

**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 49<sup>th</sup> Street, Sacramento, CA 95817

Agenda/Agenda

**BOARD MEETING/ REUNIÓN DE LA MESA**

Friday, December 17, 2021/viernes, 17 de diciembre del 2021

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

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

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

	<b>Name/Nombre</b>	<b>Role/Miembro</b>	<b>Present/ Presente</b>	<b>Absent/ Ausente</b>
1.	Nailah Kokayi	Parent/Padre (19-21)		
2.	Fernando Aceves	Parent/Padre (19-22) Vice President/Vice Presidente		
3.	Cristian García	Parent/Padre (20-23) Secretary/Secretario		
4.	Brenda Luna	Teacher/Maestra (21-24)		
5.	Clark Graham	Teacher/Maestre (19-22)		
6.	Laura Lomeli	Staff/Personal (20-23)		
7.	Nadeen Ruíz	Community Member/Miembro Comunitario (18-21)		
8.	Julissa de González	Community Member/Miembro Comunitario (19-22) Treasurer/Tesorera		
9.	Nina Sylvains	Community Member/Miembro Comunitario (20-23)		
10.	Student Representative	Student Council President/Presidente del Concilio Estudiantil		
11.	Teejay Bersola	Director of Academic Accountability/Directora de Responsabilidad Académica		
12.	Judy Morales	Director of Business and Operations /Directora de negocios y operaciones		
13.	Eduardo de León	Executive Director/Director Ejecutivo		

**C. APPROVAL OF AGENDA/Aprobación de la Agenda**

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

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

**D. APPROVAL OF BOARD MEETING MINUTES/Aprobación de las Minutas de la Mesa Directiva:  
 November 19, 2021 minutes/minutas del 19 de noviembre de 2021**

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

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

**E. MISSION/Misión**

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

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

**II. COMMUNICATIONS NORMS/NORMAS DE COMUNICACION**

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

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

**III. INFORMATIONAL ITEMS/ARTICULOS DE INFORMACION**

**1. Student Council/Concilio estudiantil – Representative/representante (5 min)**

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

**A. Board Development: Recognition of Outgoing Board Members, Recognition of Incoming Board Members, 2021-2022 Board Calendar, Board Retreat Planning –Desarrollo de la mesa directiva: reconocimiento de miembros salientes de la mesa directiva, reconocimiento de miembros entrantes de la mesa directiva, calendario de juntas 2021-2022, planeación de retiro de la mesa directiva** – Executive members, School Leadership (20 min.)

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

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

**B. Educator Effectiveness Block Grant Plan Approval/Aprobación del Plan para la subvención de la efectividad de educadorxs** –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: \_\_\_\_\_

**C. ESSER III Expenditure Plan Revision Approval/Aprobación de Revisión del plan gastos de ESSER III**– School Leadership (15 min.)

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

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

**D. Resolution Authorizing Use of Remote Teleconferencing Provisions Pursuant to AB 361 and need for Special Board Meeting in January/ Resolución que autoriza el uso de teleconferencias remotas de conformidad con AB 361 y necesidad de una junta especial de la mesa directive en enero – Aceves, School Leadership (10 min.)**

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

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

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

**E. LAS Academic Accountability 101: SCUSD Annual Progress Report (APR) – Información básica de responsabilidad académica: Informe de progreso anual de SCUSD (APR)– School Leadership (10 min.)**

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

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

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

**F. October and November Check Registers/Registros de la cuenta bancaria de octubre y noviembre – 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: \_\_\_\_\_

**G. First Interim Report/Primer Reporte Intermedio – School Leadership/Liderazgo (10 min)**

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

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

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

**H. Finance Committee Report & Monthly Financials/Reporte de comité de finanzas y financieros mensuales Morales/EdTec (10 min)**

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

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

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

**I. Resolution Relating to Participation in Self-Funding Excess Liability Plan / Resolución relativa a la participación en el exceso de responsabilidad autofinanciada School Leadership (10 min)**

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

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

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

**V. FUTURE MEETINGS/Próxima Junta**

- A.) Special Board Meeting: Friday, January 17, 2022 at 5:30pm – viernes, 17 de diciembre de 2022 a las 5:30pm
- B.) Regular Meeting: Friday, January 28, 2022 at 5:30pm – viernes, 28 de enero 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: _____
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*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, November 19, 2021/ viernes, 19 de noviembre del 2021**  
**5:30 pm through Zoom/ 5:30PM a través de Zoom**

**I. PRELIMINARY/PRELIMINARIO**

<b>I.A &amp; B</b>	Meeting was called to order by Cristián García at 5:33 PM. Roll call was taken./ La junta fue convocada por Cristián García a las 5:33 PM. Se tomó lista.			
	<b>Name/ Nombre</b>	<b>Role/ Papel</b>	<b>Present/ Presente</b>	<b>Absent/ Ausente</b>
	1. Nailah Kokayi	Parent/Madre (19-20)	X	
	2. Fernando Aceves	Parent/Madre (19-22) Vice President/Vice President		X
	3. Cristian García	Parent/Madre (20-23) Secretary/Secretario	X	
	4. Brenda Luna	Teacher/Maestra (21-24)	X	
	5. Clark Graham	Teacher/Maestre (19-22)	X	
	6. Laura Lomelí	Staff/Personal (20-23)	X	
	7. Nadeen Ruiz	Community Member/Miembro Comunitario (18-21)		X
	8. Julissa de González	Community Member/Miembro Comunitario (19-22) Treasurer/Tesorera	X	
	9. Nina Sylvains	Community Member/Miembro Comunitario (20-23)	X	
	10. Student Representative	Student Council President/Presidente del Concilio Estudiantil	X	
	11. Teejay Bersola	Director of Academic Accountability/Directora de Responsabilidad Académica	X	
	12. Judy Morales	Director of Business and Operations/Directora de Negocios y Operaciones	X	
	13. Eduardo de León	Executive Director/Director Ejecutivo	X	

	<b>Agenda/Agenda</b>	<b>Action/Acción</b>
<b>I.C</b>	<b>Approval of Agenda</b> <i>Aprobación de la Agenda</i>	A motion was made to approve the November 19, 2021 agenda <i>Se hizo una moción para aprobar la agenda del 19 de noviembre de 2021</i>  1 <sup>st</sup> Motion/1 <sup>a</sup> Moción: Cristian García 2 <sup>nd</sup> Motion/2 <sup>a</sup> Moción: Nina Sylvains Absences/Ausencias: Julissa de González, Nadeen Ruíz, Fernando Aceves Abstentions/Abstenciones: None/ninguna The motion passed with six votes. / <i>La moción pasó con seis votos.</i>
<b>I.D</b>	<b>Approval of Board Meeting Minutes</b> <i>Aprobación de los Minutos de la Mesa Directiva</i>	A motion was made to approve of the October 29, 2021 minutes. <i>Se hizo una moción para aprobar las minutas del 29 de octubre del 2021.</i>  1 <sup>st</sup> Motion/1 <sup>a</sup> Moción: Clark Garaham 2 <sup>nd</sup> Motion/2 <sup>a</sup> Moción: Cristian García Absences/Ausencias: Julissa de González, Nadeen Ruíz, Fernando Aceves Abstentions/Abstenciones: None/ninguna The motion passed with six votes. / <i>La moción pasó con seis votos.</i>
<b>I.E</b>	<b>Mission</b> <i>Misión</i>	The mission was read aloud. / <i>La misión fue leída en voz alta.</i>

**II. COMMUNICATIONS NORMS/NORMAS DE COMUNICACIÓN**

<b>II.A.</b>	<b>Public Comments</b> <i>Comentarios Públicos</i>	Eduardo de León made a public comment about the LAS Vaccine Clinic <i>Eduardo de León hizo un comentario público sobre la Clínica de vacunación de LAS</i>
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**III. INFORMATIONAL ITEMS**  
**ARTÍCULOS DE INFORMACIÓN**

<b>III.1.</b>	<b>Student Council/Concilio estudiantil – Representative</b>	The Student Council report was shared by advisor Hayes <i>El asesor Hayes compartió el reporte del concilio estudiantil.</i>
	<b>Public Comments</b> <i>Comentarios Públicos</i>	None/Ninguno

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

<b>IV.A.</b>	<b>Governing Board Community Candidate</b> <b>Interviews/Entrevistas de candidatos para la comunidad de la mesa directiva</b>	Board members interviewed the community candidates to the board, Mariana Corona Sabeniano and José Manuel García. Miembros de la mesa directiva entrevistaron a los candidatos a la mesa directiva, Mariana Corona Sabeniano y José Manuel García.  A motion was made to approve their continuation in the elections process. <i>Se hizo una moción para aprobar la continuación de los dos en el proceso de elecciones.</i>  1 <sup>st</sup> Motion/ <i>1ª Moción</i> : Julissa de González 2 <sup>nd</sup> Motion/ <i>2ª Moción</i> : Cristian García Absences/ <i>Ausencias</i> : Nadeen Ruíz, Fernando Aceves Abstentions/ <i>Abstenciones</i> : None/ <i>ninguna</i> The motion passed with seven votes. / <i>La moción pasó con siete votos.</i>
	<b>Public Comments</b> <i>Comentarios Públicos</i>	None/ <i>Ninguno</i>
<b>IV.B.</b>	<b>Educator Effectiveness Block Grant Public Hearing/Audiencia pública para la subvención de la efectividad de educadorxs – School Leadership</b>	Teejay Bersola shared the LAS Educator Effectiveness Funds Draft Plan during the public hearing. The item will return for a vote at the December board meeting. <i>Teejay Bersola compartió el borrador del plan de Eficacia de los Educadores de LAS durante la audiencia pública. La mesa directiva votará sobre el tema en la junta de diciembre.</i>
	<b>Public Comments</b> <i>Comentarios Públicos</i>	None/ <i>Ninguno</i>
<b>IV.C.</b>	<b>Resolution Authorizing Use of Remote Teleconferencing Provisions Pursuant to AB 361/ Resolución que autoriza el uso de teleconferencias remotas de conformidad con AB 361 – School Leadership</b>	School Leadership shared Resolution Authorizing Use of Remote Teleconferencing Provisions Pursuant to AB 361. <i>Liderazgo escolar compartió la Resolución que autoriza el uso de teleconferencias remotas de conformidad con AB 361.</i>  A motion was made to approve the resolution. <i>Se hizo una moción para aprobar la resolución.</i>  1 <sup>st</sup> Motion/ <i>1ª Moción</i> : Cristian García 2 <sup>nd</sup> Motion/ <i>2ª Moción</i> : Julissa de González Absences/ <i>Ausencias</i> : Nadeen Ruíz, Fernando Aceves Abstentions/ <i>Abstenciones</i> : None/ <i>ninguna</i> The motion passed with seven votes. / <i>La moción pasó con siete votos.</i>
	<b>Public Comments</b> <i>Comentarios Públicos</i>	None/ <i>Ninguno</i>

**V. FUTURE MEETINGS/PRÓXIMA JUNTA**

1. Friday, December 17, 2021 Regular Board Meeting/*viernes 17 de diciembre del 2021 Junta Regular de la Mesa Directiva*

**VI. FUTURE AGENDA ITEMS/TEMAS PARA AGENDAS FUTURAS**

**VII. ADJOURNMENT/CLAUSURA**

A motion was made to adjourn the board meeting. / *Se hizo una moción para terminar la reunión de la Mesa.*  
1<sup>st</sup> Motion/*1ª Moción*: Julissa de González  
2<sup>nd</sup> Motion/*2ª Moción*: Cristian García  
Absences/*Ausencias*: Nadeen Ruíz, Fernando Aceves  
Abstentions/*Abstenciones*: None/*ninguna*  
The motion passed with seven votes. / *La moción pasó con siete votos.*  
The board meeting was adjourned at 6:23 PM. / *La reunión de la Mesa se terminó a las 6:23PM.*



A California Public School

Agenda Item#III1

**Board Meeting Date:** December 17, 2021

**Subject:** Student Council

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

**Committee/Staff:** Student Council

**Student Council Reports:**

- Item 2B: The Student Council (SC) meeting called to order and began with the Treasurer's report.
- Item 2C: Public comments raised the possibility of doing another fundraiser in second semester.
- Item 2D: SC President introduced the Sock Drive which is the student council community project for this winter. SC representatives brought awareness to classmates about how our community can help those in need by donating new socks for this winter. The socks will be donated to the Mercy Peddlers organization. Many classes participated and it was a great opportunity for our SC to help the community.
- Item 2E: SC members finalized the themes for each day of spirit week this year with a final date to be decided by SC advisors and executive members.
- Item 2G: Student council members voted on the t-shirt design for the 2021-2022 Student Council.
- Meeting was adjourned at 4:18 p.m.

