idiomas de Sacramento

Language Academy of Sacramento

A Two-Way Spanish Immersion Charter School

A California Public School

en estos niveles se realizan principalmente en español. Al final de la Etapa 2, muchos estudiantes realizan la transferencia académica lingüística como se esperaba en los programas de inmersión en dos idiomas. Por lo tanto, es más apropiado que LAS utilice los datos de la evaluación estandarizada de inglés del final del quinto grado como base para el análisis del crecimiento individual del estudiante. Para los grados 7 y 8 en la Etapa 3, el dominio del inglés de los estudiantes de LAS en varias materias es al menos comparable, si no superior, al de los estudiantes en escuelas que no son de inmersión en dos idiomas. Al mismo tiempo, estos mismos estudiantes de la escuela secundaria en LAS habrán adquirido un dominio del idioma español comparable al de un estudiante universitario inscrito en una clase de idioma de nivel avanzado. Al alcanzar el nivel de alfabetización bilingüe completo, el graduado de LAS ingresa a la preparatoria mejor preparado para viajar por el puente hacia la universidad y los logros profesionales.

Adjunto:

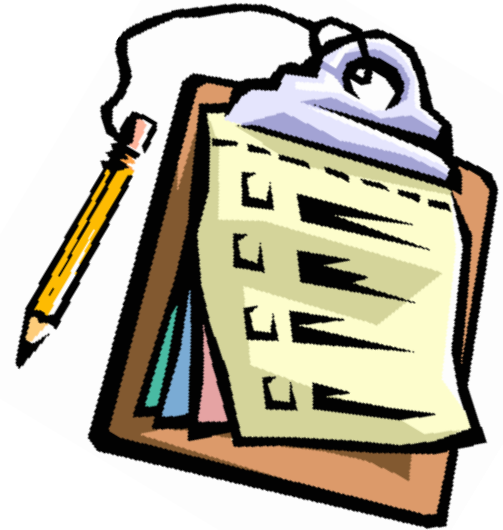
- 1) Presentación de Entrenadoras de Lectoescritura en LAS

Tiempo estimado para la presentación: 30 min.
Entregado por: Bersola
Fecha: 041822

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

Agenda

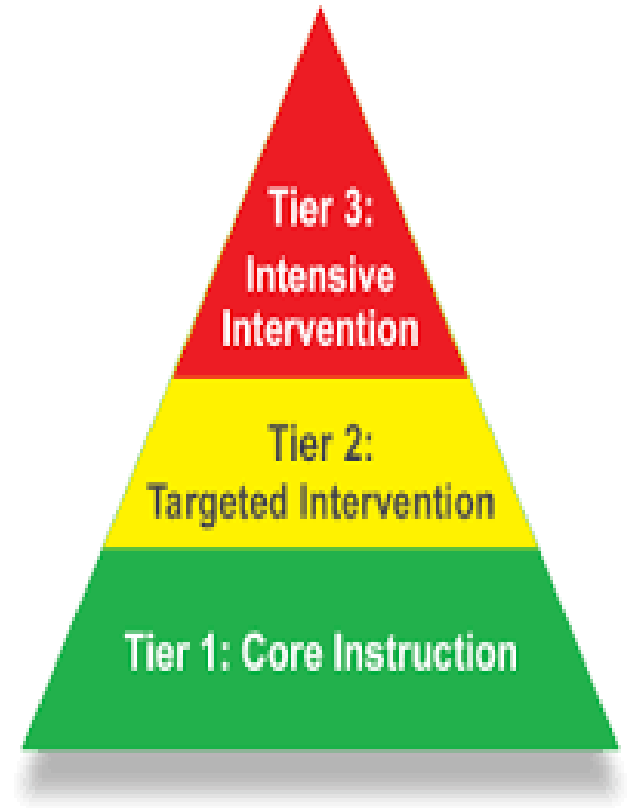
- Tier 1
 - Infrastructure/Classroom Space
 - Professional Development and Tier 1 Coaching Cycles update
- Tier 2
 - Intervention: Curriculum, Implementation and Assessment

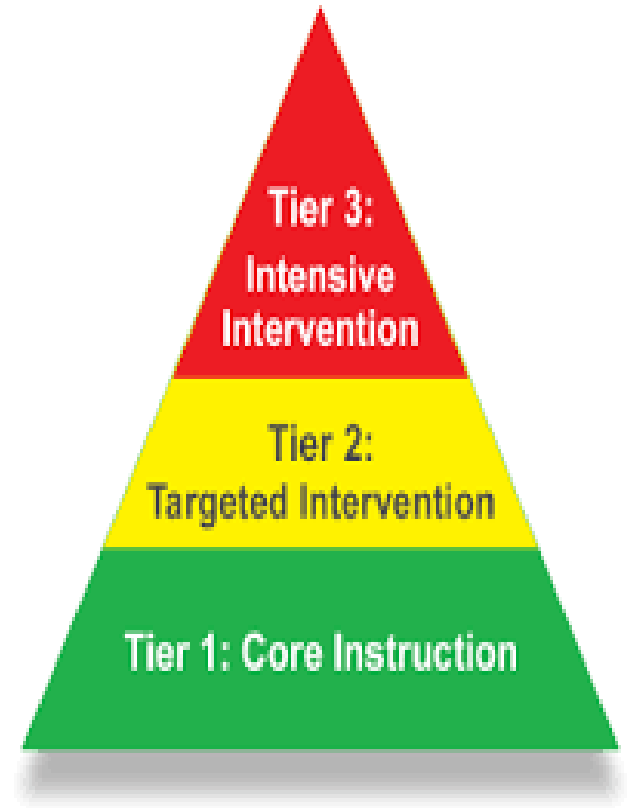


Agenda

- Nivel 1
 - La infraestructura/ Espacios
 - Desarrollo profesional y ciclos de capacitación al nivel 1
- Nivel 2
 - Intervención: Currículo, Implementación y evaluación







- Most teachers have transitioned into putting students in desk clusters (groups).
- Many have transitioned back to carpet area instruction.
- All teachers have the space and the furniture to conduct small group instruction and one on one interventions.

- La mayoría de los maestros han transicionado de filas a grupos de escritorios.
- Muchos están usando las alfombras para instruir en grupo.
- Todos los maestros tienen espacio en el salón para instruir en grupos pequeños.



● **Minilesson PD and Coaching Cycle**

- New teachers participated in three PD Sessions/One on one Coaching cycles
- Focus was delivery of minilesson teaching strategy for whole group instruction
- Teachers reported that their confidence with this strategy improved
- Coaches observed marked improvement in lesson delivery by our new teachers.

● **Desarrollo profesional y ciclo de instrucción**

- Los nuevos maestros participaron en tres sesiones de desarrollo profesional y apoyo de instrucción individuales.
- El enfoque fue en cómo enseñar una minilección como estrategia de enseñanza de grupo entero.
- Los maestros reportaron que se sienten más cómodos en el uso de esta estrategia.
- Las capacitadoras observaron mejora significativa en la instrucción de los maestros.

Survey Post Results:

Complete this prompt: Compared to before this cycle, my minilesson teaching....

6 responses

Has improved as I am now planning my minilesson in a structured way versus before I would question if I taught every aspect of the lesson.

Was at a 2 because I had a misunderstanding of how a mini lesson works and keeping the time to 10 minutes.

Compared to before this cycle, my minilesson teaching was rather all over the place. Now I feel more structured and guided but have plenty room for improvement.

My minilesson are missing the connection aspect of it all.

Is not an assignment given to the kids or a lecture anymore.

Compared to before this cycle, my minilesson teaching is improving. I have been able to cut it down in time and find the areas that I need to change or adapt to meet the needs of my class.

Resultados de la encuesta:

Complete este mensaje: En comparación con antes de este ciclo, mi enseñanza de minilección...

Ya no es una tarea asignada a los niños ni una conferencia.

En comparación con antes de este ciclo, la enseñanza de mis minilecciones está mejorando. He podido reducir el tiempo y encontrar las áreas que necesito cambiar o adaptar para satisfacer las necesidades de mi clase.

A mi minilección le falta el aspecto de conexión.

Estaba en 2 porque tenía un malentendido sobre cómo funciona una minilección y cómo mantener el tiempo en 10 minutos.

Ha mejorado ya que ahora estoy planificando mi minilección de una manera estructurada en comparación con antes, me preguntaba si enseñaba todos los aspectos de la lección.

En comparación con antes de este ciclo, la enseñanza de mis minilecciones estaba bastante dispersa. Ahora me siento más estructurado y guiado, pero tengo mucho margen de mejora.

TK-2:

-Phonics: Book study on the book *A Fresh Look at Phonics* by Wiley Blevins. TK-2 teachers are collaborating in the creation of LAS's Phonics Scope and Sequence, development of phonics lessons and implementing new teaching methods based on what is learned from the book.

3-MS:

-Grammar Instruction: various sessions have been dedicated to curriculum overview, data analysis, implementation and planning
-Finalized the cycle on 3/25/22

Schoolwide:

-Small Group Reading Instruction: Guided Reading and Strategy Groups

TK-2:

-Fonética: Hemos estudiado el libro *A Fresh Look at Phonics* por Wiley Blevins. Las maestras de TK-2 están colaborando en la creación de la secuencia del currículo de fonética, el desarrollo de lecciones de fonética y la implementación de nuevos métodos de enseñanza basados en lo que estamos aprendiendo en el libro.

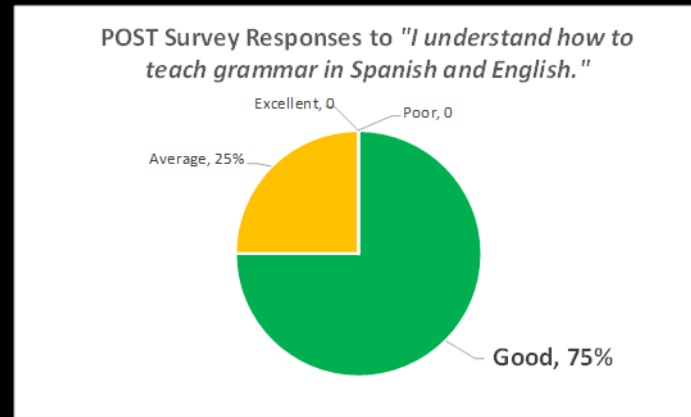
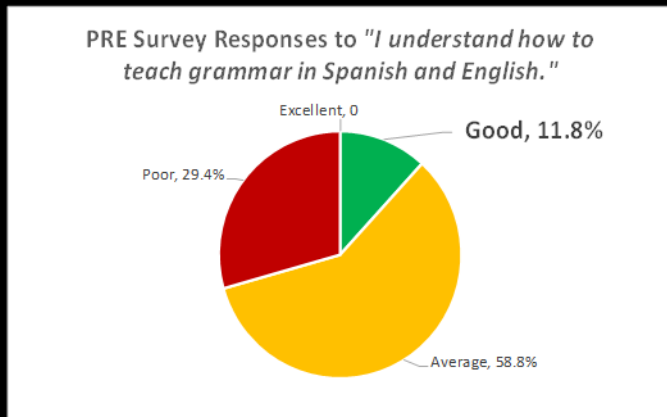
3-MS:

-Instrucción de gramática: Varias sesiones han sido dedicadas a revisar currículo, analizar datos y resultados, implementar y planear.
-El ciclo se finalizó el 25-3-22

Toda la escuela:

-Instrucción de lectura en grupos pequeños: lectura guiada y grupos de estrategia

- **The Patterns of Power Cycle (with a focus on grammar instruction) was completed on March 25th. Teachers had to complete Pre/Post surveys.**

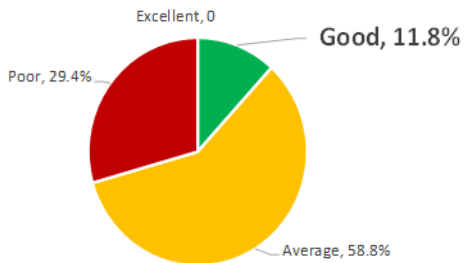


- I'm not sure if I'm teaching it right. Need more practice and guidance.
- We don't have curriculum or resources for this.
- I have a good sense on what I should be teaching in regards to grammar, but I can use support and guidance in learning how to teach adequately and efficiently.