**Estimated Time of Presentation:** 5 min  
**Submitted By:** Student Council Representative  
**Date:** 12/17/2021

**Pertinent Pages in**  
 Charter, pages \_\_\_\_\_  
 MOU, pages \_\_\_\_\_



**Fecha de la reunión:** 17 de diciembre de 2021

**Tema:** Concilio estudiantil

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

**Comité/Personal:** Concilio estudiantil

**Informes del concilio estudiantil:**

- Asunto 2B: Se inició la reunión del Consejo de Estudiantes (SC) y comenzó con el informe del Tesorero.
- Asunto 2C: Los comentarios del público discutieron la posibilidad de hacer otra recaudación de fondos en el segundo semestre.
- Asunto 2D: El presidente de SC presentó Una colección de calcetines, que es el proyecto comunitario del consejo estudiantil para este invierno. Los representantes de SC concienciaron a los compañeros de clase sobre cómo nuestra comunidad puede ayudar a los necesitados mediante la donación de calcetines nuevos para este invierno. Los calcetines serán donados a la organización Mercy Peddlers. Participaron muchas clases y fue una gran oportunidad para que nuestro SC ayude a la comunidad.
- Asunto 2E: Los miembros del SC finalizaron los temas para cada día de la semana espiritual de este año con una fecha final que decidirán los asesores del SC y los miembros ejecutivos.
- Asunto 2G: Los miembros del consejo estudiantil votaron sobre el diseño de la camiseta para el consejo estudiantil 2021-2022.
- La reunión se suspendió a las 4:18 p.m.

**Estimated Time of Presentation:** 5 min  
**Submitted By:** Student Council Representative  
**Date:** 12172021

**Pertinent Pages in**  
 Charter, pages \_\_\_\_\_  
 MOU, pages \_\_\_\_\_





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

A California Public School

Agenda Item# IVA

**Board Meeting Date:** December 17, 2021

**Subject:** LAS Board Development

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

**Committee:** Board Executive Members & School Leadership

Board members will discuss the following:

1. Recognition of Outgoing Board Members: Nailah Kokayi and Nadeen Ruíz
2. Recognition of Incoming Board Members: Nailah Kokayi and Mariana Corona Sabeniano
3. Board Master Calendar for remainder of 2021-2022 year
  - January 14, 2022 at 5:30pm (Special)
  - January 28, 2022 at 5:30pm
  - February 25, 2022 at 5:30pm
  - March 25, 2022 at 5:30pm
  - April 22, 2022 at 5:30pm
  - May 27, 2022 at 5:30pm
  - June 24, 2022 at 5:30pm
4. Board Retreat Planning Discussion
5. Charter Schools Development Center Conference (December 6-7, 2021)
6. California Charter Schools Conference Announcement (March 14-17, 2022)  
<https://charterconference.org/2022/>

<p><b>Estimated Time of Presentation:</b> 20 min  <b>Submitted By:</b> Board &amp; School Leadership  <b>Date:</b> 12152021</p>
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<p><b>Pertinent Pages in</b>  <input type="checkbox"/> Charter, pgs _____ <input type="checkbox"/> Bylaws, pgs _____  <input type="checkbox"/> MOU, pgs _____ <input type="checkbox"/> Policy _____</p>
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**Fecha de la Reunión:** 17 de diciembre de 2021

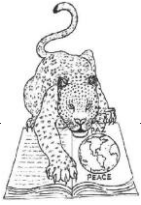
**Tema:** Desarrollo de la Mesa Directiva

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

**Comité:** Miembros ejecutivos de la mesa directiva & Liderazgo Escolar

Los miembros de la Mesa Directiva hablaran sobre:

1. Reconocimiento de miembros salientes de la mesa directiva: Nailah Kokayi y Nadeen Ruíz
2. Reconocimiento de miembros entrantes de la mesa directiva: Nailah Kokayi y Mariana Corona Sabeniano
3. Calendario de juntas anuales de la mesa directiva para el resto del año 2021-2022
  - 14 de enero de 2022 a las 5:30pm (especial)
  - 28 de enero de 2022 a las 5:30pm
  - 25 de febrero de 2022 las 5:30pm
  - 25 de marzo de 2022 a las 5:30pm
  - 22 de abril de 2022 a las 5:30pm
  - 27 de mayo de 2022 a las 5:30pm
  - 24 de junio de 2022 a las 5:30pm
4. Discusión y planeación para El Retiro de la Mesa Directiva
5. Conferencia de Charter Schools Development Center (6-7 de diciembre de 2021)
6. Asistencia a Conferencias de La Asociación de Escuelas Chárter de California (14-17 de marzo de 2022) <https://charterconference.org/2022/>



A California Public School

Agenda Item# IVB

**Board Meeting Date:** December 17, 2021

**Subject:** LAS Educator Effectiveness Funds (EEF) Plan

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

**Committee:** School Leadership

**Funding Overview:**

Per CDE, the Educator Effectiveness Funds (EEF) may be used to support the professional learning for certificated teachers, administrators, paraprofessional educators, and certificated staff. *As a condition of receiving Educator Effectiveness funds, a school district, county office of education, charter school, or state special school is required to:*

- *On or before December 30, 2021, develop and adopt a plan delineating how the Educator Effectiveness funds will be spent including the professional development of teachers, administrators, paraprofessionals, and classified staff. The plan must be explained in a public meeting of the governing board of the school district or county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.*
- *As a condition of apportionment, submit an annual data report and an annual expenditure report detailing information to the California Department of Education (CDE), including, but not limited to, specific purchases made and the number of teachers, administrators, paraprofessional educators or classified staff that received professional development on or before September 30 of each year. In addition, as a condition of apportionment, a final data and expenditure report is also required to be submitted to the CDE on or before September 30, 2026.*

Please see attached LAS EEF Plan draft for review.

**Attachments:**

- 1) LAS EEF Plan Draft v121421

**Estimated Time of Presentation:** 15 min  
**Submitted By:** Bersola  
**Date:** 12142021

**Pertinent Pages in**  
( ) Charter, pages \_\_\_\_\_  
( ) MOU, pages \_\_\_\_\_



A California Public School

**Recommendations:**

It is recommended that the LAS Board review the LAS EEF Plan for approval.

MOTION	Aye	Nay	Abstain	Absent
Brenda Luna				
Fernando Aceves				
Nailah Kokayi				
Cristian Garcia				
Laura Lomelí				
Clark Graham				
Nina Sylvains				
Julissa de Gonzalez				
Ruiz, Nadeen				
Totals:				



**Fecha de la Reunión:** 17 de diciembre de 2021

**Tema:** Plan de Fondos para la Eficacia de los Educadores (EEF) de LAS

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

**Comité:** Liderazgo Escolar

**Resumen de financiación:**

Según el CDE, los Fondos para la Eficacia de los Educadores (EEF, por sus siglas en inglés) pueden usarse para apoyar el aprendizaje profesional de maestros certificados, administradores, educadores paraprofesionales y personal certificado. *Como condición para recibir fondos de Eficacia de los Educadores, un distrito escolar, una oficina de educación del condado, una escuela autónoma o una escuela especial estatal deben:*

- *A más tardar el 30 de diciembre de 2021, desarrollar y adoptar un plan que delinee cómo se gastarán los fondos de Eficacia de los Educadores, incluido el desarrollo profesional de maestros, administradores, paraprofesionales y personal clasificado. El plan debe explicarse en una reunión pública de la Mesa Directiva del distrito escolar o del condado, o el cuerpo directivo de la escuela autónoma, antes de su adopción en una reunión pública posterior.*
- *Como condición para la distribución, presente un informe de datos anual y un informe de gastos anual que detalle la información al Departamento de Educación de California (CDE), incluidas, entre otras, las compras específicas realizadas y la cantidad de maestros, administradores, educadores paraprofesionales o personal clasificado que recibió desarrollo profesional el 30 de septiembre de cada año o antes. Además, como condición para la distribución, también se requiere que se presente al CDE un informe final de datos y gastos a más tardar el 30 de septiembre de 2026.*

Consulte el borrador del Plan de EEF de LAS adjunto para su revisión.

**Documento adjunto:**

1. Borrador del Plan de EEF de LAS v121421

**Recomendación:**

Se recomienda que la Mesa de LAS revise el Plan EEF de LAS para su aprobación.

**Tiempo estimado para la presentación:** 15 min.  
**Entregado por:** Bersola  
**Fecha:** 12142021

**Páginas pertinentes en:**  
 ( ) La constitución, páginas \_\_\_\_\_  
 ( ) MOU, páginas \_\_\_\_\_

## The Language Academy of Sacramento (LAS)

### Educator Effectiveness Funds (EEF) Plan

*Draft v121321 12PM*

(Est. Total \$129,487)

#### Funding Overview:

Per CDE, the Educator Effectiveness Funds (EEF) may be used to support the professional learning for certificated teachers, administrators, paraprofessional educators, and certificated staff. *As a condition of receiving Educator Effectiveness funds, a school district, county office of education, charter school, or state special school is required to:*

- *On or before December 30, 2021, develop and adopt a plan delineating how the Educator Effectiveness funds will be spent including the professional development of teachers, administrators, paraprofessionals, and classified staff. The plan must be explained in a public meeting of the governing board of the school district or county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.*
- *As a condition of apportionment, submit an annual data report and an annual expenditure report detailing information to the California Department of Education (CDE), including, but not limited to, specific purchases made and the number of teachers, administrators, paraprofessional educators or classified staff that received professional development on or before September 30 of each year. In addition, as a condition of apportionment, a final data and expenditure report is also required to be submitted to the CDE on or before September 30, 2026.*

#### Fiscal Impact:

- The grant total of \$129,487 EEF expenditures will be budgeted in three-year increments of about \$43K increments (FY22, FGY23, and FY24).

#### WHAT:

LAS has three overarching intent for the EEF: 1) Professional Development for Schoolwide English Language Development Program Design and Implementation, 2) Support for Credentialing Update of Current Staff, and 3) Schoolwide Training for Playworks Program: Recess Implementation. Since LAS's Federal Program Monitoring (FPM) review in FY19, the school has been researching an English Language Development (ELD) curriculum designed for a 90-10 dual language immersion educational model. After consultations with the FPM reviewers, the Sacramento County Office of Education (SCOE) staff and other curriculum publishers, it has become clear that LAS's ELD curriculum and program has to be uniquely designed - organically rooted from existing LAS curriculum/programs: Units of Study for Teaching Reading, Sobrato Early Academic Language (SEAL) and Expository Reading Writing Curriculum (ERWC), in order for it to be efficacious and effective in the school's particular setting.

Secondly, it is LAS's intent to support its staff to ensure all teaching members can partake in programs that lead to effective standards-aligned instruction in general and special education. Fulfillment of these two goals in the upcoming years will be possible with the EEF. Lastly, LAS is committed to ensuring that all students continue to experience a sense of community despite the school's adherence to the CDC guidelines for social distancing. Through partnership with Playworks Program, LAS staff will learn how to set up high functioning recess time and activities that create a positive school culture.

#### HOW:

Through a multi-pronged professional development: 1) school-wide work/training retreat, 2) on-site trainings/coaching, and 3) grade-level/team release/work days, LAS staff will learn, collaborate, and design an ELD program utilizing current reading and writing instructional practices with integration of SEAL for the purpose of English Language Development as appropriate per grade level in a 90-10 dual language immersion program. Secondly, teaching staff members will have the opportunity to review, plan and implement specific actions to ensure that their credentials match their current assignment and if not, to ensure that they enroll in an accredited program to meet their current need. Thirdly, LAS administration is in conversation with the Playworks Program leads to set the logistics for possible training days while concurrently recruiting pertinent staff members for training participation.

#### WHY:

LAS Charter Goal: English Language Learners (ELs) will show an upward trajectory of academic achievement, ultimately qualifying for reclassification at the End of Stage 3 of Biliteracy or Grade 8.

With recent changes in state assessments (SBAC, and ELPAC) and schooling contexts (i.e., distance learning due to COVID-19 pandemic), LAS RFEP rate at the End of State 3/Gr8, has decreased. Concurrently, this has created a larger number of ELs in Academic English Language Development (AELD) elective class in middle school. LAS is eager to address the challenge on how to change this and improve the academic achievement trajectory for English Language Learners. The EEF will help ensure that the momentum of this important work comes to full fruition.

Clearly, the quality of LAS's education program belies in the professional preparation of its teaching personnel. As a dual language immersion program, LAS is keenly aware of the alignment between teacher quality and student achievement; hence, it is on this note that LAS is grateful for the EEF as it will facilitate the school's ability to support the professional credentialing goals and development of its current staff.

Finally, we are only beginning to realize the effects of the COVID-19 health crisis in the overall school climate. One thing for sure, it is evident that learning and recess blocks are forever changed and LAS is looking forward to partnering with Playworks Program to expand our ability to enhance student engagement and the overall sense of community through organized play.

## Academia de Idiomas de Sacramento (LAS)

### Plan de Fondos para la Eficacia de los Educadores (EEF)

*Borrador v121321 12PM*

(Total estimado \$129,487)

#### Resumen de financiación:

Según el CDE, los Fondos para la Eficacia de los Educadores (EEF, por sus siglas en inglés) pueden usarse para apoyar el aprendizaje profesional de maestros certificados, administradores, educadores paraprofesionales y personal certificado. *Como condición para recibir fondos de Eficacia de los Educadores, un distrito escolar, una oficina de educación del condado, una escuela autónoma o una escuela especial estatal deben:*

- *A más tardar el 30 de diciembre de 2021, desarrollar y adoptar un plan que delinee cómo se gastarán los fondos de Eficacia de los Educadores, incluido el desarrollo profesional de maestros, administradores, paraprofesionales y personal clasificado. El plan debe explicarse en una reunión pública de la Mesa Directiva del distrito escolar o del condado, o el cuerpo directivo de la escuela autónoma, antes de su adopción en una reunión pública posterior.*
- *Como condición para la distribución, presente un informe de datos anual y un informe de gastos anual que detalle la información al Departamento de Educación de California (CDE), incluidas, entre otras, las compras específicas realizadas y la cantidad de maestros, administradores, educadores paraprofesionales o personal clasificado que recibió desarrollo profesional el 30 de septiembre de cada año o antes. Además, como condición para la distribución, también se requiere que se presente al CDE un informe final de datos y gastos a más tardar el 30 de septiembre de 2026.*

#### Impacto fiscal:

- El total de la subvención de \$129,487 dólares de gastos del EEF se presupuestará en incrementos de tres años de unos \$43,000 (Año fiscal 22, 23 y 24).

#### QUÉ:

LAS tiene tres propósitos generales para el EEF: 1) Desarrollo profesional para el diseño e implementación del programa de desarrollo del idioma inglés en toda la escuela, 2) Apoyo para la actualización de las credenciales del personal actual, y 3) Programa de capacitación escolar de *Playworks*: Implementación de recreo. Desde la revisión del Programa Federal de Monitoreo (FPM) de LAS en el año fiscal 19, la escuela ha estado investigando un plan de estudios de Desarrollo del Idioma Inglés (ELD) diseñado para un modelo educativo de inmersión en dos idiomas 90-10. Después de las consultas con los revisores del FPM, el personal de la Oficina de Educación del Condado de Sacramento (SCOE) y otros editores de planes de estudio, ha quedado claro que el plan de estudios y el programa ELD de la escuela de LAS tienen que ser diseñados de forma única - orgánicamente arraigados a partir de los planes de



estudios/programas existentes de la escuela LAS: Unidades de Estudio para la Enseñanza de la Lectura, *Sobrato Early Academic Language* (SEAL) y Currículo de Lectura y Escritura Expositivas (ERWC), para que sea eficaz y efectivo en el entorno particular de la escuela.

En segundo lugar, LAS tiene la intención de apoyar a su personal para garantizar que todos los miembros de la enseñanza puedan participar en programas que conduzcan a una instrucción eficaz alineada con los estándares en la educación general y especial. El cumplimiento de estos dos objetivos en los próximos años será posible con el EEF. Por último, LAS se compromete a garantizar que todos los estudiantes continúen experimentando un sentido de comunidad a pesar de que la escuela se adhiera a las pautas del CDC para el distanciamiento social. A través de la asociación con el programa *Playworks*, el personal de LAS aprenderá cómo programar un tiempo de recreo de alto rendimiento y actividades que creen una cultura escolar positiva.

#### CÓMO:

A través de un desarrollo profesional múltiple: 1) retiro de trabajo/capacitación a nivel escolar, 2) capacitaciones/entrenamiento en el sitio, y 3) días de liberación/trabajo a nivel de grado/equipo, el personal de LAS aprenderá, colaborará y diseñará un programa de ELD utilizando las prácticas actuales de instrucción de lectura y escritura con la integración de SEAL con el propósito de desarrollar el idioma inglés según sea apropiado por nivel de grado en un programa de inmersión de doble idioma 90-10. En segundo lugar, los miembros del personal docente tendrán la oportunidad de revisar, planificar e implementar acciones específicas para asegurar que sus credenciales coinciden con su asignación actual y, si no, para asegurar que se inscriban en un programa acreditado para satisfacer su necesidad de actualización actual. En tercer lugar, la administración de LAS está en conversación con los líderes del Programa *Playworks* para establecer la logística para posibles días de capacitación y, al mismo tiempo, reclutar miembros del personal pertinentes para participar en la capacitación.

#### POR QUÉ:

Objetivo de la Carta de LAS: Los aprendices de inglés (EL) mostrarán una trayectoria ascendente de logros académicos, calificando finalmente para la reclasificación al Final de la Etapa 3 de Lectoescritura bilingüe o Grado 8.

Con los recientes cambios en las evaluaciones estatales (SBAC, y ELPAC) y los contextos escolares (es decir, el aprendizaje a distancia debido a la pandemia de COVID-19), la tasa de RFEP de LAS al final del Estado 3/Gr8, ha disminuido. Al mismo tiempo, esto ha creado un mayor número de Aprendices de inglés en la clase electiva de Desarrollo Académico del Idioma Inglés (AELD) en la secundaria. LAS está ansioso por abordar el desafío de cómo cambiar esto y mejorar la trayectoria de los logros académicos de los Aprendices de inglés. El EEF ayudará a garantizar que el impulso de esta importante labor llegue a buen puerto.

De forma clara, la calidad del programa educativo de LAS se encuentra en la preparación profesional de su personal docente. Como programa de inmersión en dos idiomas, LAS es muy consciente de la relación entre la calidad de los maestros y los logros de los estudiantes; por lo

tanto, LAS está agradecido por el EEF, ya que facilitará la capacidad de la escuela para apoyar los objetivos de credenciales profesionales y el desarrollo de su personal actual.

Finalmente, solo estamos comenzando a darnos cuenta de los efectos de la crisis de salud de COVID-19 en el clima escolar en general. Una cosa es segura, es evidente que los bloques de aprendizaje y recreo cambiaron para siempre y LAS espera asociarse con el programa *Playworks* para expandir nuestra capacidad de mejorar la participación de los estudiantes y el sentido general de comunidad a través del juego organizado.



A California Public School

**Board Meeting Date:** December 17, 2021

**Subject:** LAS ESSER 3 Expenditure Plan- Revised v121421

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

**Committee:** School Leadership

**Information:**

Background:

Per CDE, the Elementary and Secondary School Relief (ESSER III) Fund is *COVID-19 federal funding for LEAs from American Rescue Plan Act (ARP Act)*. This funding will provide local educational agencies (LEAs) with emergency relief funds to address the impact COVID-19 has had, and continues to have, on elementary and secondary schools across the nation.

LEAs are required to develop a plan for how they will use ESSER 3 Funds to, at a minimum, address students' academic, social, emotional and mental health needs, as well as opportunity gaps that existed before and were exacerbated by the COVID-19 pandemic.

Attached is LAS ESSER 3 Expenditure Plan draft for review. The plan summarizes LAS's effort to: 1) Implement Strategies for Continuous and Safe In-Person Learning, 2) Address the Impact of Lost Instructional Time, and 3) Use of Any Remaining Funds (For school-wide actions focusing on Academic Engagement). Lastly, it is LAS's intent to continue the FY22 intervention cycles as visualized with the Extended Learning Opportunity (ELO) Grant Plan for the FY23 and FY24, utilizing the ESSER 3 funding.

Update:

On December 1<sup>st</sup>, LAS received ESSER 3 plan feedback from the Sacramento County Office of Education (SCOE) with delineation of items for revision. LAS leadership made the necessary changes and submitted the final updated version on 120621.

**Attachments:**

- 1) LAS ESSER 3 Expenditure Plan: Revised v121421

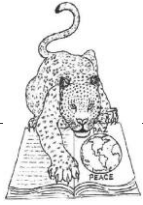
**Recommendations:**

It is recommended that the LAS Board review and approve the revised LAS ESSER 3 Expenditure Plan as of 120621.

MOTION	Aye	Nay	Abstain	Absent
Brenda Luna				
Fernando Aceves				
Nailah Kokayi				
Cristian Garcia				
Laura Lomeli				
Clark Graham				
Nina Sylvains				
Julissa de Gonzalez				
Ruiz, Nadeen				
Totals:				

**Estimated Time of Presentation:** 15 min  
**Submitted By:** Bersola  
**Date:** 121421

**Pertinent Pages in**  
 ( ) Charter, pages \_\_\_\_\_  
 ( ) MOU, pages \_\_\_\_\_



A California Public School

**Fecha de la Reunión:** 17 de diciembre de 2021

**Tema:** Plan de gastos ESSER 3 de LAS – Revisado v121421

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

**Comité:** Liderazgo Escolar

**Información:**

*Contexto:*

*Según el CDE, el Fondo de Ayuda para Escuelas Primarias y Secundarias (ESSER III) es un financiamiento federal COVID-19 para las LEA de la Ley del Plan de Rescate Estadounidense (Ley ARP). Esta financiación proporcionará a las agencias educativas locales (LEA) fondos de ayuda de emergencia para abordar el impacto que COVID-19 ha tenido y sigue teniendo en las escuelas primarias y secundarias de todo el país.*

*Se requiere que la LEA desarrolle un plan sobre cómo usarán los Fondos ESSER 3 para, como mínimo, abordar las necesidades académicas, sociales, emocionales y de salud mental de los estudiantes, así como las brechas de oportunidades que existían antes y que fueron exacerbadas por la pandemia de COVID-19.*

Se adjunta el borrador del Plan de Gastos de LAS ESSER 3 para su revisión. El plan resume el esfuerzo de LAS para: 1) Implementar estrategias para el aprendizaje en persona continuo y seguro, 2) Abordar el impacto del tiempo de instrucción perdido y 3) Usar los fondos restantes (para acciones en toda la escuela que se centren en el compromiso académico). Por último, LAS tiene la intención de continuar con los ciclos de intervención del año fiscal 22 como se visualiza con el Plan de subvenciones de Oportunidad de aprendizaje extendido (ELO) para el año fiscal 23 y 24, utilizando los fondos ESSER 3.