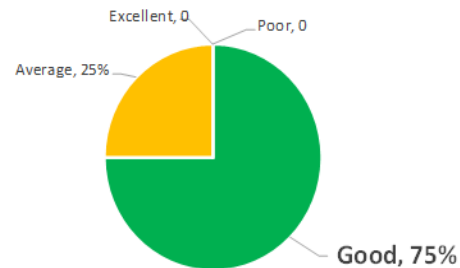
- This is the first year we systematically implement grammar instruction and it has been a learning experience.
- I feel more confident in my ability to take a topic and convert it into a 10 minute mini lesson to directly target that task.
- The resources really help as well as the document that organizes what needs to be taught and what has already been taught. YAY Patterns of Power!

- **El ciclo de capacitación de gramática se completó el 25 de marzo. Los maestros completaron encuestas antes y después del ciclo.**

Antes del ciclo: *Yo entiendo cómo enseñar gramática en español e inglés.*



Después del ciclo: *Yo entiendo cómo enseñar gramática en español e inglés.*



- No estoy segura si lo estoy enseñando bien. Necesito más práctica y orientación.
- No tenemos currículo ni recursos para esto.
- Tengo un buen sentido de lo que debería estar enseñando con respecto a la gramática, pero puedo usar apoyo y orientación para aprender a enseñar de manera adecuada y eficiente.

- Este es el primer año que implementamos sistemáticamente la enseñanza de la gramática y ha sido una experiencia de aprendizaje.
- Me siento más confiado en mi capacidad para tomar un tema y convertirlo en una mini lección de 10 minutos para enfocarme directamente en esa destreza.
- Los recursos realmente ayudan al igual que el documento que organiza lo que hay que enseñar y lo que ya se ha enseñado. ¡YAY Patterns of Power!

Results so far:

- Purchase of decodable texts for K-2 classrooms.
- Use of decodable texts in all TK-2 classrooms.
- Develop and finalize TK Phonics Scope and Sequence (being implemented now).
- Implementation of Blending Lines strategy for phonics instruction in all TK-2 classrooms.

Resultados hasta ahora:

- Compra de textos decodificables para los salones de K-2
- Uso de textos decodificables en todos los salones de TK-2
- Desarrollo e implementación del currículo secuencial de fonética en TK
- Implementación de la estrategia de instrucción de fonética - Líneas combinables (Blending Lines) en todos los salones TK-2

TK-3

Third Grade - 2 Cycles: ELD:

EL RISE unit planning and **SLA:**
Small group reading instruction in Spanish

Second Grade - Small group cycle

Chapa - Mini Lesson and small group
Vargas - Shared Reading and Phonics
Heredia - Small group instruction

Currently implementing On the Go Coaching cycles around small group instruction

4-5:

4th Grade - Writer's Workshop: Conferences

5th Grade - Vocabulary Development and Small Group Focus

Currently implementing On the Go Coaching cycles around small group instruction

MS:

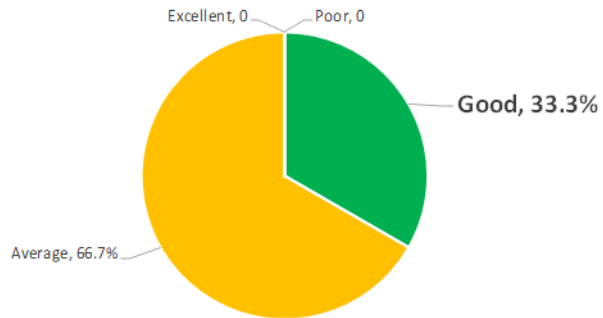
6th SLA - Vocabulary Development and Constructive Conversations

De La Cruz - Small Group Reading Workshop

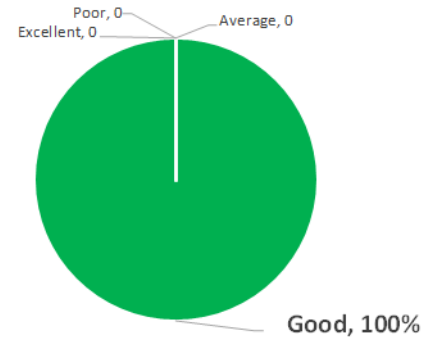
Currently implementing On the Go Coaching cycles around small group instruction

- The 5th grade Coaching Cycle (with a focus on Vocabulary Development) was completed on Feb.28th. Teachers had to complete Pre/Post surveys.

PRE Survey Responses to "I understand how to teach vocabulary development."

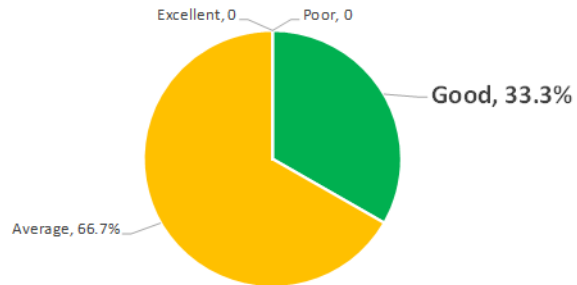


POST Survey Responses to "I understand how to teach vocabulary development."

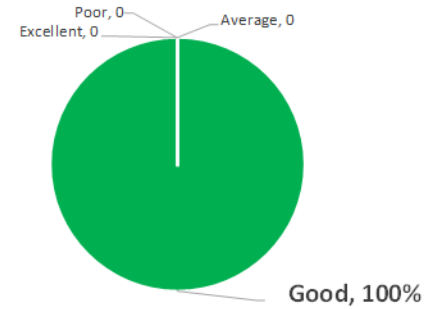


- El ciclo de capacitación de quinto grado (con un enfoque en el desarrollo de vocabulario) se completó el 28 de febrero. Los maestros completaron encuestas antes y después del ciclo.

Antes del ciclo: *Yo entiendo cómo enseñar vocabulario.*

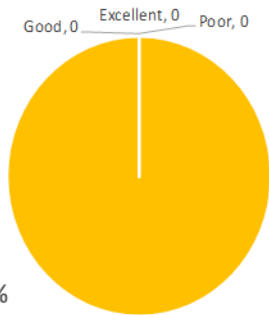


Después del ciclo: *Yo entiendo cómo enseñar vocabulario.*



- **The 5th grade Coaching Cycle (with a focus on Vocabulary Development) was completed on Feb.28th. Teachers had to complete Pre/Post surveys.**

PRE Survey Responses to "I am confident in conducting vocabulary development instruction."



POST Survey Responses to "I am confident in conducting vocabulary development instruction."



- El ciclo de capacitación de quinto grado (con un enfoque en el desarrollo de vocabulario) se completó el 28 de febrero. Los maestros completaron encuestas antes y después del ciclo.

Antes del ciclo: *Me siento seguro/a que puedo enseñar vocabulario.*



Después del ciclo: *Me siento seguro/a que puedo enseñar vocabulario.*



- **The 5th grade Coaching Cycle (with a focus on Vocabulary Development) was completed on Feb.28th. Teachers had to complete Pre/Post surveys.**

- **When asked (Pre Survey): Why did you choose the number you chose?**

- ❖ I chose the number 2 because I know I have a team of people to support me as this is my first year teaching, and I can get feedback/ideas from them.
- ❖ All I know is the basic multiple choice way of assessing vocabulary.
- ❖ Needed to read up on this concept again, needed a refresher :)
- ❖ I have some experience teaching vocabulary, but would like to learn different strategies for teaching and assessing.

- **When asked (Post Survey): Why did you choose the number you chose?**

- ❖ I now have a structured time to teach vocabulary with our weekly "Word of the Day" lessons.
- ❖ It is reassuring after teaching, observing and seeing students put it into practice :)
- ❖ The Kate Kinsella approach to teaching vocabulary has informed my instruction a lot.
- ❖ It is something that we at LAS used to do, it feels good to bring it back :)
- ❖ How else can we assess vocabulary instruction and how else can we have students practice with their vocabulary words?

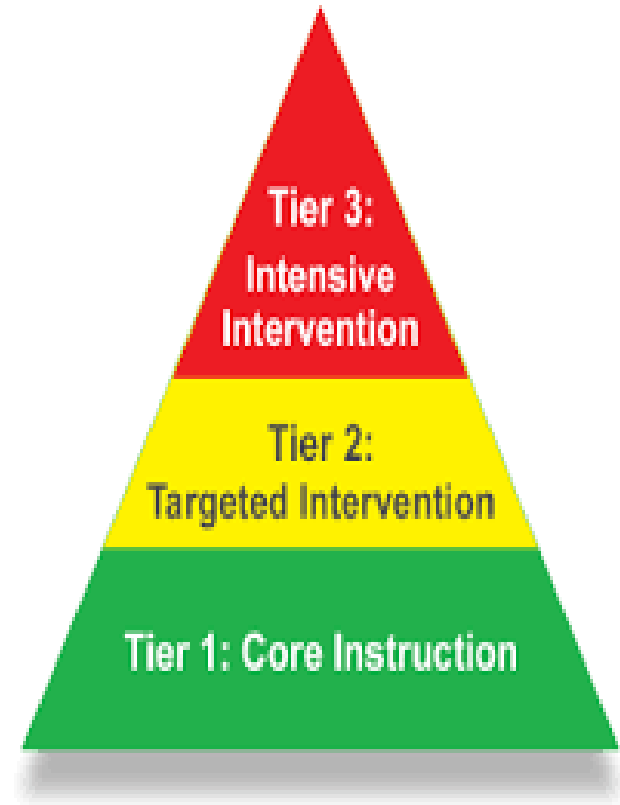
- **El ciclo de capacitación de quinto grado (con un enfoque en el desarrollo de vocabulario) se completó el 28 de febrero. Los maestros completaron encuestas antes y después del ciclo.**

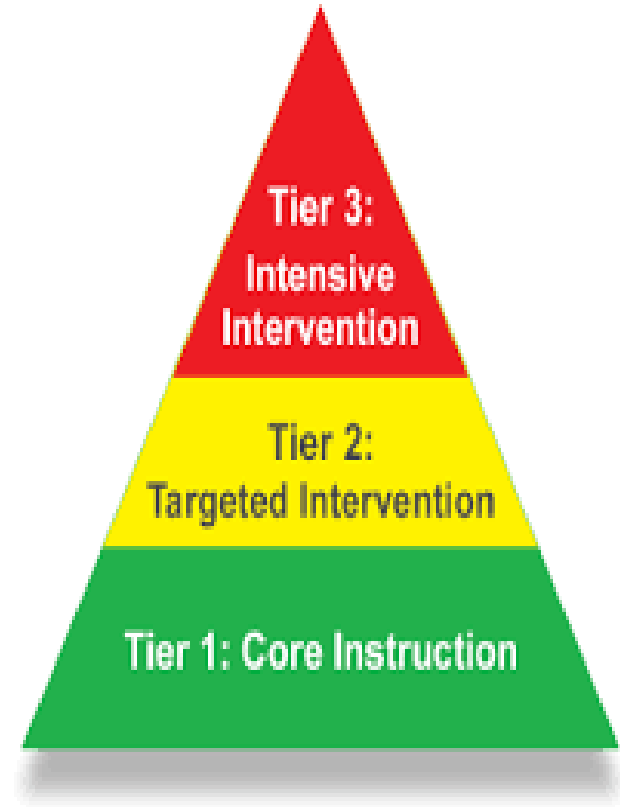
- **Antes del ciclo: Cuando se preguntó, ¿por qué elegiste este número?**

- ❖ Elegí el número 2 porque sé que tengo un equipo de personas que me apoyan, ya que es mi primer año en el salón, y puedo recibir sugerencias e ideas de ellos.
- ❖ Lo único que conozco es la forma básica de evaluar el vocabulario con opciones múltiples.
- ❖ Tenía que volver a leer sobre este concepto, necesitaba un repaso :)
- ❖ Tengo algo de experiencia en la enseñanza de vocabulario, pero me gustaría aprender diferentes estrategias de enseñar y cómo evaluar.