**Actualización:**

El 1 de diciembre, LAS recibió comentarios sobre el plan ESSER 3 de la Oficina de Educación del Condado de Sacramento (SCOE, por sus siglas en inglés) con la descripción de los elementos para su revisión. El liderazgo de LAS hizo los cambios necesarios y presentó la versión actualizada final en 120621.

**Documentos adjuntos:**

- 1) Plan de gastos de LAS ESSER 3: Revisado v121421

**Recomendación:**

Se recomienda que la Mesa de LAS revise y apruebe el Plan de gastos de LAS ESSER 3 revisado a partir de 120621.

**Tiempo estimado para la presentación:** 15 min.  
**Entregado por:** Bersola  
**Fecha:** 121421

**Páginas pertinentes en:**  
 ( ) La constitución, páginas \_\_\_\_\_  
 ( ) MOU, páginas \_\_\_\_\_

**ESSER III Expenditure Plan**      *Revision per SCOE feedback v120621 3PM*

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
The Language Academy of Sacramento (LAS) <i>LAS Board Approved v102921</i> <i>Revised: 120621 (Per SCOE Feedback)</i>	Teejay Bersola Director, Academic Accountability	<a href="mailto:tbersola@lasac.info">tbersola@lasac.info</a> 916.277.7137

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students’ academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA’s Plan to support students.

**Other LEA Plans Referenced in this Plan**

Plan Title	Where the Plan May Be Accessed
LAS LCAP, June 2021	All are posted on the LAS Website: Public Documents: <a href="https://www.lasac.info/">https://www.lasac.info/</a>
LAS ELOG, May 2021	LAS Website <a href="https://www.lasac.info/documents/21-22/FY21-LAS-ELOG-Plan-Board-Approved-052121.pdf">https://www.lasac.info/documents/21-22/FY21-LAS-ELOG-Plan-Board-Approved-052121.pdf</a>

Plan Title	Where the Plan May Be Accessed <i>All are posted on the LAS Website: Public Documents:</i> <a href="https://www.lasac.info/">https://www.lasac.info/</a>
LAS SPSA, March 2021	LAS Website <a href="https://www.lasac.info/PUBLIC-DOCUMENTS/School-Plan-for-Student-Achievement-SPSA/index.html">https://www.lasac.info/PUBLIC-DOCUMENTS/School-Plan-for-Student-Achievement-SPSA/index.html</a>
LAS LCP, September 2020	LAS Website <a href="https://www.lasac.info/documents/20-21/FY21%20LAS%20LCP%20v092520%20Board%20Adopted.pdf">https://www.lasac.info/documents/20-21/FY21%20LAS%20LCP%20v092520%20Board%20Adopted.pdf</a>

### Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

#### Total ESSER III funds received by the LEA

\$1,323,509	
Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$429,966
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds:	<b>LAS 20% minimum total = \$264,702</b> \$1,055,830.00

Plan Section	Total Planned ESSER III Expenditures
Use of Any Remaining Funds	\$84,150.00

**Total ESSER III funds included in this plan**

\$1,323,509

**Community Engagement**

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA’s ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

**WHAT - WHEN - WHERE:**

*ITEM 1: LAS Community Survey Distribution*

March 23 - April 3, 2021

LAS

*ITEM 2: LCAP/ESSER available on LAS Website for Feedback*

By June 11, 2021

online at: [www.lasac.info](http://www.lasac.info)

LCAP/ESSER Stakeholder Outreach and Consultation Dates 2020-2021:

Stakeholder Group and Date

Governing Board Meeting and Retreat

2020: 8/28, 9/25, 10/30, 11/20, 12/18

2021: 1/22, 2/27, 3/5, 3/26, 4/21, 5/28, 6/25, 10/29

Parent Council Meeting/ELAC/SSC

2020: 9/2, 9/23, 10/14, 11/14, 12/2

2021: 3/11, 4/1, 5/6, 6/10

Parent Association Meeting

2020: 9/2, 9/23, 10/14, 11/4

2021: 1/13, 2/10, 3/1, 3/10, 4/21, 5/12

Staff Meeting and PD Meetings

2020: 9/3, 9/4, 9/10, 9/17, 10/8, 10/22, 12/18

2021: 1/14, 1/15, 2/4, 3/5, 3/26, 4/2, 4/29, 5/13, 5/27, 6/15, 6/17, 10/28

CDT Committee Meeting

2020: 10/1, 10/2, 11/12, 11/17, 12/10

2021: 2/4, 3/11, 4/14, 5/6, 5/20

LAS community's work has definitely become more in-depth with each passing year both at the participation level and the collective knowledge level. LAS established its School Site Council (SSC) in the fall of 2018 and conducted meetings in preparation for its federal program monitoring in the spring. LAS continued its structure from the previous years and created an LCAP Advisory group in the fall composed of members from the Parent Council and Parent Association groups as well as representatives from the English Language Advisory Council (ELAC). This group took the lead of meeting and learning 5 Key Learning Points to share, discuss, and problem solve with various stakeholders during stakeholder meetings. After each session, participants completed "What I Know" and "What I Want to Know" form. Data from these forms was presented at board meetings has provided the board discussion



regarding LCAP updates, charter renewal work and more recently, various school-wide plans (LCP, SPSA, ELO, LLMF, ESSER) urgently addressing the new demands and requirements to conduct schooling in the midst of the COVID-19 pandemic.

The following lists the milestones of LAS collective work for FY20 and FY21:

- 1) There has been a greater staff awareness of LCFF as a funding equivalent of the LCAP and its significance in relation to the school's overall budget. Moreover, the community has increased in awareness new funding focused on addressing the urgent needs of schools to continue its services in the midst of the COVID- 19 pandemic (i.e. LLMF, ELO, ESSER 2 and 3).
- 2) A continuation from previous year, LAS advisory groups and its members facilitated small group learning sessions and recorded, "What I Know" and "What I Want to Know," comments from attendees during the monthly Parent Association, Parent Council, and Staff meetings.
- 3) As of May 2021, LAS has collected 424 (Yr1: 88, Yr2: 94, Yr3: 88, Yr4: 47, Yr5: 50, Yr6: 29 and Yr7: 28) "What I Know" and 383 (Yr1: 108, Yr2: 75, Yr3: 36, Yr4: 43, Yr5: 67, Yr6: 32 and Yr7: 21) "What I Want to Know" statements. Thus far, 697 total comments have been verified and responded to. Also, the document compiling all of this information has been shared to the public both in English and in Spanish via monthly board meetings and LAS website.

A description of how the development of the plan was influenced by community input.

Of the three main LAS LCAP and CA Dashboard categories, Academic Performance and Conditions and Climate related concerns dominate the FY21 stakeholder feedback. There is a consensus that students even before the pandemic need support to bridge performance gaps, particularly in reading and mathematics and even much more so after the year spent mostly learning remotely. From the teacher's perspective, there is a huge gap in the subject of writing. Not only has distance learning created an enormous challenge to teach it but also to provide feedback and conduct evaluation, particularly with the primary grade students. Issues that directly affect academic performance is teacher training and readiness to adapt to the ever-changing teaching and learning scenarios, This year, teachers have been "pilots trying to fly their planes while building them."

Furthermore, the socio-emotional ramifications of experiencing a collective trauma - global pandemic, have exacerbated the recovery needs of students and their families. An emerging theme from the stakeholder comments is the area of Conditions and Climate. Families want to know how schooling will look like after a year full of uncertainties. Moreover, families are beginning to share glimpses of socio-emotional and academic concerns such as lack of practice for the target language in a more authentic way and not just via ZOOM, and decrease in overall oral participation in discussions as well as greater hesitation to take risks in using the target language for the second language learners. Lastly, stakeholders continue to show concern about the overall conditions and climate of the school facility, more specifically about the implementation of the health and safety mitigation factors and the school facility's logistical set up to ensure a high standard of hygiene and cleanliness schoolwide.

## Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

## Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

### Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

\$429,966			
Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Part2, CC.G3.8b	ESSER Action 1: Instructional/Curriculum Materials	Improved services: Expanded books, reference materials, library resources, educational software, computer replacements  <i>*FY21 Distance learning has illuminated the realities of the disproportional level of disadvantage that ELs and SED students and their families have in having access to learning materials.</i>	OC 4200, 4201, 4320, 4325, 4420  \$309,199
LCAP Part2, CC.G3.8c	ESSER Action 2: Facility Quality per new health and safety COVID-19 mitigation standards	Ensure the extension of LAS's incredible foundational work in meeting the state expectation on Facility Quality per new health and safety COVID-19 mitigation standards (Supply of appropriate PPE gears and cleaning materials, printing and reproduction of health and safety protocols in English and Spanish)	OC 4315, 2930 \$120,800

## Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

**Total ESSER III funds being used to address the academic impact of lost instructional time**

\$1,055,830 LAS 20% minimum total = \$265,365 or \$132,683.50 per FY23 and FY24)

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
SPSA, G2.S2	ESSER Action 3: Assessments: Curation and Analysis for Efficacy	Ensure the extension of LAS’s foundational response of designing teaching and learning in the midst of the COVID-19 health crisis: teacher curation per subject matter assessments, implementation and refining of process for in-person and remote setting) : All hands-on-deck 360 support approach for students with unique needs carve time for pertinent staff members to collaborate on a weekly basis on ways to assessing progress, learning loss, and response to emerging needs of unduplicated students upon return to in-persons schooling	OC 1101 \$400,000
LCAP Part2, AP G1.7a	ESSER Action 4: School-wide Academic Performance Actions	<p>Subgroups: Provide identified additional support for subgroups as identified by achievement data- i.e., technology assistance, other support materials</p> <p>School Leadership and the Curriculum Design Team will continue Professional Development trainings that deepen staff understanding of state standards and its efficacy in addressing the progress of English learners.</p> <p>Continue expanded learning opportunities or interventions will be available to identified subgroup needs: Before, after school, winter, or summer session</p>	See detailed budget below for specific items

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		Research the feasibility of establishing program teacher leaders for expanded learning opportunities and schoolwide programmatic finetuning using one-time funding for learning recovery due to school closure	
		<i>Increased services: (One Year Only) Teacher on special assignment; release time for additional literacy coaching in middle school</i>	OC 1100 \$95,350
		<i>Increased services: (One Year Only) 3 PT Instructional Aides</i>	OC 2100 \$82,400
		<i>Increased services: Intervention Tutors (School year)</i>	OC 1102 \$165,040
		<i>Increased services: Extensive Summer School Personnel (FY23, FY24)</i>	OC 1920, 3300, 3500, 3600, 4355 \$313,040

**Use of Any Remaining Funds**

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

**Total ESSER III funds being used to implement additional actions**

\$84,150.00
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Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Part2, AE.G2.1a	ESSER Action 5: Attendance and Reengagement Support: SEL Support	<i>Increase services: (One Year Only) Additional 0.8 PT Counselor</i> <ul style="list-style-type: none"> <li>• <i>Continue close monitoring of subgroups and areas of need via MTSS process</i></li> <li>• <i>Wrap around health and mental health supports provided to subgroups with identified need</i></li> <li>• <i>Continued support and training for Bully Prevention and Conflict Resolution and nuances of underlying effect of privilege, oppression, and micro-aggression</i></li> </ul>	OC 5880 \$61,250
LCAP Part2, AE.G2.1a	Enrichment Program	<i>Increased services: Continuation of Enrichment program</i>	OC 2905 \$22,900

### Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID-19 pandemic. The following is the LEA's plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID-19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
ESSER Action 1: Instructional/Curriculum Materials	<ul style="list-style-type: none"> <li>• CA Dashboard Local Indicator Rubric: <i>State Expectation on Instructional and Curriculum Materials</i></li> <li>• Curriculum Design Team (CDT) Committee agenda/minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Yearly</li> </ul>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
ESSER Action 2: Facility Quality per new health and safety COVID-19 mitigation standards	<ul style="list-style-type: none"> <li>• CA Dashboard Local Indicator Rubric: State Expectation on Facility Quality per new health and safety COVID_19 mitigation standards</li> <li>• LAS COVID-19 Reopening Handbook: Implementation Checklist</li> </ul>	<ul style="list-style-type: none"> <li>• Yearly</li> </ul>
ESSER Action 3: Assessments: Curation and Analysis for Efficacy	<ul style="list-style-type: none"> <li>• LAS DiLe Assessments Archive for all grade levels</li> <li>• LAS Pivot Plans</li> <li>• NWEA MAP Growth</li> </ul>	<ul style="list-style-type: none"> <li>• Yearly</li> <li>• Tri-annually (MAP Growth)</li> </ul>
ESSER Action 4: School-wide Academic Performance Actions	<ul style="list-style-type: none"> <li>• <b>Internal Accountability: MATHEMATICS</b></li> </ul> <p><b>MAP Growth Mathematics Summary Report - Percent Met Projection (PMP) Column</b></p> <p><u>G4.0 LAS Benchmark MAP Growth Mathematics-</u> Baseline FY21: End of Stage 3 Gr8, PMP= 43%</p> <p><u>G4.1</u> By End of Stage 3 Gr8, cohort will show an upward trajectory from its Gr5 MAP baseline FY21.</p> <ul style="list-style-type: none"> <li>• <b>Internal Accountability: ENGLISH READING</b></li> </ul> <p><b>MAP Growth English Reading based on Student Growth Summary Report - Percent Met Projection (PMP) Column</b></p> <p><b>*(PMP = The percentage of students whose end-term RIT scores met or exceeded their individual growth projections)</b></p> <p><u>G3.21 LAS Benchmark MAP Growth English Reading-</u> Baseline FY21: End of Stage 3 Gr8, PMP= 29%</p> <ul style="list-style-type: none"> <li>• <u>G3.21A</u> By End of Stage 3 Gr8, cohort will show an upward trajectory from its Gr5 MAP baseline FY21.</li> </ul>	<p>Gr3-Gr8: Minimum of 3x per year: Fall, Winter, Spring</p> <p><i>Optional additional testing available for targeted intervention groups.</i></p> <p>Gr2: Spring Only</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<ul style="list-style-type: none"> <li>• <b>Internal Accountability: SPANISH READING</b></li> </ul> <p>New Assessment: <b>MAP Growth Spanish Reading based on Student Growth Summary Report - Percent Met Projection (PMP) Column</b></p> <p><u>G3.21 LAS Benchmark MAP Growth Spanish Reading</u>- Baseline FY21: End of Stage 3 Gr8, PMP= 24%</p> <p><u>G3.21A</u> By End of Stage 3 Gr8, cohort will show an upward trajectory from its Gr5 MAP baseline FY21.</p>	
<p>ESSER Action 5: Attendance and Reengagement Support</p>	<ul style="list-style-type: none"> <li>• Stakeholder surveys</li> <li>• On-going records of MTSS and IPT</li> </ul>	<ul style="list-style-type: none"> <li>• EOY Stakeholder Surveys; create/administer monthly survey for students regarding school conditions and climate, if feasible</li> <li>• Yearly MTSS and IPT records</li> </ul>

**ESSER III Plan de gastos**

*Revisión según los comentarios de SCOE v120621 3PM*

Nombre de la Agencia Educativa Local (LEA)	Contact Name and Title	Correo electrónico y teléfono
Academia de Idiomas de Sacramento (LAS) <i>Aprobado por la Mesa de LAS v102921</i> <i>Revisado: 120621 (Según comentarios de SCOE)</i>	Teejay Bersola Directora, Responsabilidad Académica	<a href="mailto:tbersola@lasac.info">tbersola@lasac.info</a> 916.277.7137

Los distritos escolares, las oficinas de educación del condado o las escuelas autónomas, conocidas colectivamente como LEA, que reciben fondos de Ayuda de Emergencia para Escuelas Primarias y Secundarias (ESSER) en virtud de la Ley del Plan de Rescate Estadounidense, conocida como fondos ESSER III, deben desarrollar un plan para cómo utilizarán sus fondos ESSER III. En el plan, un LEA debe explicar cómo pretende usar sus fondos ESSER III para abordar las necesidades académicas, sociales, emocionales y de salud mental de los estudiantes, así como cualquier brecha de oportunidades que existía antes y que empeoraron con la pandemia de COVID-19. Una LEA también puede usar sus fondos ESSER III de otras formas, como se detalla en la sección de Requisitos fiscales de las Instrucciones. Al desarrollar el plan, la LEA tiene flexibilidad para incluir aportes de la comunidad y/o acciones incluidas en otros documentos de planificación, como el Plan de Responsabilidad y Control Local (LCAP), siempre que la información y las acciones sean relevantes para el Plan de la LEA para apoyar a los estudiantes.

**Otros planes de la LEA a los que se hace referencia en este plan**

Título del Plan	Dónde se puede acceder al plan <i>Todos están publicados en el sitio web de LAS: Documentos públicos:</i> <i><a href="https://www.lasac.info/">https://www.lasac.info/</a></i>
LCAP de LAS, junio 2021	Sitio web de LAS <a href="https://www.lasac.info/PUBLIC-DOCUMENTS/LCFF-and-LCAP/index.html">https://www.lasac.info/PUBLIC-DOCUMENTS/LCFF-and-LCAP/index.html</a>
ELOG de LAS, mayo 2021	Sitio web de LAS



<b>Título del Plan</b>	<b>Dónde se puede acceder al plan</b> <i>Todos están publicados en el sitio web de LAS: Documentos públicos:</i> <i><a href="https://www.lasac.info/">https://www.lasac.info/</a></i>
	<a href="https://www.lasac.info/documents/21-22/FY21-LAS-ELOG-Plan-Board-Approved-052121.pdf">https://www.lasac.info/documents/21-22/FY21-LAS-ELOG-Plan-Board-Approved-052121.pdf</a>
SPSA de LAS, marzo 2021	Sitio web de LAS <a href="https://www.lasac.info/PUBLIC-DOCUMENTS/School-Plan-for-Student-Achievement-SPSA/index.html">https://www.lasac.info/PUBLIC-DOCUMENTS/School-Plan-for-Student-Achievement-SPSA/index.html</a>
LCP de LAS, septiembre 2020	Sitio web de LAS <a href="https://www.lasac.info/documents/20-21/FY21%20LAS%20LCP%20v092520%20Board%20Adopted.pdf">https://www.lasac.info/documents/20-21/FY21%20LAS%20LCP%20v092520%20Board%20Adopted.pdf</a>

### Resumen de los gastos previstos del ESSER III

A continuación se muestra un resumen de los fondos ESSER III recibidos por la LEA y cómo la LEA tiene la intención de gastar estos fondos en apoyo de los estudiantes.

#### Total de fondos ESSER III recibidos por la LEA

\$1,323,509

<b>Sección del plan</b>	<b>Gastos totales planificados de ESSER III</b>
Estrategias para el aprendizaje en persona continuo y seguro	\$429,966

<b>Sección del plan</b>	<b>Gastos totales planificados de ESSER III</b>
Abordar el tiempo de instrucción perdido (un mínimo del 20 por ciento de los fondos de la LEA ESSER III:	<b>Mínimo total 20% de LAS = \$264,702</b> \$1,055,830.00
Uso de cualquier fondo restante	\$84,150.00

**Total de fondos ESSER III incluidos en este plan**

\$1,323,509

**Participación de la comunidad**

Las decisiones de una LEA sobre cómo utilizar sus fondos ESSER III afectarán directamente a los estudiantes, las familias y la comunidad local. La siguiente es una descripción de cómo la LEA consultó de manera significativa con los miembros de su comunidad para determinar las estrategias de prevención y mitigación, las estrategias para abordar el impacto académico del tiempo de instrucción perdido y cualquier otra estrategia o actividad a ser implementada por la LEA. Al desarrollar el plan, la LEA tiene flexibilidad para incluir información recibida de los miembros de la comunidad durante el desarrollo de otros Planes LEA, como el LCAP, siempre que la información sea relevante para el desarrollo del Plan de Gastos ESSER III de la LEA.

Para conocer los requisitos específicos, incluida una lista de los miembros de la comunidad con los que una LEA debe consultar, consulte la sección Participación de la comunidad de las Instrucciones.

Una descripción de los esfuerzos realizados por la LEA para consultar de manera significativa con los miembros de la comunidad requeridos y las oportunidades proporcionadas por la LEA para recibir comentarios del público en el desarrollo del plan.

**QUÉ - CUANDO - DONDE:**  
*ARTICULO 1: Distribución de la encuesta comunitaria de LAS*

23 de marzo – 3 de abril de 2021

LAS

*ARTICULO 2: LCAP/ESSER disponible en el sitio web de LAS para comentarios*

Para el 11 de junio de 2021

en línea en: [www.lasac.info](http://www.lasac.info)

Fechas de consulta y alcance de las partes interesadas de LCAP/ESSER 2020-2021:

Grupo de partes interesadas y fecha

Junta y retiro de la Mesa Directiva

2020: 8/28, 9/25, 10/30, 11/20, 12/18

2021: 1/22, 2/27, 3/5, 3/26, 4/21, 5/28, 6/25

Junta del Concilio de Padres/ELAC/SSC

2020: 9/2, 9/23, 10/14, 11/14, 12/2

2021: 3/11, 4/1, 5/6, 6/10

Junta de la Asociación de padres

2020: 9/2, 9/23, 10/14, 11/4

2021: 1/13, 2/10, 3/1, 3/10, 4/21, 5/12

Junta del personal y juntas de Desarrollo personal

2020: 9/3, 9/4, 9/10, 9/17, 10/8, 10/22, 12/18

2021: 1/14, 1/15, 2/4, 3/5, 3/26, 4/2, 4/29, 5/13, 5/27, 6/15, 6/17

Junta del comité de CDT

2020: 10/1, 10/2, 11/12, 11/17, 12/10

2021: 2/4, 3/11, 4/14, 5/6, 5/20

El trabajo de la comunidad de LAS definitivamente se ha vuelto más profundo con cada año que pasa, tanto en el nivel de participación como en el nivel de conocimiento colectivo. LAS estableció su Concilio del Sitio Escolar (SSC) en el otoño de 2018 y llevó a cabo reuniones en preparación para el monitoreo de su programa federal en la primavera. LAS continuó su estructura de años anteriores y creó un grupo asesor de LCAP en el otoño compuesto por miembros del concilio de padres y grupos de la asociación de padres, así como representantes del concilio asesor de los aprendices de inglés (ELAC). Este grupo tomó la iniciativa de reunirse y aprender 5 puntos clave de aprendizaje para compartir, discutir y resolver problemas con varias partes interesadas durante las reuniones de partes interesadas. Después de cada sesión, los participantes completaron los formularios "Lo que sé" y "Lo que quiero saber". Los datos de estos formularios que se presentaron en las reuniones de la junta han proporcionado la discusión de la junta con respecto a las actualizaciones de LCAP, el trabajo de renovación de las escuelas chárter y, más recientemente, varios planes para toda la escuela (LCP, SPSA, ELO, LLMF, ESSER) que abordan con urgencia las nuevas demandas y requisitos para llevar a cabo escolaridad en medio de la pandemia de COVID-19.