- **Después del ciclo: Cuando se preguntó, ¿por qué elegiste este número?**

- ❖ Ahora tengo un momento estructurado para enseñar vocabulario con nuestras lecciones semanales de "La palabra del día".
- ❖ Es alentador después de enseñar, observar y ver a los alumnos ponerlo en práctica :)
- ❖ El enfoque de Kate Kinsella sobre la enseñanza del vocabulario ha influido mucho en mi instrucción.
- ❖ Es algo que en LAS solíamos hacer, se siente bien traerlo de vuelta :)
- ❖ ¿De qué otra forma podemos evaluar la enseñanza del vocabulario y de qué otra forma podemos hacer que los alumnos practiquen con sus palabras de vocabulario?





Interventionists:

12 Interventionists (Core Day and After School)

1 Zoom Interventionist = 13 total

Students being served (on site - SLA):

Kinder - 31 students

1st - 30 students

2nd - 31 students

3rd - 12 students

Students being served (Zoom):

3rd - 3 students (ELA)

Total RFEPs: 0

Total ELs: 66 or 62%

Total SED: 89 or 83%

TOTAL: 107 students

Curriculum:

- Camino Al Exito (CAE) for Kinder
- Próximo Pasos al Exito (PPE) for 1st and 2nd graders
- Teachers College Reading and Writing *Project* (TCRWP) Nonfiction Module 1 (for 2nd and 3rd in Spanish)

Implementation:

*Cycle 1 (Six Weeks):
February 22 - April 7, 2022*

*Cycle 2 (Six Weeks):
April 18 - May 26, 2022*

*Cycle 3 (Six Weeks):
May 30 - June 30, 2022*

*One on one sessions
(2 interventionists/aides
doing small group of up to
4)*

20-30 minute sessions

Assessment:

CAE pre and post assessments (every 6 weeks)

PPE has running records (RR) that will be administered every 10 lessons

Pre and post EDL assessments

Intervencionistas:

12 Intervencionistas (Durante el día y después de la escuela)

1 Intervencionista en Zoom = 13 en total

Estudiantes en la escuela - lecto-escritura en español:

Kinder - 31 estudiantes

1ro - 30 estudiantes

2do - 31 estudiantes

3ro - 12 estudiantes

Estudiantes en Zoom:

3ro - 3 estudiantes (lecto-escritura en inglés)

Total redesignados al inglés: 0

Total aprendices de inglés: 66 o 62%

Total recursos bajos: 89 o 83%

TOTAL: 107 estudiantes

Currículo:

- Camino Al Exito (CAE) para Kinder
- Próximo Paso al Éxito (PPE) para 1ro y 2do grado
- *Teachers College Reading and Writing Project (TCRWP):* Módulo de no-ficción 1 (para 2do y 3er grado en español)

Implementación:

*Ciclo 1 (Seis semanas):
Febrero 22 - Abril 7, 2022*

*Ciclo2 (Seis semanas):
Abril 18 - Mayo 26, 2022*

*Ciclo 3 (Seis semanas):
Mayo 30 - Junio 30, 2022*

*Sesiones de uno en uno
2 intervencionistas trabajan
con grupos pequeños de
hasta 4 estudiantes.*

*Sesiones de 20 a 30
minutos*

Evaluaciones:

CAE evaluaciones anteriores y posteriores a las intervenciones (cada 6 semanas)

PPE evaluaciones anteriores y posteriores a las intervenciones (cada 6 semanas)

Record de lectura cada 10 lecciones

Evaluaciones anteriores y posteriores al ciclo de ELD (Evaluación del desarrollo de la lectura)

Intervention Program Participants:

5 on site interventionists
6 zoom interventionists

Grand Total: 56 student participants

Students being served (Core Day):

4th - 5 Students
5th - 17 Students
6th - 2 students
7th - 2 students

Students who have been exited from intervention:

5th - 3 students

Total ELs: 82%
Total RFEPs: 10%
Total EOs: 8%
Total SED: 93% Total Non-SED: 7%

**TOTAL who have received
intervention: 29 Students**

Students being served (Zoom/After School):

4th - 2 students
5th - 3 students
6th - 5 students
7th - 8 students

Students who have been exited from intervention:

4th - 1 student
5th - 1 student
6th - 2 students
7th - 4 students
8th - 1 student

Total ELs: 77%
Total RFEPs: 8%
Total EOs: 15%
Total SED: 89% Total Non SED: 11%

**TOTAL who have received
intervention: 27 Students**

Curriculum:
Teachers
College Reading
and Writing
Project
(TCRWP)
Nonfiction
Modules 1 and
2 (English)

Implementation:

*Cycle 1 (Six Weeks):
February 16 -
April 8, 2022*

*Cycle 2 (Six Weeks):
April 18 - May 20,
2022*

*Cycle 3 (TBD):
May 20 - TBD*

*One on one
sessions*

*30-35 minute
sessions*

Assessment:

Pre and Post
Assessments
using
Developmental
Reading
Assessment
(DRA) Progress
Monitoring

Will administer
a running
record (RR)
passage mid-
module to
assess for
accuracy,
fluency and
comprehension

Participantes dentro del programa de intervención:

5 intervencionistas en la escuela

6 intervencionistas en Zoom

Gran total: 56 participantes estudiantiles

Estudiantes en la escuela:

4th - 5 estudiantes

5th - 17 estudiantes

6th - 2 estudiantes

7th - 2 estudiantes

Estudiantes que ya han salido de intervención:

5th - 3 students

Total aprendices de inglés: 82%

Total redesignados al inglés: 10%

Total inglés solamente: 8%

Total bajos recursos: 93%

Total de no bajos recursos: 7%

TOTAL que han recibido intervenciones: 29 Students

Estudiantes en Zoom/después de escuela:

4th - 2 estudiantes

5th - 3 estudiantes

6th - 5 estudiantes

7th - 8 estudiantes

Estudiantes que ya han salido de intervención:

4th - 1 student

5th - 1 student

6th - 2 students

7th - 4 students

8th - 1 student

Total aprendices de inglés: 77%

Total redesignados al inglés: 8%

Total inglés solamente: 15%

Total bajos recursos: 89%

Total de no bajos recursos: 11%

TOTAL que han recibido intervenciones: 27 Students

Currículo:

- **Teachers College Reading and Writing Project (TCRWP):**
Módulo 1 y 2 de no-ficción en inglés

Implementación:

*Ciclo 1 (Seis Semanas):
febrero 16 - abril 8,
2022*

*Ciclo 2 (Seis Semanas):
abril 18 - mayo 20,
2022*

*Cycle 3 (será determinado):
Mayo 20 - será determinado*

Sesiones de uno en uno

Sesiones de 30 a 35 minutos

Evaluaciones:

Evaluaciones anteriores y posteriores al ciclo de ELD (Evaluación del desarrollo de la lectura) - Monitoreo del progreso (PM)

Se administrará un registro de lectura a medio módulo para evaluar la fluidez, exactitud and comprensión de la lectura hasta ese punto.



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Agenda Item# IVB

Board Meeting Date: April 22, 2022

Subject: 1) Parent Involvement Policy Annual Review and 2) School-Parent Compact Annual Review

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

Background:

LAS Parent Involvement Policy and School Parent Compact annual review is a federal compliance requirement. At the start of the school year, School Leadership solicits input from parent stakeholder groups such as the Parent Council, Parent Association, ELAC, and School Site Council (SSC). The process is finalized when the LAS Governing Board reviews an updated version of the policy and the compact for approval.

LAS Parent Involvement Policy: Approved by Parent Council 03302022

Parent Involvement Policy v033022 Draft

*(Based on CDE Parental Involvement Guidelines; **Bold and italics are additions based on parent feedback**)

P4.1 Conduct an annual meeting to be held during the first trimester of each school year to inform parents of the programs and opportunities available to students through Title 1 and parent's rights to be involved.

P4.2 Provide consistent feedback to families concerning student achievement, ***ensure parent participation during Parent Association, Parent Council, charter committee meetings*** and solicit parent input to guide the planning of Title 1 program opportunities.

P4.3 Make reasonable attempt to provide access to all school related activities and communication for parent with limited English proficiency or physical disabilities and migratory or homeless families.

P4.4 Provide parents information regarding grade level multicultural curriculum ***and materials, end of the grade level expectations***, academic assessments and student achievement data during parent/teacher conferences at least twice a year.



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P4.5 Establish an English Learner Advisory Committee (ELAC) which will provide input in Title 1 activities.

P4.6 Ensure **LAS staff (i.e. Parent Connector)** facilitate the process of involving parents in the developing/revising the School Parent Involvement Plan, School-Parent Compact, and parent involvement workshops and event opportunities where they learn ways to help in the classrooms.

P4.7 Administer Climate Surveys (Programmatic Audit Surveys) on a yearly basis to evaluate the effectiveness of school programs and parent involvement opportunities. Survey results will be disseminated in a variety of ways.

Attachment:

- 1) School Parent Compact

Recommendation:

School Leadership requests that the Governing Board review the updated parent involvement policy and compact, make a recommendation for board action.

Estimated Time of Presentation: 10 min
Submitted By: Bersola
Date: 041822

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



A California Public School

Agenda Artículo# IVB

Fecha de la Reunión: 22 de abril de 2022

Tema: 1) Revisión anual de la Póliza de participación de padres y 2) Revisión anual del Acuerdo entre la escuela y los padres

- Artículo de información
- Aprobación en la Agenda de Consentimiento
- Conferencia/Primera lectura (Acción Anticipado: octubre/noviembre 2018)
- Conferencia (solo para discutir)
- Conferencia/Acción
- Acción

Contexto:

La revisión anual de la Póliza de Participación de Padres de LAS y del Pacto de Padres de la Escuela es un requisito de cumplimiento federal. Al comienzo del año escolar, el Liderazgo Escolar solicita la opinión de los grupos de padres interesados, como el Concilio de Padres, la Asociación de Padres, ELAC y el Concilio del Sitio Escolar (SSC, por sus siglas en inglés). El proceso finaliza cuando la Mesa Directiva de LAS revisa una versión actualizada de la póliza y el acuerdo para su aprobación.

Póliza de participación de padres de LAS: Aprobada por el Concilio de padres 033022

Póliza de Participación de Padres

***(Basado en las guías de Participación de Padres en CDE; Letras negritas y cursivas son adiciones basadas en comentarios de los padres)**

P4.1 Conducir una reunión anual que se llevará a cabo durante el primer trimestre de cada año escolar para informar a los padres de los programas y las oportunidades disponibles para los estudiantes a través de Título 1 y el derecho de los padres de estar involucrados.

P4.2 Proveer comentarios consistentemente a las familias con respecto al logro académico, ***asegurar la participación de padres durante la Asociación de Padres, el Concilio de Padres, las reuniones de comité*** y solicitar la opinión de los padres para guiar la planificación de oportunidades del programa de Título 1

P4.3 Hacer intentos razonables para proveer acceso a todas las actividades escolares y comunicación para los padres con fluidez limitada en inglés o discapacidades físicas y migratorias o familias sin hogar.

P4.4 Proveerle a los padres información con respecto a currículo multicultural a nivel de grado y ***materiales, expectativas de fin de año***, evaluaciones académicas, y datos de logro estudiantil durante conferencias de padres/maestros al menos dos veces por año.



A California Public School

P4.5 Establecer un comité asesor para estudiantes de inglés como segunda lengua (ELAC) que proveerá información sobre actividades de Título 1.

P4.6 Asegurar que **personal de LAS (es decir, Enlace de Padres)** facilite el proceso de involucrar a padres en el desarrollo/la revisión del Plan escolar de participación de padres, Acuerdo de escuela y padres, y talleres de participación de padres y oportunidades para eventos donde podrán aprender maneras de ayudar en los salones.

P4.7 Administrar Encuestas de Clima (Encuestas de Auditoría Programática) anualmente para evaluar la efectividad de los programas escolares y las oportunidades de participación de padres. Resultados de la encuesta se deben difundir de una variedad de maneras.

Adjunto:

1. Acuerdo entre la Escuela y Padres

Recomendación:

El Liderazgo Escolar solicita que la Mesa Directiva revise la Póliza actualizada de participación de padres y haga una recomendación para acción de la Mesa directiva.

Language Academy of Sacramento

Parent and Student Contract

Student Statement

As a Language Academy Student, I realize the importance of doing my personal best every day. I know I am responsible for my own success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- Be in class and on time each day.
- Support the School-Wide Behavior Plan as stated in this Handbook.
- Return completed class work and homework on time.
- Be a cooperative learner.
- Ask for help when needed.

I have read, understand, and agree to follow the policies and procedures from this Student/Parent Handbook.

Student's Signature _____ Date _____

Parent Statement

I understand that my participation in my child's education will help their achievement and attitude. Therefore, I will carry out the following responsibilities to the best of my ability:

- Ensure that my child attends school on time everyday.
- Encourage and set aside a quiet area for my child to complete all his/her homework and class work.
- Review all school communication sent home.
- Attend Back to School, Parent Teacher Conferences, Student Exhibitions, and other school events.
- Support the School-Wide Behavior Plan/Rules and Expectations

I have read, understand and agree to support the Social Media Policy.

I have read, understand and agree to support the policy and procedures in the LAS Student/Parent Handbook.

Parent/Guardian's Signature _____ Date _____

Staff Statement

We understand the importance of a quality education for all students. We agree to carry out the following responsibilities to the best of our abilities:

- Teach grade level skills and concepts.
- Strive to address the individual needs of each student.
- Communicate regularly with parents/guardians regarding each child's progress.
- Provide a safe, positive and healthy environment.
- Communicate homework and class work expectations to all students.

I have read and agree with the conditions in this Parent and Student Handbook.

Teacher's Signature _____ Date _____

Academia de Idiomas de Sacramento

Contrato de Padres y Estudiantes

Acuerdo del Estudiante

Como alumno de la escuela, Academia de Idiomas de Sacramento, yo entiendo la importancia en tratar de hacer lo mejor que yo pueda; es por eso que voy a tratar de ser responsable y:

- Llegar a clases todos los días y puntualmente.
- Apoyar las expectativas, reglas y procedimientos de la escuela detallado en este manual.
- Regresar mi tarea a tiempo y completar mi trabajo en el salón.
- Ser un alumno cooperativo.
- Pedir ayuda cuando sea necesario.

Yo he leído, entiendo, y estoy de acuerdo en apoyar las pólizas y procedimientos del contenido de este manual.

Firma del estudiante _____ Fecha _____

Acuerdo de los padres/tutores

Yo comprendo que mi participación en la educación de mi hijo/a le ayudará a sobresalir en su aprendizaje; es por eso que voy a:

- Me aseguraré que mi hijo/a asistirá la escuela a tiempo todos los días.
- Escoger un lugar sin interrupciones donde mi hijo/a pueda completar su tarea o trabajo escolar.
- Animar a que mi hijo/a complete su tarea diariamente.
- Asistir al Regreso de la Escuela, Conferencias de padres y maestros, la Exposición Estudiantil y otros eventos escolares.
- Apoyar las expectativas, reglas y procedimientos de la escuela detallado en este manual.
- Yo he leído, entiendo y estoy de acuerdo en apoyar la póliza de redes sociales.

Yo he leído, entiendo y estoy de acuerdo en apoyar las pólizas y procedimientos del contenido de este manual.

Yo he leído el Acuerdo de Padres y estoy de acuerdo en apoyar este manual.

Firma de los padres/tutores _____ Fecha _____

Acuerdo de los maestros

Yo entiendo la importancia de la calidad de educación que se merece cada alumno en nuestra escuela. Es por eso que voy a:

- Enseñar conceptos a nivel del grado.
- Tratar de enseñar a cada alumno para asegurar que el estudiante tenga éxito.
- Comunicarme con los padres con frecuencia acerca del progreso de su hijo/a.
- Proveer un lugar seguro, positivo y ambiente saludable.
- Explicar a los estudiantes la tarea y las expectativas de los trabajos escolares.

Leí y estoy de acuerdo con las condiciones del manual de Padres y Estudiantes

Firma del maestro/a _____ Fecha _____



A California Public School

Agenda Item# IVC

Board Meeting Date: April 22, 2022

Subject: Covid-19 at LAS Update

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

Information:

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

School Leadership will present information on the following topics:

- **COVID-19 Dashboard**
- Health & Mitigation Measures
 - **COVID-19 School Wide Testing:** Adaptive according to local and school wide case rates.
 - **At-Home Test Kits:** Will be sent home in anticipation of Spring Break.
 - **Masking:** Indoor and outdoor masking requirement has been extended. This decision will be revisited and updated following Spring Break.
 - **Vaccination:** Will continue to share vaccine opportunities with families, as well as partner with Pucci’s Pharmacy to host clinics on site.
 - Prescreening and symptoms
 - Hand hygiene
 - Physical distancing
 - Ventilation
 - Contact Tracing & Communication

Sacramento Department of Public Health (SCPH): School Leadership remains in regular contact with the SCPH to receive guidance and updates about appropriate protocols.

Estimated Time of Presentation: 15 min
Submitted By: School Leadership
Date: 04222022

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



Fecha de la reunión: 22 de abril de 2022

Tema: Actualización de COVID-19 en LAS

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

Información:

La Academia de Idiomas de Sacramento (LAS) se mantiene firme en su compromiso de cumplir con nuestra misión de nuestro chárter. En medio de la crisis de salud pública de Covid-19, LAS continuará buscando formas y medios innovadores para garantizar que los tres pilares del chárter: 1) Académicos, 2) Negocios y operaciones, y 3) Gobernanza funcionen en conjunto de manera eficiente y eficaz, para abordar las necesidades emergentes siempre dinámicas de sus miembros.

El Liderazgo escolar presentará información sobre los siguientes temas:

- [**COVID-19 Dashboard**](#)
- Medidas de mitigación
 - **Pruebas de COVID-19 para estudiantes y personal:** Adaptable de acuerdo con las tasas de casos locales y escolares.
 - **Pruebas de COVID-19 para llevar a casa:** Serán enviadas a casa antes de las vacaciones de primavera.
 - **Uso de cubre bocas:** Se ha ampliado el requisito de enmascaramiento en interiores y exteriores. Esta decisión será revisada y actualizada después de las vacaciones de primavera.
 - **Vacunación:** Continuará compartiendo oportunidades de vacunas con las familias, y se asociará con Pucci's Pharmacy para albergar clínicas en el lugar.
 - Autoevaluación y síntomas
 - Higiene de manos
 - Distanciamiento físico
 - Ventilación
 - Seguimiento y comunicación de contactos

Departamento de Salud Pública de Sacramento (SCPH): El liderazgo escolar permanece en contacto regular con SCPH para recibir orientación y actualizaciones sobre los protocolos apropiados.



A California Public School

Agenda Item# IVD

Board Meeting Date: April 22, 2022

Subject: March 2022 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 March 2022 check register.

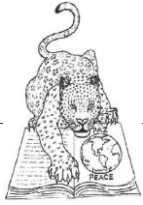
Documents Attached:

1. March 2022 Check Register

| March 2022 | | | | |
|---------------------------|-----|-----|---------|--------|
| Members | Aye | Nay | Abstain | Absent |
| De González, Julissa | | | | |
| Sylvains, Nina | | | | |
| Corona Sabeniano, Mariana | | | | |
| Aceves, Fernando | | | | |
| García, Crisitian | | | | |
| Kokayi, Nailah | | | | |
| Graham, Clark | | | | |
| Lomelí, Laura | | | | |
| Luna, Brenda | | | | |
| Totals: | | | | |

Estimated Time of Presentation: 5 min
Submitted By: School Leadership
Date: 04202022

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



A California Public School

Agenda Artículo# IVD

Fecha de la Reunión: 22 de abril del 2022

Tema: Registro de la cuenta bancaria marzo 2022

- 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 marzo de 2022.

Documento adjunto:

1. Registro de la cuenta bancaria del mes de marzo 2022

Tiempo estimado para la presentación: 5 min.
Entregado por: Liderazgo Escolar
Fecha: 04202022

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

**Language Academy of Sacramento
Check Register
March 2022**

| Check Date | Check Number | Vendor | Inv Description (Bill) | Amount |
|--------------|--------------|---|--|-------------------|
| 3/3/2022 | 9568 | Liliana Rodriguez | Parents As Teachers Workshop | 350.00 |
| 3/3/2022 | 9569 | SYNCB/AMAZON | Instructional Materials/Classroom Libraries/Office Supplies | 6,454.83 |
| 3/3/2022 | 9570 | Teachers College Reading & Writing Project | Professional Development | 3,250.00 |
| 3/24/2022 | 9571 | Supported Life Institute | SPED Services | 477.00 |
| 3/24/2022 | 9572 | Luis Cruz-Llamas | Reimb: Classroom libraries | 303.09 |
| 3/24/2022 | 9573 | Eduardo De Leon | Reimb: Conference Travel Fees (CCSA) | 180.70 |
| 3/24/2022 | 9574 | Department of Justice | Fingerprinting Fees | 209.00 |
| 3/24/2022 | 9575 | EdTec Inc. | Back Office Services (June 2021, March 2022) | 13,600.00 |
| 3/24/2022 | 9576 | Elevator Industries | Elevator maintenance (March 2022) | 105.00 |
| 3/24/2022 | 9577 | Ana Luna Franco | Reimb: Intervention Materials | 445.70 |
| 3/24/2022 | 9578 | Great Minds | Curriculum Materials | 30,255.20 |
| 3/24/2022 | 9579 | Rebecca Heredia | Reimb: Instructional materials/ Classroom libraries | 603.51 |
| 3/24/2022 | 9580 | Gemma Jauregui | Reimb: Literacy instructional materials | 55.00 |
| 3/24/2022 | 9581 | JCL Electronics, LLC | Technical Support (February 2022)/Anti-Virus Licensing | 6,372.31 |
| 3/24/2022 | 9582 | K12 Health | Student Health Services | 1,264.00 |
| 3/24/2022 | 9583 | Kaiser Foundation Health Plan Inc | Employee Health Benefits (April 2022) | 26,092.91 |
| 3/24/2022 | 9584 | Learning Solutions | SPED Services | 2,009.24 |
| 3/24/2022 | 9585 | Lectorum Publications Inc. | Library Books | 39.15 |
| 3/24/2022 | 9586 | Lincoln National Life Insurance Company | Employee Health Benefits (April 2022) | 5,102.72 |
| 3/24/2022 | 9587 | Laura Lomeli | Parent Workshop Appreciation Materials | 65.05 |
| 3/24/2022 | 9588 | Xana C Macias | Reimb: Classroom libraries | 123.98 |
| 3/24/2022 | 9589 | Melani Vazquez Cuellar | Reimb: Conference travel fees (CUE) | 118.91 |
| 3/24/2022 | 9590 | Moises Franco | Reimb: Conference Travel Fees (CAHPERD) | 151.30 |
| 3/24/2022 | 9591 | Judy Morales | Reimb: Conference travel fees (CCSA) | 127.00 |
| 3/24/2022 | 9592 | Ana Novoa | Reimb: Classroom libraries/ instructional materials | 177.57 |
| 3/24/2022 | 9593 | Occupational Therapy for Children | SPED Services | 760.00 |
| 3/24/2022 | 9594 | Office Depot | Instructional Materials (Luna Franco) | 3,309.08 |
| 3/24/2022 | 9595 | Rosio Perez | Reimb: Instructional materials | 388.05 |
| 3/24/2022 | 9596 | Perma-Bound | Library Books | 238.16 |
| 3/24/2022 | 9597 | Sacramento City Unified School District/Accounting Services | Facility lease (March/April 2022)/Utility fees (Nov 2021 - Jan 2022) | 46,232.93 |
| 3/24/2022 | 9598 | Sacramento History Alliance | Fieldtrip fees (ASES) | 100.00 |
| 3/24/2022 | 9599 | Evelyn Sandoval | Reimb: SPED Professional Development | 150.00 |
| 3/24/2022 | 9600 | Sierra Nevada Journeys | Parents As Teachers Workshop | 300.00 |
| 3/24/2022 | 9601 | Skillful and Soulful Press | Parents As Teachers Workshop | 750.00 |
| 3/24/2022 | 9602 | Cynthia Suarez | Reimb: Classroom libraries | 1,630.79 |
| 3/24/2022 | 9603 | Sutter Health Plus | Employee Health Benefits (April 2022) | 15,152.64 |
| 3/24/2022 | 9604 | SYNCB/AMAZON | Instructional Materials/Classroom Libraries/Office Supplies | 3,797.08 |
| 3/24/2022 | 9605 | Teacher Created Materials | Library Books | 2,158.09 |
| 3/24/2022 | 9606 | The Home Depot Pro | Custodial Supplies | 2,981.93 |
| 3/24/2022 | 9607 | Amber Thomas | Reimb: Science club student appreciation | 24.50 |
| 3/24/2022 | 9608 | Today's Classroom LLC | SPED Classroom Furniture | 1,272.46 |
| 3/24/2022 | 9609 | Total Education Solutions | SPED Services | 6,849.50 |
| 3/24/2022 | 9610 | Valley Speech Language and Learning Center | SPED Instructional Materials | 131.37 |
| 3/24/2022 | 9611 | Vision Service Plan - CA | Employee Health Benefits (April 2022) | 1,095.29 |
| 3/24/2022 | 9612 | Wendy Aguilar | Reimb: 8th Grade Movie Night | 415.62 |
| 3/24/2022 | 9613 | Western Health Advantage | Employee Health Benefits (April 2022) | 10,830.43 |
| 3/24/2022 | 9614 | Wipebook Corp. | Instructional Materials (Anguiano) | 295.80 |
| 3/1/2022 | ACH Payment | California Credit Union | Various | 4,367.03 |
| Total | | | | 201,163.92 |