A continuación se enumeran los hitos del trabajo colectivo de LAS para el año fiscal 20 y el año fiscal 21:

- 1) Ha habido una mayor conciencia del personal sobre LCFF como un financiamiento equivalente al LCAP y su importancia en relación con el presupuesto general de la escuela. Además, la comunidad ha aumentado la conciencia de nuevos fondos centrados en abordar las necesidades urgentes de las escuelas para continuar sus servicios en medio de la pandemia de COVID-19 (es decir, LLMF, ELO, ESSER 2 y 3).
- 2) Una continuación del año anterior, los grupos asesores de LAS y sus miembros facilitaron sesiones de aprendizaje en grupos pequeños y grabaron, "Lo que sé" y "Lo que quiero saber", los comentarios de los asistentes durante la Asociación de padres mensual, el Concilio de padres y juntas del personal.
- 3) A partir de mayo de 2021, LAS ha acumulado 424 (Año1: 88, Año2: 94, Año3: 88, Año4: 47, Año5: 50, Año6: 29 y Año7: 28), "Lo que sé" y 383 (Año1: 108, Yr2: 75, Yr3: 36, Yr4: 43, Yr5: 67, Yr6: 32 y Yr7: 21) declaraciones de "Lo que quiero saber". Hasta el momento, se han verificado y respondido 697 comentarios en total. Además, el documento que recopila toda esta información se ha compartido con el público tanto en inglés como en español a través de las reuniones mensuales de la Mesa y el sitio web de LAS.

Una descripción de cómo el desarrollo del plan fue influenciado por los aportes de la comunidad.

De las tres categorías principales del LCAP de LAS y el Tablero de CA, las inquietudes relacionadas con el rendimiento y las condiciones académicas y el clima dominan los comentarios de las partes interesadas del año fiscal 21. Existe un consenso de que los estudiantes, incluso antes de la pandemia, necesitan apoyo para salvar las brechas de desempeño, particularmente en lectura y matemáticas, y mucho más después de que el año pasó principalmente aprendiendo de forma remota. Desde la perspectiva del profesor, existe una gran brecha en el tema de la escritura. El aprendizaje a distancia no solo ha creado un desafío enorme para enseñarlo, sino también para brindar comentarios y realizar evaluaciones, particularmente con los estudiantes de primaria. Los problemas que afectan directamente el rendimiento académico son la capacitación de los maestros y la preparación para adaptarse a los escenarios de enseñanza y aprendizaje en constante cambio. Este año, los maestros han sido "pilotos que intentan volar sus aviones mientras los construyen".

Además, las ramificaciones socioemocionales de experimentar un trauma colectivo, la pandemia global, han exacerbado las necesidades de recuperación de los estudiantes y sus familias. Un tema emergente de los comentarios de las partes interesadas es el área de Condiciones y Clima. Las familias quieren saber cómo será la educación después de un año lleno de incertidumbres. Además, las familias están comenzando a compartir vistazos de preocupaciones socioemocionales y académicas, como la falta de práctica en el idioma de destino de una manera más auténtica y no solo a través de ZOOM, y una disminución en la participación oral general en las discusiones, así como una mayor duda para tomar riesgos en el uso de la lengua de destino para los estudiantes de segunda lengua. Por último, las partes interesadas continúan mostrando preocupación por las condiciones generales y el clima de las instalaciones escolares, más específicamente sobre la implementación de los factores de mitigación de salud y seguridad y la configuración logística de las instalaciones escolares para garantizar un alto nivel de higiene y limpieza en toda la escuela.

### **Acciones y gastos para abordar las necesidades de los estudiantes**

El siguiente es el plan de la LEA para usar sus fondos ESSER III para satisfacer las necesidades académicas, sociales, emocionales y de salud mental de los estudiantes, así como cómo la LEA abordará las brechas de oportunidades que existían antes y que fueron exacerbadas por la pandemia de COVID-19. Al desarrollar el plan, la LEA tiene la flexibilidad de incluir acciones descritas en los planes existentes, incluido el LCAP y/o el Plan de subvenciones para oportunidades de aprendizaje ampliado (ELO, por sus siglas en inglés), en la medida en que las acciones abordan los requisitos del gasto del Plan de ESSER III.

Para conocer los requisitos específicos, consulte la sección Acciones y gastos para abordar las necesidades de los estudiantes de las Instrucciones.

### Estrategias para el aprendizaje en persona continuo y seguro

Una descripción de cómo la LEA utilizará los fondos para operar escuelas de manera continua y segura para el aprendizaje en persona de una manera que reduzca o prevenga la propagación del virus COVID-19.

### Los fondos totales de ESSER III se utilizan para implementar estrategias para el aprendizaje en persona continuo y seguro

\$433,282.00			
Alineación del plan (si corresponde)	Título de la Acción	Descripción de la Acción	Plan de Gastos financiados por ESSER III
LCAP Parte2, CC.G3.8b	Acción 1 de ESSER: Materiales instructivos/ curriculares	Servicios mejorados: libros ampliados, materiales de referencia, recursos de la biblioteca, programas educativos, reemplazos de computadoras  <i>*El aprendizaje a distancia del año fiscal 21 ha resaltado la realidad del nivel desproporcionado de desventaja que tienen los estudiantes EL y los estudiantes SED y sus familias para tener acceso a los materiales de aprendizaje.</i>	OC 4200, 4201, 4320, 4325, 4420  \$309,199
LCAP Parte2, CC.G3.8c	Acción 2 de ESSER: Calidad de las instalaciones según los nuevos estándares de mitigación de COVID-	Asegurar la extensión de la increíble fundación de LAS en trabajar para cumplir con las expectativas estatales sobre la calidad de las instalaciones por normas nuevas de mitigación de COVID-19 de salud y seguridad (Suministro de equipos de protección personal y materiales	OC 4315, 2930 \$120,800

Alineación del plan (si corresponde)	Título de la Acción	Descripción de la Acción	Plan de Gastos financiados por ESSER III
	19 de salud y seguridad	de limpieza, impresión y copias de protocolos de salud y seguridad en inglés y español)	

### Abordar el impacto del tiempo de instrucción perdido

Una descripción de cómo la LEA utilizará los fondos para abordar el impacto académico del tiempo de instrucción perdido.

### Fondos totales de ESSER III que se utilizan para abordar el impacto académico del tiempo de instrucción perdido

\$1,055,830.00	LAS 20% mínimo total = \$265,365 o \$132,683.50 por FY23 y FY24)
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Alineación del plan (si corresponde)	Título de la acción	Descripción de la acción	Gastos planificados financiados por ESSER III
SPSA, G2.S2	Acción 3 de ESSER: Evaluaciones: Elaboración y análisis de eficacia	Asegurar la extensión de la respuesta fundamental de LAS en diseñar la enseñanza y el aprendizaje en medio de la crisis de salud de COVID-19: Elaboración del profesorado por materia, aplicación y perfeccionamiento del proceso para el entorno presencial y a distancia): Enfoque de apoyo completo para los estudiantes con necesidades únicas, para que los miembros pertinentes del personal colaboren semanalmente en las formas de evaluar el	OC 1101 \$400,000

Alineación del plan (si corresponde)	Título de la acción	Descripción de la acción	Gastos planificados financiados por ESSER III
		progreso, la pérdida de aprendizaje y la respuesta a las necesidades emergentes de los estudiantes no duplicados al regresar a la escuela en persona.	
LCAP Parte2, AP G1.7a	Acción 4 de ESSER: Acciones de rendimiento académico en toda la escuela	<p>Subgrupos: Proporcionar apoyo adicional a los subgrupos identificados por los datos de rendimiento, es decir, asistencia tecnológica, otros materiales de apoyo.</p> <p>El Liderazgo Escolar y el Equipo de Diseño Curricular continuarán con los entrenamientos de Desarrollo Profesional que profundizan la comprensión del personal de los estándares estatales y su eficacia para abordar el progreso de los Aprendices de inglés.</p> <p>Continuarán las oportunidades de aprendizaje expandidas o las intervenciones estarán disponibles para las necesidades de subgrupos identificados: antes, después de la escuela, sesión de invierno o verano</p> <p>Investigar la viabilidad de establecer líderes de maestros de programas para ampliar las oportunidades de aprendizaje y el ajuste programático en toda la escuela utilizando la</p>	Vea el presupuesto detallado más abajo para los artículos específicos



Alineación del plan (si corresponde)	Título de la acción	Descripción de la acción	Gastos planificados financiados por ESSER III
		financiación única para la recuperación del aprendizaje debido al cierre de la escuela	
		<i>Aumento de servicios: (Sólo un año) Maestro en asignación especial; tiempo libre para capacitación adicional de lectoescritura en la secundaria</i>	OC 1100 \$95,350
		<i>Aumento de servicios: (Sólo un año) 3 ayudantes de instrucción de tiempo mieda</i>	OC 2100 \$82,400
		<i>Aumento de servicios: Tutores de intervención (año escolar)</i>	OC 1102 \$165,040
		<i>Servicios adicionales: Personal extenso en la escuela de verano (FY23, FY24)</i>	OC 1920, 3300, 3500, 3600, 4355 \$313,040

### Uso de cualquier fondo restante

Una descripción de cómo la LEA utilizará los fondos restantes de ESSER III, según corresponda.

### Los fondos totales de ESSER III se utilizan para implementar acciones adicionales

\$84,150.00
-------------

Alineación del plan (si corresponde)	Título de la acción	Descripción de la acción	Gastos planificados financiados por ESSER III
LCAP Parte2, AE.G2.1a	Acción 5 de ESSER: Apoyo a la asistencia y al reenganche Apoyo SEL	<p><i>Aumento de servicios: (solo un año) consejero adicional 0.8 tiempo miedo</i></p> <ul style="list-style-type: none"> <li>• Continuar con el seguimiento de cerca de los subgrupos y áreas de necesidad a través del proceso MTSS</li> <li>• Envolver la salud y los apoyos para la salud mental proporcionado a subgrupos con necesidad identificada</li> <li>• Apoyo y capacitación continuos para Prevención de acoso y resolución de conflictos y matices del efecto subyacente del privilegio, la opresión y</li> <li>• micro-agresión</li> </ul>	OC 5880 \$61,250
	<i>Enrichment Program</i>	<i>Aumento de servicios: Programa de enriquecimiento</i>	OC 2905 \$22,900

## Asegurar que las intervenciones estén abordando las necesidades de los estudiantes

Se requiere que la LEA se asegure de que sus intervenciones respondan a las necesidades académicas, sociales, emocionales y de salud mental de todos los estudiantes, y particularmente de los estudiantes más afectados por la pandemia de COVID-19. El siguiente es el plan de la LEA para garantizar que las acciones y los gastos en el plan aborden las necesidades identificadas académicas, sociales, emocionales y de salud mental de sus estudiantes, y particularmente de los estudiantes más afectados por la pandemia de COVID-19.