A California Public School

Agenda Item #IVE

Board Meeting Date: April 22, 2022

Subject: Resolution Authorizing Use of Remote Teleconferencing Provisions Pursuant to AB 361

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

Committee: School Leadership

Resolution Authorizing Use of Remote Teleconferencing Provisions Pursuant to Assembly Bill 361

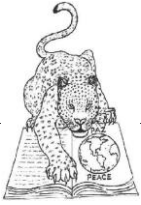
Attachments:

- Resolution Authorizing Use of Remote Teleconferencing Provisions Pursuant to Assembly Bill 361

| Teleconferencing Resolution | | | | |
|------------------------------------|-----|-----|---------|--------|
| Members | Aye | Nay | Abstain | Absent |
| Sylvains, Nina | | | | |
| Corona Sabeniano, Mariana | | | | |
| De Gonzalez, Julissa | | | | |
| Kokayi, Nailah | | | | |
| Aceves, Fernando | | | | |
| Garcia, Cristian | | | | |
| Graham, Clark | | | | |
| Lomeli, Laura | | | | |
| Luna, Brenda | | | | |
| Totals: | | | | |

| |
|--|
| <p>Estimated Time of Presentation: 5 min Submitted By: de León Date: 04202022</p> |
|--|

| |
|--|
| <p>Pertinent Pages in () Charter, pages _____ () MOU, pages _____</p> |
|--|



A California Public School

Agenda Artículo #IVE

Fecha de la Reunión: 22 de abril de 2022

Tema: Resolución que autoriza el uso de teleconferencias remotas de conformidad con AB 361

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

Comité: Liderazgo escolar

Resolución que autoriza el uso de teleconferencias remotas de conformidad con el proyecto de ley 361 de la Asamblea.

Documentos adjunto:

- Resolución que autoriza el uso de teleconferencias remotas de conformidad con el proyecto de ley 361 de la Asamblea

Estimated Time of Presentation: 5 min
Submitted By: de León
Date: 04202022

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

**The Language Academy of Sacramento
Resolution Regarding Teleconferenced Board Meetings**

WHEREAS, The Language Academy of Sacramento (LAS) Governing Board held teleconferenced board meetings from March 2020 through September 2021 in compliance with the Governor’s Executive Order N-29-20 which relaxed certain legal requirements for board meetings during the COVID-19 pandemic. These legal requirements for public meetings are found in California Government Code sections 54950, *et seq.* and called the “Brown Act.”

WHEREAS, Executive Order N-29-20 was recently rescinded, but Assembly Bill 361 was signed into law and it amended elements of the Brown Act effective October 1, 2021.

WHEREAS, the Brown Act as amended by AB 361 permits the LAS Governing Board to continue holding board meetings under abbreviated teleconference procedures in three circumstances:

1. When the meeting is held during a proclaimed state of emergency, and state or local officials have imposed or recommended measures to promote social distancing;
2. When the meeting is held during a proclaimed state of emergency and the meeting is held for the purpose of determining, by majority vote, whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees; OR
3. When the meeting is held during a proclaimed state of emergency and the board has determined, by majority vote, that, as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees.

(Gov’t. Code sec. 54953(e)(1).)

WHEREAS, the LAS Governing Board may continue holding board meetings under AB 361’s abbreviated teleconference procedures if it adopts certain findings by majority vote of the Board and readopts findings every thirty days thereafter. Those findings are:

1. The board has reconsidered the circumstances of the state of emergency, AND
2. The state of emergency continues to directly impact the ability of members to meet safely in person, OR
3. State or local officials continue to impose or recommend measures to promote social distancing.

NOW, THEREFORE, BE IT RESOLVED, that the LAS Governing Board adopts the following findings:

- The LAS Governing Board has determined that as a result of the proclaimed state of emergency, meeting in person would present imminent risks to the health or safety of attendees.
- The state of emergency continues to directly impact the ability of board members and other meeting attendees to meet safely in person.

- State and local public health officials continue to recommend measures to promote social distancing.
- That the actions taken by the LAS Governing Board through this Resolution may be applied to all board committees governed by the Brown Act unless otherwise desired by the committee.

PASSED AND ADOPTED by the LAS Governing Board on this 22nd day of April 2022, by the following vote:

| | |
|---------|-------|
| AYES | _____ |
| NOES | _____ |
| ABSENT | _____ |
| ABSTAIN | _____ |

Academia de Idiomas de Sacramento
Resolución sobre las juntas de la Mesa Directiva por teleconferencia

CONSIDERANDO que, la Mesa Directiva de la Academia de Idiomas de Sacramento (LAS) tuvo juntas de la Mesa por teleconferencia desde marzo de 2020 hasta septiembre de 2021 en cumplimiento de la Orden Ejecutiva N-29-20 del Gobernador, que relajó ciertos requisitos legales para las juntas de la Mesa durante la pandemia de COVID-19. Estos requisitos legales para las reuniones públicas se encuentran en las secciones 54950 y siguientes del Código de Gobierno de California y se denominan "Ley Brown".

CONSIDERANDO que la Orden Ejecutiva N-29-20 fue recientemente rescindida, pero el Proyecto de Ley de la Asamblea 361 fue convertido en ley y modificó elementos de la Ley Brown a partir del 1 de octubre de 2021.

CONSIDERANDO que, la Ley Brown, modificada por el Proyecto de Ley de la Asamblea 361, permite a la Mesa Directiva de LAS a seguir teniendo juntas de la Mesa mediante procedimientos de teleconferencia abreviados en tres circunstancias:

1. Cuando la junta se tiene durante un estado de emergencia proclamado, y los funcionarios estatales o locales hayan impuesto o recomendado medidas para promover el distanciamiento social;
2. Cuando la junta se tiene durante un estado de emergencia proclamado y la junta se tenga con el fin de determinar, por mayoría, si como resultado de la emergencia, la junta en persona presentaría riesgos inminentes para la salud o la seguridad de los asistentes; O
3. Cuando la junta se tenga durante un estado de emergencia proclamado y la mesa haya determinado, por mayoría de votos, que, como resultado de la emergencia, la junta en persona presentaría riesgos inminentes para la salud o la seguridad de los asistentes.

(Sección del código de gobierno 54953(e)(1).)

CONSIDERANDO que, la Mesa Directiva de LAS puede seguir teniendo juntas de la Mesa con arreglo a los procedimientos de teleconferencia abreviados del Proyecto de Ley de la Asamblea 361 si adopta ciertas conclusiones por mayoría de votos de la Mesa y vuelve adoptar las conclusiones cada treinta días a partir de entonces. Dichas conclusiones son:

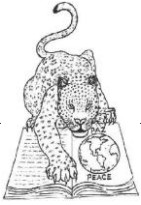
1. La mesa directiva ha reconsiderado las circunstancias del estado de emergencia, Y
2. El estado de emergencia sigue afectando directamente a la capacidad de los miembros para reunirse en persona de forma segura, O
3. Los funcionarios estatales o locales siguen imponiendo o recomendando medidas para promover el distanciamiento social.

POR TANTO, SE RESUELVE que, la Mesa Directiva de LAS adopte las siguientes conclusiones:

- La Mesa Directiva de LAS ha determinado que, como resultado del estado de emergencia proclamado, reunirse en persona presentaría riesgos inminentes para la salud o la seguridad de los asistentes.
- El estado de emergencia sigue afectando directamente a la capacidad de los miembros de la Mesa y de otras plataformas de reuniones para reunirse en persona de forma segura.
- Los funcionarios de salud pública estatales y locales siguen recomendando medidas para promover el distanciamiento social.
- Que las medidas adoptadas por la Mesa Directiva de LAS mediante esta Resolución pueden aplicarse a todos los comités de la Mesa regidos por la Ley Brown, a menos que el comité desee lo contrario.

PASADO Y APROBADO por la Mesa Directiva de LAS en este día 22 de abril de 2022, por la siguiente votación:

| | |
|------------|-------|
| SÍ | _____ |
| NO | _____ |
| AUSENTE | _____ |
| ABSTENCIÓN | _____ |



A California Public School

Agenda Item# IVF

Board Meeting Date: April 22, 2022

Subject: Finance Committee

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

Committee: School Leadership

Notable:

Revenue:

Small increase in the Federal Special Education per student allocation of \$8,971.00

Expenses:

No notable changes

Recommendation:

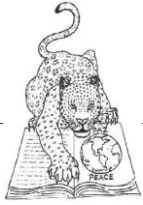
None at this time.

Documents Attached:

1. Financials with the proposed **preliminary** changes

Estimated Time of Presentation: 10 min
Submitted By: School Leadership
Date: 04.21.2022

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



A California Public School

Agenda Artículo# IVF

Fecha de la Reunión: 22 of abril of 2022

Tema: Reporte del 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

Cambios destacados:

Ingreso:

Un aumento pequeño del reembolso de Fondos Federal para la Educación especial de \$8,971.00

Gastos:

Ninguna Cambio

Recomendación:

Ninguno en este momento.

Tiempo estimado para la presentación: 10 min.
Entregado por: Liderazgo Escolar
Fecha: 04.21.22.2022

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

Language Academy
Income Statement
As of Mar FY2022

| | Actual | | | YTD | Budget | | | | | | |
|---|------------------|------------------|------------------|------------------|--------------------|-------------------|-------------------|--|---|----------------------------|--------------------------|
| | Jan | Feb | Mar | Actual YTD | Approved Budget v1 | Previous Forecast | Current Forecast | Previous Forecast vs. Current Forecast | Approved Budget v1 vs. Current Forecast | Current Forecast Remaining | % Current Forecast Spent |
| SUMMARY | | | | | | | | | | | |
| Revenue | | | | | | | | | | | |
| LCFF Entitlement | 1,291,439 | - | 305,554 | 3,364,216 | 6,336,920 | 6,003,945 | 6,003,945 | - | (332,975) | 2,639,729 | 56% |
| Federal Revenue | 168,239 | - | 47,940 | 260,521 | 880,434 | 880,434 | 889,405 | 8,971 | 8,971 | 628,884 | 29% |
| Other State Revenues | 333,347 | - | 70,951 | 893,587 | 1,283,244 | 1,668,184 | 1,668,184 | - | 384,940 | 774,597 | 54% |
| Local Revenues | 761 | 938 | 1,386 | 16,954 | 48,300 | 48,300 | 48,300 | - | - | 31,346 | 35% |
| Fundraising and Grants | 2,321 | - | 1,595 | 11,967 | 25,000 | 25,000 | 25,000 | - | - | 13,033 | 48% |
| Total Revenue | 1,796,106 | 938 | 427,426 | 4,547,245 | 8,573,898 | 8,625,863 | 8,634,834 | 8,971 | 60,936 | 4,087,589 | 53% |
| Expenses | | | | | | | | | | | |
| Compensation and Benefits | 559,428 | 477,883 | 494,014 | 3,645,587 | 5,318,748 | 5,557,305 | 5,557,305 | - | (238,557) | 1,911,719 | 66% |
| Books and Supplies | 2,556 | 52,602 | 50,461 | 483,996 | 648,748 | 750,772 | 750,772 | - | (102,025) | 266,776 | 64% |
| Services and Other Operating Expenditures | 7,300 | 140,725 | 92,709 | 738,100 | 1,364,327 | 1,196,161 | 1,196,161 | - | 168,167 | 458,061 | 62% |
| Depreciation | 42,348 | 84,695 | 42,348 | 424,175 | 555,000 | 555,000 | 555,000 | - | - | 130,825 | 76% |
| Other Outflows | 42,454 | - | 7,513 | 89,480 | - | 112,578 | 112,578 | - | (112,578) | 23,099 | 79% |
| Total Expenses | 654,086 | 755,905 | 687,046 | 5,381,337 | 7,886,823 | 8,171,816 | 8,171,816 | - | (284,993) | 2,790,479 | 66% |
| Operating Income | 1,142,020 | (754,968) | (259,619) | (834,092) | 687,075 | 454,047 | 463,017 | 8,971 | (224,058) | 1,297,110 | |
| Fund Balance | | | | | | | | | | | |
| Beginning Balance (Unaudited) | | | | | 10,141,839 | 10,479,415 | 10,479,415 | | | | |
| Operating Income | | | | | 687,075 | 454,047 | 463,017 | | | | |
| Ending Fund Balance | | | | | 10,828,914 | 10,933,462 | 10,942,432 | | | | |
| Fund Balance as a % of Expenses | | | | | | 137% | 134% | | | | 134% |

Language Academy
Income Statement
As of Mar FY2022

| | Actual | | | YTD | Budget | | | | | | |
|---------------------------|--------|-----|-----|------------|---------------|---------------|---------------|-------------------------------|--------------------------------|--------------------|----------------|
| | Jan | Feb | Mar | Actual YTD | Approved | Previous | Current | Previous | Approved | Current | % Current |
| | | | | | Budget v1 | Forecast | Forecast | Forecast vs. Current Forecast | Budget v1 vs. Current Forecast | Forecast Remaining | Forecast Spent |
| KEY ASSUMPTIONS | | | | | | | | | | | |
| Enrollment Summary | | | | | | | | | | | |
| K-3 | | | | | 282 | 282 | 282 | - | - | | |
| 4-6 | | | | | 199 | 199 | 199 | - | - | | |
| 7-8 | | | | | 132 | 132 | 132 | - | - | | |
| Total Enrolled | | | | | 613 | 613 | 613 | - | - | | |
| ADA % | | | | | | | | | | | |
| K-3 | | | | | 95.0% | 90.0% | 90.0% | 0.0% | -5.0% | | |
| 4-6 | | | | | 95.0% | 90.0% | 90.0% | 0.0% | -5.0% | | |
| 7-8 | | | | | 95.0% | 90.0% | 90.0% | 0.0% | -5.0% | | |
| Average ADA % | | | | | 95.0% | 90.0% | 90.0% | 0.0% | -5.0% | | |
| ADA | | | | | | | | | | | |
| K-3 | | | | | 267.90 | 253.80 | 253.80 | - | (14.10) | | |
| 4-6 | | | | | 189.05 | 179.10 | 179.10 | - | (9.95) | | |
| 7-8 | | | | | 125.40 | 118.80 | 118.80 | - | (6.60) | | |
| Total ADA | | | | | 582.35 | 551.70 | 551.70 | - | (30.65) | | |

Language Academy
Income Statement
As of Mar FY2022

| | | Actual | | | YTD | Budget | | | | | | |
|--|---|------------------|------------|----------------|------------------|--------------------|-------------------|------------------|--|---|----------------------------|--------------------------|
| | | Jan | Feb | Mar | Actual YTD | Approved Budget v1 | Previous Forecast | Current Forecast | Previous Forecast vs. Current Forecast | Approved Budget v1 vs. Current Forecast | Current Forecast Remaining | % Current Forecast Spent |
| REVENUE | | | | | | | | | | | | |
| LCFF Entitlement | | | | | | | | | | | | |
| 8011 | Charter Schools General Purpose Entitlement - State Aid | 611,108 | - | 305,554 | 1,867,274 | 3,923,961 | 3,663,752 | 3,663,752 | - | (260,209) | 1,796,478 | 51% |
| 8012 | Education Protection Account Entitlement | 353,259 | - | - | 706,519 | 1,134,817 | 1,134,817 | 1,134,817 | - | (0) | 428,298 | 62% |
| 8096 | Charter Schools in Lieu of Property Taxes | 327,072 | - | - | 790,423 | 1,278,142 | 1,205,376 | 1,205,376 | - | (72,766) | 414,953 | 66% |
| SUBTOTAL - LCFF Entitlement | | 1,291,439 | - | 305,554 | 3,364,216 | 6,336,920 | 6,003,945 | 6,003,945 | - | (332,975) | 2,639,729 | 56% |
| Federal Revenue | | | | | | | | | | | | |
| 8181 | Special Education - Entitlement | - | - | - | - | 76,750 | 76,750 | 85,721 | 8,971 | 8,971 | 85,721 | 0% |
| 8291 | Title I | - | - | 47,850 | 92,192 | 175,690 | 175,690 | 175,690 | - | - | 83,498 | 52% |
| 8292 | Title II | - | - | 90 | 90 | 23,982 | 23,982 | 23,982 | - | - | 23,892 | 0% |
| 8294 | Title IV | - | - | - | - | 13,466 | 13,466 | 13,466 | - | - | 13,466 | 0% |
| 8297 | PY Federal - Not Accrued | 34,623 | - | - | 34,623 | - | - | - | - | - | (34,623) | |
| 8299 | All Other Federal Revenue | 133,616 | - | - | 133,616 | 590,546 | 590,546 | 590,546 | - | - | 456,930 | 23% |
| SUBTOTAL - Federal Revenue | | 168,239 | - | 47,940 | 260,521 | 880,434 | 880,434 | 889,405 | 8,971 | 8,971 | 628,884 | 29% |
| Other State Revenue | | | | | | | | | | | | |
| 8381 | Special Education - Entitlement (State | 36,355 | - | 67,196 | 289,365 | 380,173 | 410,686 | 410,686 | - | 30,513 | 121,321 | 70% |
| 8382 | Special Education Reimbursement (State | - | - | 3,755 | 3,755 | - | 62,675 | 62,675 | - | 62,675 | 58,920 | 6% |
| 8550 | Mandated Cost Reimbursements | 10,080 | - | - | 10,080 | 10,080 | 10,080 | 10,080 | - | - | 0 | 100% |
| 8560 | State Lottery Revenue | 43,292 | - | - | 43,292 | 121,040 | 131,380 | 131,380 | - | 10,340 | 88,088 | 33% |
| 8590 | All Other State Revenue | 243,620 | - | - | 547,095 | 606,950 | 849,880 | 849,880 | - | 242,930 | 302,785 | 64% |
| 8596 | Other State Revenue 6 | - | - | - | - | 165,000 | 203,482 | 203,482 | - | 38,482 | 203,482 | 0% |
| SUBTOTAL - Other State Revenue | | 333,347 | - | 70,951 | 893,587 | 1,283,244 | 1,668,184 | 1,668,184 | - | 384,940 | 774,597 | 54% |
| Local Revenue | | | | | | | | | | | | |
| 8636 | Uniforms | - | - | - | 2,235 | 12,000 | 12,000 | 12,000 | - | - | 9,765 | 19% |
| 8638 | Merchandise Sales | - | - | - | - | 1,300 | 1,300 | 1,300 | - | - | 1,300 | 0% |
| 8660 | Interest | 413 | 381 | 430 | 3,538 | 9,000 | 9,000 | 9,000 | - | - | 5,462 | 39% |
| 8670 | Fees and Contracts | - | - | - | - | 6,000 | 6,000 | 6,000 | - | - | 6,000 | 0% |
| 8693 | Field Trips | - | - | - | - | 15,000 | 15,000 | 15,000 | - | - | 15,000 | 0% |
| 8699 | All Other Local Revenue | - | - | 27 | 3,016 | 5,000 | 5,000 | 5,000 | - | - | 1,984 | 60% |
| 8999 | Uncategorized Revenue | 348 | 557 | 930 | 8,165 | - | - | - | - | - | (8,165) | |
| SUBTOTAL - Local Revenue | | 761 | 938 | 1,386 | 16,954 | 48,300 | 48,300 | 48,300 | - | - | 31,346 | 35% |
| Fundraising and Grants | | | | | | | | | | | | |
| 8801 | Donations - Parents | 1,470 | - | - | 5,116 | 5,000 | 5,000 | 5,000 | - | - | (116) | 102% |
| 8802 | Donations - Private | 60 | - | - | 206 | 5,000 | 5,000 | 5,000 | - | - | 4,794 | 4% |
| 8803 | Fundraising | 790 | - | 1,595 | 6,644 | 15,000 | 15,000 | 15,000 | - | - | 8,356 | 44% |
| SUBTOTAL - Fundraising and Grants | | 2,321 | - | 1,595 | 11,967 | 25,000 | 25,000 | 25,000 | - | - | 13,033 | 48% |
| TOTAL REVENUE | | 1,796,106 | 938 | 427,426 | 4,547,245 | 8,573,898 | 8,625,863 | 8,634,834 | 8,971 | 60,936 | 4,087,589 | 53% |

Language Academy
Income Statement
As of Mar FY2022

| | Actual | | | YTD | Budget | | | | | | |
|---|----------------|----------------|----------------|------------------|--------------------|-------------------|------------------|--|---|----------------------------|--------------------------|
| | Jan | Feb | Mar | Actual YTD | Approved Budget v1 | Previous Forecast | Current Forecast | Previous Forecast vs. Current Forecast | Approved Budget v1 vs. Current Forecast | Current Forecast Remaining | % Current Forecast Spent |
| EXPENSES | | | | | | | | | | | |
| Compensation & Benefits | | | | | | | | | | | |
| Certificated Salaries | | | | | | | | | | | |
| 1100 Teachers Salaries | 207,074 | 202,711 | 203,211 | 1,415,571 | 2,024,999 | 2,061,641 | 2,061,641 | - | (36,642) | 646,070 | 69% |
| 1101 Teacher - Stipends | 114,890 | 6,467 | 4,251 | 132,528 | 218,237 | 216,338 | 216,338 | - | 1,899 | 83,810 | 61% |
| 1102 Title I / SES Tutoring | - | - | - | - | 35,516 | 22,500 | 22,500 | - | 13,016 | 22,500 | 0% |
| 1103 Teacher - Substitute Pay | 3,011 | 6,111 | 6,542 | 50,961 | 62,000 | 87,000 | 87,000 | - | (25,000) | 36,039 | 59% |
| 1300 Certificated Supervisor & Administrator Salaries | 9,805 | 9,805 | 9,980 | 89,295 | 117,659 | 141,192 | 141,192 | - | (23,533) | 51,897 | 63% |
| 1311 SPED Certificated | 35,188 | 35,188 | 35,548 | 264,285 | 360,193 | 370,193 | 370,193 | - | (10,000) | 105,908 | 71% |
| 1920 Other Cert - Summer | - | - | - | 8,756 | 82,154 | 40,300 | 40,300 | - | 41,854 | 31,544 | 22% |
| 1940 Other Certificated Supervisor & Admin Salaries | 11,721 | 11,721 | 11,721 | 82,044 | 112,821 | 112,821 | 112,821 | - | - | 30,777 | 73% |
| SUBTOTAL - Certificated Salaries | 381,690 | 272,003 | 271,253 | 2,043,440 | 3,013,579 | 3,051,985 | 3,051,985 | - | (38,406) | 1,008,545 | 67% |
| Classified Salaries | | | | | | | | | | | |
| 2100 Classified Instructional Aide Salaries | 3,070 | 9,695 | 7,722 | 57,506 | 141,576 | 114,114 | 114,114 | - | 27,462 | 56,609 | 50% |
| 2103 SPED Classified | 5,121 | 12,845 | 12,118 | 85,193 | 137,679 | 130,615 | 130,615 | - | 7,064 | 45,422 | 65% |
| 2200 Classified Support Salaries | 4,567 | 7,605 | 7,622 | 63,480 | 135,184 | 70,840 | 70,840 | - | 64,345 | 7,360 | 90% |
| 2202 Intervention Tutoring | - | - | - | - | - | 166,000 | 166,000 | - | (166,000) | 166,000 | 0% |
| 2300 Classified Supervisor & Administrator Salaries | 8,162 | 8,162 | 9,881 | 80,335 | 118,346 | 99,230 | 99,230 | - | 19,116 | 18,895 | 81% |
| 2400 Classified Clerical & Office Salaries | 13,388 | 12,882 | 12,973 | 109,005 | 164,991 | 168,763 | 168,763 | - | (3,772) | 59,758 | 65% |
| 2601 Classified Stipends | 17,625 | 8,652 | 28,299 | 54,576 | - | 30,000 | 30,000 | - | (30,000) | (24,576) | 182% |
| 2900 Classified Other Salaries | 275 | - | - | 1,829 | - | - | - | - | - | (1,829) | - |
| 2905 Other Classified - After School | 7,695 | 14,472 | 14,373 | 116,043 | 182,670 | 151,108 | 151,108 | - | 31,562 | 35,065 | 77% |
| 2925 Other Classified - Childcare | - | - | - | - | 2,207 | 2,560 | 2,560 | - | (353) | 2,560 | 0% |
| 2930 Other Classified - Maintenance/grounds | 9,497 | 14,517 | 13,767 | 105,722 | 103,946 | 159,321 | 159,321 | - | (55,375) | 53,599 | 66% |
| SUBTOTAL - Classified Salaries | 69,400 | 88,831 | 106,755 | 673,689 | 986,599 | 1,092,551 | 1,092,551 | - | (105,952) | 418,862 | 62% |
| Employee Benefits | | | | | | | | | | | |
| 3100 STRS | 43,959 | 43,603 | 45,702 | 313,317 | 486,292 | 516,396 | 516,396 | - | (30,104) | 203,079 | 61% |
| 3300 OASDI-Medicare-Alternative | 11,688 | 11,496 | 12,567 | 85,446 | 125,771 | 127,834 | 127,834 | - | (2,063) | 42,388 | 67% |
| 3400 Health & Welfare Benefits | 50,975 | 55,016 | 54,996 | 491,938 | 621,600 | 675,125 | 675,125 | - | (53,525) | 183,187 | 73% |
| 3500 Unemployment Insurance | 313 | 248 | 256 | 1,855 | 19,682 | 21,925 | 21,925 | - | (2,244) | 20,070 | 8% |
| 3600 Workers Comp Insurance | - | 4,216 | - | 16,860 | 48,002 | 49,734 | 49,734 | - | (1,732) | 32,874 | 34% |
| 3700 Retiree Benefits | (4,228) | 2,470 | 2,485 | 4,956 | - | - | - | - | - | (4,956) | - |
| 3900 Other Employee Benefits | 5,632 | - | - | 14,086 | 17,223 | 21,754 | 21,754 | - | (4,531) | 7,668 | 65% |
| SUBTOTAL - Employee Benefits | 108,339 | 117,050 | 116,006 | 928,458 | 1,318,570 | 1,412,769 | 1,412,769 | - | (94,199) | 484,311 | 66% |
| Books & Supplies | | | | | | | | | | | |
| 4100 Approved Textbooks & Core Curricula Materials | - | - | 30,255 | 45,300 | 56,212 | 56,212 | 56,212 | - | - | 10,912 | 81% |
| 4101 SPED Textbooks | - | - | - | - | 7,700 | 7,700 | 7,700 | - | - | 7,700 | 0% |
| 4200 Books & Other Reference Materials | 302 | 26,895 | 3,604 | 80,745 | 153,135 | 173,002 | 173,002 | - | (19,867) | 92,257 | 47% |
| 4201 Library Resources | - | 686 | 2,158 | 5,279 | 15,025 | 15,025 | 15,025 | - | - | 9,746 | 35% |
| 4315 Custodial Supplies | 113 | 4,759 | 3,038 | 18,614 | 30,000 | 30,000 | 30,000 | - | - | 11,386 | 62% |
| 4320 Educational Software | 370 | 2,296 | 3,850 | 64,759 | 17,000 | 57,514 | 57,514 | - | (40,514) | (7,245) | 113% |
| 4325 Instructional Materials & Supplies | 121 | 7,004 | 3,249 | 42,928 | 97,950 | 97,950 | 97,950 | - | - | 55,022 | 44% |
| 4330 Office Supplies | 367 | 1,082 | 958 | 8,408 | 37,500 | 37,500 | 37,500 | - | - | 29,092 | 22% |
| 4335 PE Supplies | 1,268 | 1,242 | 328 | 4,540 | 9,000 | 9,000 | 9,000 | - | - | 4,460 | 50% |
| 4340 Professional Development Supplies | 16 | 115 | - | 1,211 | 4,794 | 4,794 | 4,794 | - | - | 3,583 | 25% |
| 4352 Garden | - | - | - | 916 | 2,000 | 2,000 | 2,000 | - | - | 1,084 | 46% |
| 4354 ASES Materials | - | 38 | 48 | 7,503 | 6,000 | 8,550 | 8,550 | - | (2,550) | 1,047 | 88% |
| 4355 Summer Preschool | - | - | - | 1,655 | 9,900 | 9,900 | 9,900 | - | - | 8,245 | 17% |
| 4356 SPED Consumables | - | 446 | 1,347 | 5,425 | 9,782 | 9,782 | 9,782 | - | - | 4,357 | 55% |

Language Academy
Income Statement
As of Mar FY2022

| | | Actual | | | YTD | Budget | | | | | | |
|---|---|--------------|----------------|---------------|----------------|--------------------|-------------------|------------------|--|---|----------------------------|--------------------------|
| | | Jan | Feb | Mar | Actual YTD | Approved Budget v1 | Previous Forecast | Current Forecast | Previous Forecast vs. Current Forecast | Approved Budget v1 vs. Current Forecast | Current Forecast Remaining | % Current Forecast Spent |
| 4410 | Classroom Furniture, Equipment & Supplies | - | - | 1,626 | 24,320 | 20,750 | 25,750 | 25,750 | - | (5,000) | 1,430 | 94% |
| 4420 | Computers: individual items less than \$5k | - | - | - | 136,262 | 150,000 | 163,000 | 163,000 | - | (13,000) | 26,738 | 84% |
| 4423 | Classroom Noncapitalized items 1 | - | - | - | - | 15,000 | 15,000 | 15,000 | - | - | 15,000 | 0% |
| 4430 | Non Classroom Related Furniture, Equipment & Supplies | - | 8,039 | - | 36,132 | 7,000 | 28,093 | 28,093 | - | (21,093) | (8,039) | 129% |
| SUBTOTAL - Books and Supplies | | 2,556 | 52,602 | 50,461 | 483,996 | 648,748 | 750,772 | 750,772 | - | (102,025) | 266,776 | 64% |
| Services & Other Operating Expenses | | | | | | | | | | | | |
| 5210 | Conference Fees | - | 682 | - | 682 | 17,605 | 17,605 | 17,605 | - | - | 16,923 | 4% |
| 5215 | Travel - Mileage, Parking, Tolls | 834 | - | - | 1,537 | 5,000 | 5,000 | 5,000 | - | - | 3,463 | 31% |
| 5220 | Travel and Lodging | - | 953 | 5,282 | 9,477 | 17,589 | 17,589 | 17,589 | - | - | 8,112 | 54% |
| 5305 | Dues & Membership - Professional | - | - | - | 8,173 | 15,000 | 15,000 | 15,000 | - | - | 6,827 | 54% |
| 5450 | Insurance - Other | - | 15,124 | - | 89,836 | 69,360 | 80,000 | 80,000 | - | (10,640) | (9,836) | 112% |
| 5515 | Janitorial, Gardening Services & Supplies | - | - | - | 6,995 | 108,000 | 50,000 | 50,000 | - | 58,000 | 43,004 | 14% |
| 5535 | Utilities - All Utilities | - | - | 36,913 | 90,584 | 99,878 | 100,000 | 100,000 | - | (121) | 9,415 | 91% |
| 5605 | Equipment Leases | - | 5,247 | - | 21,159 | 35,332 | 34,800 | 34,800 | - | 532 | 13,641 | 61% |
| 5610 | Rent | - | 12,441 | 9,320 | 76,225 | 101,195 | 102,000 | 102,000 | - | (805) | 25,775 | 75% |
| 5615 | Repairs and Maintenance - Building | - | 210 | 105 | 2,598 | 10,200 | 10,200 | 10,200 | - | - | 7,602 | 25% |
| 5616 | Repairs and Maintenance - Computers | - | 282 | - | 3,758 | 20,000 | 20,000 | 20,000 | - | - | 16,242 | 19% |
| 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 | - | - | 1,400 | 1,400 | 1,020 | 1,020 | 1,020 | - | - | (380) | 137% |
| 5805 | Administrative Fees | - | 24,297 | - | 27,947 | 19,000 | 19,000 | 19,000 | - | - | (8,947) | 147% |
| 5806 | Assemblies | - | - | - | 656 | 3,060 | 3,060 | 3,060 | - | - | 2,404 | 21% |
| 5809 | Banking Fees | - | - | - | 15 | 437 | 428 | 428 | - | 9 | 413 | 4% |
| 5812 | Business Services | - | 20,125 | 13,600 | 67,225 | 80,400 | 80,400 | 80,400 | - | - | 13,175 | 84% |
| 5813 | Board Development | - | - | - | 1,437 | 5,600 | 5,600 | 5,600 | - | - | 4,163 | 26% |
| 5818 | SPED Legal Fees | - | - | - | - | 5,500 | 5,600 | 5,600 | - | (100) | 5,600 | 0% |
| 5824 | District Oversight Fees | - | 1,436 | - | 1,436 | 65,929 | 67,484 | 67,484 | - | (1,555) | 66,048 | 2% |
| 5826 | Directors Contingency | - | - | 543 | 8,297 | - | 18,000 | 18,000 | - | (18,000) | 9,703 | 46% |
| 5830 | Field Trips Expenses | - | - | 100 | 6,947 | 56,092 | 56,092 | 56,092 | - | - | 49,145 | 12% |
| 5836 | Fingerprinting | - | 610 | 209 | 1,940 | 1,000 | 1,121 | 1,121 | - | (121) | (819) | 173% |
| 5839 | Fundraising Expenses | 1,057 | 2,901 | 899 | 26,076 | 36,700 | 36,700 | 36,700 | - | - | 10,624 | 71% |
| 5843 | Interest - Loans Less than 1 Year | - | - | - | - | 112,578 | - | - | - | 112,578 | - | - |
| 5845 | Legal Fees | - | 362 | - | 4,268 | 10,200 | 10,200 | 10,200 | - | - | 5,932 | 42% |
| 5851 | Marketing and Student Recruiting | 1,200 | - | - | 1,200 | 1,224 | 1,224 | 1,224 | - | - | 24 | 98% |
| 5857 | Payroll Fees | 2,906 | 1,139 | 1,670 | 12,905 | 15,606 | 15,300 | 15,300 | - | 306 | 2,396 | 84% |
| 5860 | Printing and Reproduction | - | 4,191 | 1,825 | 15,997 | 35,000 | 35,000 | 35,000 | - | - | 19,003 | 46% |
| 5861 | Prior Yr Exp (not accrued) | (292) | - | - | 2,822 | - | 11,000 | 11,000 | - | (11,000) | 8,178 | 26% |
| 5863 | Professional Development | - | 11,425 | 3,250 | 44,766 | 34,500 | 34,500 | 34,500 | - | - | (10,266) | 130% |
| 5869 | Special Education Contract Instructors | - | 34,304 | 11,510 | 103,554 | 163,914 | 163,914 | 163,914 | - | - | 60,360 | 63% |
| 5874 | Sports | - | - | - | - | 15,529 | 15,529 | 15,529 | - | - | 15,529 | 0% |
| 5875 | Staff Recruiting | - | - | - | - | 1,020 | 1,020 | 1,020 | - | - | 1,020 | 0% |
| 5878 | Student Assessment | - | - | 31 | 31 | 12,505 | 12,505 | 12,505 | - | - | 12,474 | 0% |
| 5880 | Student Health Services | - | - | - | 1,525 | 34,328 | 34,328 | 34,328 | - | - | 32,803 | 4% |
| 5881 | Student Information System | - | - | - | 31,803 | 16,257 | 31,876 | 31,876 | - | (15,619) | 73 | 100% |
| 5884 | Substitutes | - | - | - | - | 56,000 | - | - | - | 56,000 | - | - |
| 5887 | Technology Services | - | 4,980 | 2,892 | 44,168 | 35,000 | 36,296 | 36,296 | - | (1,296) | (7,872) | 122% |
| 5910 | Communications - Internet / Website Fees | 200 | 8 | 8 | 6,381 | 7,000 | 7,000 | 7,000 | - | - | 619 | 91% |
| 5915 | Postage and Delivery | - | 9 | 348 | 1,679 | 8,000 | 8,000 | 8,000 | - | - | 6,321 | 21% |
| 5920 | Communications - Telephone & Fax | 1,395 | - | 2,804 | 12,600 | 18,000 | 18,000 | 18,000 | - | - | 5,400 | 70% |
| SUBTOTAL - Services & Other Operating Exp. | | 7,300 | 140,725 | 92,709 | 738,100 | 1,364,327 | 1,196,161 | 1,196,161 | - | 168,167 | 458,061 | 62% |
| Capital Outlay & Depreciation | | | | | | | | | | | | |
| 6900 | Depreciation | 42,348 | 84,695 | 42,348 | 424,175 | 555,000 | 555,000 | 555,000 | - | - | 130,825 | 76% |

Language Academy
Income Statement
As of Mar FY2022

| | Actual | | | YTD | Budget | | | | | | |
|---|----------------|----------------|----------------|------------------|--------------------|-------------------|------------------|--|---|----------------------------|--------------------------|
| | Jan | Feb | Mar | Actual YTD | Approved Budget v1 | Previous Forecast | Current Forecast | Previous Forecast vs. Current Forecast | Approved Budget v1 vs. Current Forecast | Current Forecast Remaining | % Current Forecast Spent |
| SUBTOTAL - Capital Outlay & Depreciation | 42,348 | 84,695 | 42,348 | 424,175 | 555,000 | 555,000 | 555,000 | - | - | 130,825 | 76% |
| Other Outflows | | | | | | | | | | | |
| 7438 Long term debt - Interest | 37,633 | - | - | 37,633 | - | 112,578 | 112,578 | - | (112,578) | 74,945 | 33% |
| 7999 Uncategorized Expense | 4,822 | - | 7,513 | 51,847 | - | - | - | - | - | (51,847) | |
| SUBTOTAL - Other Outflows | 42,454 | - | 7,513 | 89,480 | - | 112,578 | 112,578 | - | (112,578) | 23,099 | 79% |
| TOTAL EXPENSES | 654,086 | 755,905 | 687,046 | 5,381,337 | 7,886,823 | 8,171,816 | 8,171,816 | - | (284,993) | 2,790,479 | 66% |

Language Academy
Monthly Cash Forecast
As of Mar FY2022

| | 2021-22 | | | | | | | | | | | | | |
|--|--------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|
| | Actuals & Forecast | | | | | | | | | | | | | Remaining Balance |
| | Jul Actuals | Aug Actuals | Sep Actuals | Oct Actuals | Nov Actuals | Dec Actuals | Jan Actuals | Feb Actuals | Mar Actuals | Apr Forecast | May Forecast | Jun Forecast | Forecast | |
| Beginning Cash | 5,387,393 | 5,893,724 | 5,486,020 | 5,538,306 | 6,201,654 | 6,203,861 | 5,701,961 | 6,880,814 | 6,236,455 | 6,493,727 | 6,815,149 | 6,789,764 | | |
| REVENUE | | | | | | | | | | | | | | |
| LCFF Entitlement | - | - | 339,504 | 1,013,141 | 414,578 | - | 1,291,439 | - | 305,554 | 898,792 | 512,981 | 512,981 | 6,003,945 | 714,975 |
| Federal Revenue | - | - | - | - | 44,342 | - | 168,239 | - | 47,940 | 179,181 | 205,595 | 152,310 | 889,405 | 91,798 |
| Other State Revenue | 20,197 | 20,197 | 36,355 | 339,830 | 36,355 | 36,355 | 333,347 | - | 70,951 | 357,789 | 163,339 | 133,209 | 1,668,184 | 120,260 |
| Other Local Revenue | 1,057 | 2,497 | 4,035 | 2,545 | 1,489 | 2,247 | 761 | 938 | 1,386 | 21,686 | 4,830 | 4,830 | 48,300 | - |
| Fundraising & Grants | - | - | - | 3,078 | 4,973 | - | 2,321 | - | 1,595 | 8,033 | 2,500 | 2,500 | 25,000 | - |
| TOTAL REVENUE | 21,254 | 22,694 | 379,894 | 1,358,594 | 501,737 | 38,602 | 1,796,106 | 938 | 427,426 | 1,465,482 | 889,244 | 805,830 | 8,634,834 | 927,032 |
| EXPENSES | | | | | | | | | | | | | | |
| Certificated Salaries | 26,459 | 40,372 | 262,985 | 262,179 | 265,644 | 260,856 | 381,690 | 272,003 | 271,253 | 336,182 | 336,182 | 336,182 | 3,051,985 | - |
| Classified Salaries | 34,448 | 53,657 | 102,260 | 86,212 | 65,215 | 66,911 | 69,400 | 88,831 | 106,755 | 134,621 | 149,621 | 134,621 | 1,092,551 | - |
| Employee Benefits | 48,283 | 70,101 | 129,175 | 95,837 | 131,963 | 111,705 | 108,339 | 117,050 | 116,006 | 166,447 | 159,655 | 158,209 | 1,412,769 | - |
| Books & Supplies | 61,086 | 156,813 | 54,124 | 42,910 | 47,682 | 15,763 | 2,556 | 52,602 | 50,461 | 88,925 | 88,925 | 88,925 | 750,772 | - |
| Services & Other Operating Expenses | 68,383 | 74,127 | 84,586 | 65,399 | 147,157 | 57,714 | 7,300 | 140,725 | 92,709 | 126,803 | 126,803 | 126,803 | 1,196,161 | 77,651 |
| Capital Outlay & Depreciation | - | - | - | - | - | 254,784 | 42,348 | 84,695 | 42,348 | 38,325 | 46,250 | 46,250 | 555,000 | - |
| Other Outflows | 22,044 | 10,478 | 6,257 | 1 | 102 | 631 | 42,454 | - | 7,513 | (89,480) | - | - | 112,578 | 112,578 |
| TOTAL EXPENSES | 260,703 | 405,548 | 639,386 | 552,537 | 657,763 | 768,364 | 654,086 | 755,905 | 687,046 | 801,823 | 907,436 | 890,990 | 8,171,816 | 190,229 |
| Operating Cash Inflow (Outflow) | (239,449) | (382,854) | (259,492) | 806,057 | (156,026) | (729,762) | 1,142,020 | (754,968) | (259,619) | 663,658 | (18,192) | (85,160) | 463,017 | 736,803 |
| Revenues - Prior Year Accruals | 942,033 | 106,207 | 421,087 | 145,420 | 12,714 | - | 31,387 | - | 380,416 | (21,281) | - | - | - | - |
| Other Assets | 23,275 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Fixed Assets | (47,234) | - | - | - | 23,709 | 254,784 | 42,348 | 84,695 | 42,348 | 61,850 | 46,250 | 46,250 | - | - |
| Due To (From) | - | - | - | - | - | - | - | - | 8,532 | (8,532) | - | - | - | - |
| Expenses - Prior Year Accruals | (48,971) | (13,465) | (238,456) | (100) | 48,514 | - | - | - | 52,721 | (319,623) | - | - | - | - |
| Accounts Payable - Current Year | (7,480) | (1,155) | 5,574 | (10,203) | 47,647 | (52,615) | 2,113 | (118) | 6,149 | (1,207) | - | - | - | - |
| Summerholdback for Teachers | (119,155) | (116,436) | 25,606 | 25,649 | 25,650 | 25,692 | 25,817 | 26,032 | 26,725 | - | - | - | - | - |
| Loans Payable (Long Term) | - | - | - | - | - | - | (64,833) | - | - | - | - | - | - | - |
| Other Liabilities | 3,311 | - | 97,967 | (303,475) | - | - | - | - | - | (53,443) | (53,443) | (53,443) | - | - |
| Ending Cash | 5,893,724 | 5,486,020 | 5,538,306 | 6,201,654 | 6,203,861 | 5,701,961 | 6,880,814 | 6,236,455 | 6,493,727 | 6,815,149 | 6,789,764 | 6,697,411 | | |

Language Academy
Balance Sheet
As of Mar FY2022

| | Jun FY2021 | Mar FY2022 |
|---------------------------------------|-------------------|-------------------|
| ASSETS | | |
| Cash Balance | 5,387,393 | 6,493,727 |
| Accounts Receivable | 2,351,983 | 312,719 |
| Prepays | 28,194 | 4,918 |
| Fixed Assets, Net | 7,597,497 | 7,196,848 |
| TOTAL ASSETS | 15,365,068 | 14,008,212 |
| LIABILITIES & EQUITY | | |
| Accounts Payable | 528,806 | 325,480 |
| Due to Others | - | 8,532 |
| Deferred Revenue | 362,526 | 160,329 |
| Current Loans and Other Payables | 231,057 | 170,118 |
| Long-Term Loans and Other Liabilities | 3,763,265 | 3,698,433 |
| Beginning Net Assets | 9,705,239 | 10,479,413 |
| Net Income (Loss) to Date | 774,174 | (834,092) |
| TOTAL LIABILITIES & EQUITY | 15,365,068 | 14,008,212 |



A California Public School

Agenda Item #IVG

Board Meeting Date: April 22, 2022

Subject: Director Evaluation Committee

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

Background:

The Directors Evaluation Committee conducts an annual evaluation of the Executive Director.

The Committee would like to begin preliminary discussion to move to a modified timeline for the Executive Director Evaluation.

Estimated Time of Presentation: 10 min
Submitted By: de Gonzalez
Date: 04182022

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



A California Public School

Agenda Artículo #IVG

Fecha de la Reunión: 22 de abril de 2022

Tema: Comité de Evaluación del Director Ejecutivo

- Artículo de información
- Aprobación en la Agenda de Consentimiento
- Conferencia/Primera lectura (Acción Anticipado: octubre/noviembre 2018)
- Conferencia (solo para discutir)
- Conferencia/Acción
- Acción

Contexto:

El Comité de Evaluación del Director realiza una evaluación anual del Director Ejecutivo.

Al Comité le gustaría comenzar una discusión preliminar para modificar la línea cronológica para la Evaluación del Director Ejecutivo