Título(s) de acción	Cómo se supervisará el progreso	Frecuencia de seguimiento del progreso
Acción 1 de ESSER: Materiales instructivos/ curriculares	<ul style="list-style-type: none"> <li>• Rúbrica del indicador local del Tablero de CA: Expectativa estatal sobre materiales instructivos y curriculares</li> <li>• Agenda / Minutas del Comité del Equipo de Diseño Curricular (CDT)</li> </ul>	<ul style="list-style-type: none"> <li>• Anualmente</li> </ul>
Acción 2 de ESSER: Calidad de las instalaciones según los nuevos estándares de mitigación de COVID-19 de salud y seguridad	<ul style="list-style-type: none"> <li>• Rúbrica del indicador local del Tablero de CA: Expectativa estatal sobre la calidad de instalaciones según los nuevos estándares de mitigación de COVID 19 de salud y seguridad</li> <li>• Manual de reapertura de LAS COVID-19: Lista de verificación de implementación</li> </ul>	<ul style="list-style-type: none"> <li>• Anualmente</li> </ul>
Acción 3 de ESSER: Evaluaciones: Elaboración y análisis de eficacia	<ul style="list-style-type: none"> <li>• Archivo de evaluaciones de DiLe de LAS para todos los niveles de grado</li> <li>• Planes de cambio de LAS</li> <li>• <i>NWEA MAP Growth</i></li> </ul>	<ul style="list-style-type: none"> <li>• Anualmente</li> <li>• Tres veces al año (<i>MAP Growth</i>)</li> </ul>

Título(s) de acción	Cómo se supervisará el progreso	Frecuencia de seguimiento del progreso
<p>Acción 4 de ESSER: Acciones de rendimiento académico en toda la escuela</p>	<p><b>Responsabilidad interna: MATEMÁTICAS</b></p> <p><b>Informe de Resumen de Crecimiento de MAP Matemáticas - Columna de Proyección de Porcentaje Cumplido (PMP, por sus siglas en inglés)</b></p> <p><u>G4.0 LAS Punto de referencia MAP Growth Matemáticas</u> - Base FY21: Final de Etapa 3 Gr8, PMP= 43%</p> <p><u>G4.1</u> Al final de la Etapa 3 Gr8, el grupo mostrará una trayectoria ascendente desde su línea de base Gr5 MAP FY21.</p> <ul style="list-style-type: none"> <li>• <b>Responsabilidad interna: LECTURA EN INGLÉS</b></li> </ul> <p><b>Lectura en inglés de MAP Growth basada en el Informe resumido de crecimiento del estudiante - Columna Proyección de porcentaje cumplido (PMP)</b></p> <p><i>*(PMP = El porcentaje de estudiantes cuyos puntajes RIT al final del período cumplieron o excedieron sus proyecciones de crecimiento individual)</i></p>	<p>Gr3-Gr8: Mínimo de 3 veces por año: otoño, invierno, primavera</p> <p><i>Pruebas adicionales opcionales disponibles para grupos de intervención específicos.</i></p> <p>Gr2: primavera solamente</p> <p>Inicio y finalización de cada ciclo de intervención</p>

Título(s) de acción	Cómo se supervisará el progreso	Frecuencia de seguimiento del progreso
	<p><u>G3.21 LAS Punto de referencia MAP <i>Growth</i> Lectura en inglés</u> – Base FY21: Fin de la etapa 3 Gr8, PMP = 29%</p> <p><u>G3.21A</u> Al final de la Etapa 3 Gr8, el grupo mostrará una trayectoria ascendente desde su línea de base en MAP del Gr5 FY21</p> <ul style="list-style-type: none"> <li>• <b>Responsabilidad interna: LECTURA EN ESPAÑOL</b></li> </ul> <p>Nueva evaluación: <b>Lectura en español de MAP <i>Growth</i> basada en el Informe de resumen de crecimiento del estudiante - Columna Proyección de porcentaje cumplido (PMP)</b></p> <p><u>G3.21 LAS punto de referencia de MAP <i>Growth</i> Lectura en español</u> - Base FY21: Fin de la etapa 3 Gr8, PMP = 24%</p> <p><u>G3.21A</u> Al final de la Etapa 3 Gr8, el grupo mostrará una trayectoria ascendente desde su línea de base Gr5 MAP FY21.</p>	
<p>Acción 5 de ESSER: Apoyo a la asistencia y al reenganche</p>	<ul style="list-style-type: none"> <li>• Encuestas de las partes interesadas</li> <li>• Registros continuos de MTSS e IPT</li> </ul>	<ul style="list-style-type: none"> <li>• Encuestas de fin de año a las partes interesadas; crear/administrar una encuesta mensual para los estudiantes sobre las</li> </ul>

Título(s) de acción	Cómo se supervisará el progreso	Frecuencia de seguimiento del progreso
		<p>condiciones y el clima escolar, si es posible</p> <ul style="list-style-type: none"> <li>• Registros anuales de MTSS y IPT</li> </ul>



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Agenda Item #IVD

**Board Meeting Date:** December 17, 2021

**Subject:** Resolution Authorizing Use of Remote Teleconferencing Provisions Pursuant to AB 361 and need for a Special Meeting in January

- 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

Need for a Special Meeting: The resolution must be renewed every thirty days, and in order to be in compliance a special board meeting will be called on Friday, January 14 at 5:30pm.

Attachments:

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

<b>Teleconferencing Resolution</b>				
<b>Members</b>	Aye	Nay	Abstain	Absent
Nailah Kokayi				
Fernando Aceves				
Cristian García				
Brenda Luna				
Clark Graham				
Laura Lomelí				
Nadeen Ruíz				
Julissa de González				
Nina Sylvains				
Totals:				

**Estimated Time of Presentation:** 10 min  
**Submitted By:** de León  
**Date:** 12152021

**Pertinent Pages in**  
 ( ) Charter, pages \_\_\_\_\_  
 ( ) MOU, pages \_\_\_\_\_



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Agenda Artículo #IVD

**Fecha de la Reunión:** 17 de noviembre de 2021

**Tema:** Resolución que autoriza el uso de teleconferencias remotas de conformidad con AB 361 y necesidad de una junta especial en enero

- 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

Necesidad de una junta especial: La resolución debe renovarse cada treinta días y, para que esté en cumplimiento, se convocará una reunión especial de la junta el viernes 14 de enero a las 5:30 pm.

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:** 10 min  
**Submitted By:** de León  
**Date:** 12152021

**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 17<sup>th</sup> day of December 2021, 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 17 de diciembre de 2021, por la siguiente votación:

SÍ	_____
NO	_____
AUSENTE	_____
ABSTENCIÓN	_____



**Board Meeting Date:** December 17, 2021

**Subject:** LAS Academic Accountability 101: SCUSD Annual Progress Report (APR)

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

**Background:**

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

Governing Board members are responsible for:

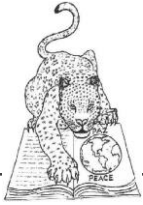
- 1) Understanding the federal and the state’s Accountability Progress Reporting: State Dashboard
- 2) Understanding the following LAS compliance documents and their funding implications:
  - A. State (Local Control Funding Formula: LCFF) and Federal (Title 1, Title 2 and Title 4 Funding)
    1. State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

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

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

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 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



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LAS Graduate enters the high school pipeline better prepared to travel the bridge to college and career milestones.

Attachment: Annual Progress Report (APR) (Submitted to SCUSD)

<b>LAS APR</b>				
<b>Members</b>	<b>Aye</b>	<b>Nay</b>	<b>Abstain</b>	<b>Absent</b>
Ruiz, Nadeen				
De Gonzalez, Julissa				
Sylvains, Nina				
Kokayi, Nailah				
Aceves, Fernando				
García, Cristian				
Luna, Brenda				
Graham, Clark				
Lomelí, Laura				
Totals:				

**Estimated Time of Presentation:** 10 min  
**Submitted By:** Bersola  
**Date:** 121421

**Pertinent Pages in**  
 ( ) Charter, pgs \_\_\_\_\_ ( ) Bylaws, pgs \_\_\_\_\_  
 ( ) MOU, pgs \_\_\_\_\_ ( ) Policy \_\_\_\_\_



**Fecha de la Reunión:** 17 de diciembre de 2021

**Tema: Información básica de responsabilidad académica:** *Informe de progreso anual de SCUSD (APR)*

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

**Contexto:**

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

Los miembros de la Mesa Directiva son responsables de:

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

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

- Componentes del Informe de progreso anual (APR) del Distrito de la Ciudad de Sacramento
- Descripción general del sistema de Informes de progreso de responsabilidad (APR) del estado: Tablero estatal y de actualizaciones de los documentos de cumplimiento del gobierno federal (Adenda federal, el estado (LCAP) y la integración de estos documentos
- Actualizaciones de mitad de año sobre las metas académicas de LAS cómo se establece en el chárter de LAS y la integración en el LCAP/Adenda federal

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 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



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## Language Academy of Sacramento

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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.

**Documento Adjunto:** Informe de progreso anual (APR) (enviado a SCUSD)

**Tiempo estimado para la presentación:** 10 min.  
**Entregado por:** Bersola  
**Fecha:** 121421

**Páginas pertinentes en:**  
 Constitución, páginas \_\_\_\_\_  Estatutos, páginas \_\_\_\_  
 MOU, páginas \_\_\_\_\_  Póliza \_\_\_\_\_





## Notes for APR

### Concept

Data heavy/Narrative light

Pertinent data points

Alignment: Petition-Matrix-APR (Future - district)

### Reporting

- Comparison: charter to state

- Comparison: multiple years

### APR

- Go-forward with annual accumulation to rolling 5 years

### Data entry/capture

- Initially: Most to all manual data entry to start

\* Continuity/Speed: Drop-down/Calendar format/etc.

- Ultimately: Mostly automated (will need suggestions/input)

\* Insert comments where possible for entry clarification

\* Auto-fill where possible in future

\* Auto-populate into other cells for redundant entries in future

**Resources and Links**

**Item**  
Resource folder  
Website: California School Dashboard  
Website: CDE DataQuest

**Link**  
[Resource folder](#)  
<https://www.caschooldashboard.org/>  
<https://dq.cde.ca.gov/dataquest/>

**Comments**  
Samples of Dashboard, etc.  
Access to Dashboards  
Access to State Assessment Results, Enrollment, Etc.

---

**Feedback**

Consideration/s from District

Comments from District

Charter Response to District Consideration/s and Comments

Coversheet: Site

Coversheet: General

E1: Educational Program

E2a: Measurable Student Outcomes

E2b: Dashboard

E3: Pupil Progress

E4: Governance

E5: Employee Qualifications

E6: Health and Safety

E7: Racial-Ethnic Balance

E8: Admissions Requirements

E9: Financial

E10: Suspensions-Expulsions

E11: Staff Retirement

E12: Attendance Alternatives

E13: Employee Rights

E14: Dispute Resolution

E15: Procedures for School Closure

Impact to District/Miscellaneous

Overall

**Appendix: Table of Contents (Information from 2020-21)**

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Comments for  
Appendix:

Coversheet: Site in SY 2020-21

School Name	The Language Academy of Sacramento																					
Street Number and Name	2850 49th Street																					
City	Sacramento																					
ZIP	95817																					
Phone	916.277.7137																					
FAX	916.277.7141																					
Website	www.lasac.info																					
Site Leader Name/Title	Eduardo deLeon, Executive Director																					
Office Manager Name	Judy Morales, Director of Business and Operations																					
Charter Contact Name/Title, if different	Teejav Bersola, Director of Academic Accountability																					
Mailing Address, if different																						
Number of other locations																						
Charter School Original Charter Start Date	August 30, 2004																					
Charter Start Date (current)	July, 2019																					
Charter Expiration (current)	June, 2024																					
Charter Number	640																					
School CDS Code	34-67439-0106898																					
CMO Managed	No																					
Dependent or Independent	Independent																					
Funding: Direct or Local (through the District)	Direct																					
Instruction: Classroom Based or Non-classroom Based	Classroom Based																					
Grades Served	K-8																					
WASC expiration date, if applicable																						
SELPA organization	EI Dorado County SELPA																					
Nutrition Svs. Provided by District per AB1871																						
Nutrition Svs. Provided by Non-District per AB1871	Provider Name: 613																					
Enrollment Cap (Final school year of charter)																						
Enrollment Cap Source/Page	<b>Charter Petition Appendix Page #</b>																					
School on District Property	Yes																					
Vision Statement	To provide an exceptional Spanish-English bilingual education for all students.																					
Mission Statement	LANGUAGE ACADEMY OF SACRAMENTO'S MISSION is to create a learning environment where students: 1) Utilize bilingualism and biliteracy (Spanish and English) to achieve academic excellence and apply skills in real-world situations and diverse settings. (BILITERACY); 2) Develop and exhibit positive self-esteem, pride, confidence, and respect for themselves and others. (CONFIDENCE AND LIFE SKILLS); and, 3) Demonstrate leadership skills in order to build bridges between communities and apply critical thinking skills to solve problems, promote social justice, and create change in society. (LEADERSHIP AND CRITICAL THINKING)																					
Program Description	<p>Program Goals</p> <p>The State of California's adopted Master Plan for Education calls for all California high school graduates to be bilingual and bi-literate and for this language learning process to begin in the elementary years. Two-Way Immersion programs are important avenues for accomplishing this goal. Two-way Spanish immersion programs encourage interaction between native Spanish speakers and native English speakers, thus allowing both groups of students to develop high levels of bilingualism and bi-literacy as well as to attain grade-level academic achievement. All students have the opportunity to maintain their primary language and become proficient in another.</p> <p>The Language Academy is based on a two-way immersion educational model. This model stresses the following:</p> <ul style="list-style-type: none"> <li>• high academic proficiency in two languages</li> <li>• high academic achievement</li> <li>• mastery of the State's content standards</li> <li>• multiculturalism</li> <li>• life skills</li> <li>• community service</li> </ul> <p>Based on these considerations, the Language Academy two-way immersion program strives to provide students with tools to become culturally competent, self-motivated, life-long learners. We believe that this objective is accomplished through a focus on academic rigor, competence and confidence across cultures and languages, and a creative, enriching environment in which to foster a passion for learning.</p> <p>Program Model</p> <p>At the Language Academy of Sacramento, the method of instruction utilized is the Two-Way Spanish Immersion 90/10 model. Following transitional kindergarten, students in kindergarten and first grade receive 90% of their daily instruction in Spanish and 10% in English. Each year, students receive more instruction in English as the percentage of instruction in Spanish decreases. By 5th grade, students receive approximately 50% of their daily instruction in Spanish and 50% in English.</p> <p>TWO-WAY IMMERSION 90/10 MODEL: PERCENTAGES OF DAILY INSTRUCTION</p> <table border="1"> <thead> <tr> <th>Grade Level</th> <th>Percentage of Instruction in Spanish</th> <th>Percentage of Instruction in English</th> </tr> </thead> <tbody> <tr> <td>Transitional Kinder</td> <td>95%</td> <td>5%</td> </tr> <tr> <td>Kindergarten – First</td> <td>90%</td> <td>10%</td> </tr> <tr> <td>Second</td> <td>80%</td> <td>20%</td> </tr> <tr> <td>Third</td> <td>70%</td> <td>30%</td> </tr> <tr> <td>Fourth</td> <td>60%</td> <td>40%</td> </tr> <tr> <td>Fifth – *Eighth</td> <td>50%</td> <td>50%</td> </tr> </tbody> </table> <p>*middle school language of instruction varies per subject and is approximately 50/50</p>	Grade Level	Percentage of Instruction in Spanish	Percentage of Instruction in English	Transitional Kinder	95%	5%	Kindergarten – First	90%	10%	Second	80%	20%	Third	70%	30%	Fourth	60%	40%	Fifth – *Eighth	50%	50%
Grade Level	Percentage of Instruction in Spanish	Percentage of Instruction in English																				
Transitional Kinder	95%	5%																				
Kindergarten – First	90%	10%																				
Second	80%	20%																				
Third	70%	30%																				
Fourth	60%	40%																				
Fifth – *Eighth	50%	50%																				
Charter Petition Deliverable 1/page #	Charter Petition pages 31-34																					
Charter Petition Deliverable 2/page #	Charter Petition pages 83-93																					
Charter Petition Deliverable 3/page #																						
Charter Petition Deliverable 4/page #																						
Charter Petition Deliverable 5/page #																						
Corrective Action Plan from Operational MOU Appendix 16																						

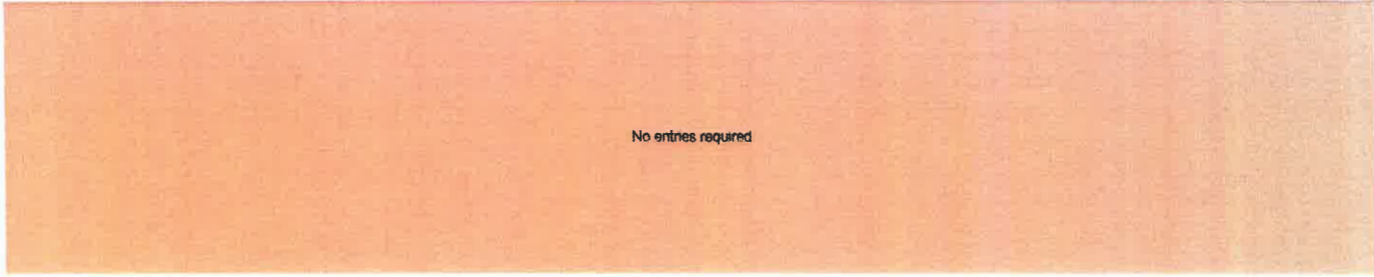
Comments for Coversheet-Site:

**Coversheet General**

	2020-21	2019-20	2018-19	2017-18
First School Day	9/8/2020	8/19/2019	8/13/2018	8/14/2017
Last School Day	6/11/2021	6/5/2020	5/31/2019	6/1/2018
Instructional Days	175	175	178	179
Instructional Minutes - K (36,000)	44025	44025	44835	45030
Instructional Minutes - 1 to 3 (50,400)	54525	54525	55515	55770
Instructional Minutes - 4 to 8 (54,000)	56490	56490	57510	55770
Instructional Minutes - 9 to 12 (64,800)	*	*	*	*
Enrollment (As of CBEDs date)	614	614	605	587
Enrollment, last day of school year	613	613	604	585
Enrollment Retention Rate	99%	99%	99%	98%

Comments for Coversheet General:

E1 - Educational Program	2017-18	2018-19	2019-20	2020-21																
	Total #	Total #	Total #	Total #	Total %	TK #	K #	1 #	2 #	3 #	4 #	5 #	6 #	7 #	8 #	9 #	10 #	11 #	12 #	
<b>Student Served</b>																				
- Total Enrollment	585	607	614	610	100%															
- In District	455	465	472	464	76%															
- Out of District	130	140	142	146	24%															
- English Learner	238	230	235	236	39%															
- Students with Disabilities	73	81	81	77	13%															
- Socioeconomically Disadvantaged	389	408	407	442	72%															
- Foster Youth	2	2	2	0	0%															
- Homeless Youth	4	9	3	1	<1%															
- African American	14	14	13	12	2%															
- American Indian or Alaska Native	0	1	0	0	0%															
- Asian	1	3	4	4	<1%															
- Filipino	3	3	3	3	<1%															
- Hispanic or Latino	551	566	564	561	92%															
- Pacific Islander	0	0	0	0	0%															
- White	15	18	22	24	4%															
- Two or More Races	1	1	2	2	<1%															
- No Race Indicated		1																		



**General Information**

<b>Mission Statement (Same as Coversheet)</b>	LANGUAGE ACADEMY OF SACRAMENTO'S MISSION is to create a learning environment where students: 1) Utilize bilingualism and biliteracy (Spanish and English) to achieve academic excellence and apply skills in real-world situations and diverse settings. (BILITERACY); 2) Develop and exhibit positive self-esteem, pride, confidence, and respect for themselves and others. (CONFIDENCE AND LIFE SKILLS); and, 3) Demonstrate leadership skills in order to build bridges between communities and apply critical thinking skills to solve problems, promote social justice, and create change in society. (LEADERSHIP AND CRITICAL THINKING)
<b>Program Description (Same as Coversheet)</b>	Program Description (Same as Coversheet) Program Model At the Language Academy of Sacramento, the method of instruction utilized is the Two-Way Spanish Immersion 90/10 model. Following transitional kindergarten, students in kindergarten and first grade receive 90% of their daily instruction in Spanish and 10% in English. Each year, students receive more instruction in English as the percentage of instruction in Spanish decreases. By 5th grade, students receive approximately 50% of their daily instruction in Spanish and 50% in English. TWO-WAY IMMERSION 90/10 MODEL: PERCENTAGES OF DAILY INSTRUCTION Grade Level Percentage of Instruction in Spanish Percentage of Instruction in English Transitional Kinder 95% 5% Kindergarten - First 90% 10% Second 80% 20% Third 70% 30% Fourth 60% 40% Fifth - Eighth 50% 50% *middle school language of instruction varies per subject and is approximately 50/50 Spanish is the vehicle for content instruction and the subject of instruction itself. Most
<b>EL Program Description</b>	SUPPORT FOR ENGLISH LEARNERS (EL) At the core of two-way immersion research is data that support the efficacy of such educational program in second language acquisition (Genesee, Lindholm-Leary, Saunders & Christian, 2006; Lindholm-Leary & Genesee, 2008; Howard, E. R., Christian, D., & Genesee, F, 2004; Lindholm- Leary & Hernandez, 2011). LAS longitudinal data illustrate that by middle school grades, LAS students, including English Learners ("EL") begin to meet and/or exceed the performance of students in traditional programs in state standardized exams in English while simultaneously acquiring college level proficiency in Spanish. Primary language instruction is a critical component of the Language Academy's pedagogical instructional design. Instruction in the primary language allows English learners to learn
<b>SPED Program Description</b>	SUPPORT FOR STUDENTS WITH DISABILITIES The Language Academy adheres to the Response to Intervention (RTI) model as outlined in the IDEA 2004. It clearly spells out the mandates of providing a continuum of interventions for students to ensure their access to academic achievement. Support staff and teachers at the Language Academy of Sacramento provide instructional and/or interventions to students based on their individual needs. LAS and SCUSD annually and in good faith negotiate a written agreement that clearly specifies the special education funding and services to be provided. Whenever possible, students with disabilities at LAS are educated within the regular education classroom, unless the nature of the disability requires a student's removal. In exceptional circumstances, when it is critical to a student's
<b>Program Curriculum Submitted. Appendix 2</b>	
<b>Bell Schedule Submitted Appendix 3</b>	
<b>Academic Calendar Submitted Appendix 4</b>	

<b>LCAP</b>	LCAP 2021-22 (due July 1, 2021)	LCAP 2020-21 (due July 1, 2020)	LCAP 2019-20 (due July 1, 2019)	LCAP 2018-19 (due July 1, 2018)
LCAP Timely Board Adoption	Yes	Yes	Yes	Yes
LCAP Board Adoption Date:	6/25/2021	9/27/2020	6/21/2019	6/15/2018
LCAP Timely SCOE Submission	Yes	Yes	Yes	Yes
LCAP Timely District Submission	Yes	Yes	Yes	Yes
LCAP Executive Summary (Page number/s)	Pg 25-28	NA, LCP Only	Pg 36-48	Pgs. 1, 61-63
LCAP Submitted: Appendix 5	Yes	Yes	Yes	Yes
LCAP 8 State Priorities (Page number/s from charter petition):	Pgs. 83-93	NA	Pgs. 83-93	Pgs. 15,35,44,51
LCAP on website	Yes	LCP, Yes	Yes	-
Support Status	NA	NA	NA	-
<b>California School Dashboard:</b>	2020-21	2019-20	2018-19	
California School Dashboard Submitted: Appendix 6	Yes	Yes	Yes	Yes

Comments E1:



E2: Measurable Student Outcomes  
 (Charter Department will send District information by DATE UNKNOWN)

<b>SBAC ELA</b>	<b>Number of Students Tested 2020-21</b>	<b>% Standard Met/Exceeded 2016-17</b>	<b>% Standard Met/Exceeded 2017-18</b>	<b>% Standard Met/Exceeded 2018-19</b>	<b>% Standard Met/Exceeded 2019-20</b>	<b>% Standard Met/Exceeded 2020-21</b>	<b>STATE % Standard Met/Exceeded 2020-21</b>	<b>Comp School 1 (Pacific: 95817) (83 of students) % Standard Met/Exceeded 2020-21</b>	<b>Comp School 2 (Oak Ridge: 95820) (250 of students) % Standard Met/Exceeded 2020-21</b>	<b>Comp School 3 (Willowood: 95824) (333 of students) % Standard Met/Exceeded 2020-21</b>	<b>STATE 20/21</b>
- Site	376	39	35	43		32%					
- African American		45									
- American Indian or Alaska Native											
- Asian											
- Filipino											
- Hispanic or Latino	354	37	34	41		29%					
- Pacific Islander											
- White											
- Two or More Races											
- Male		30	31	40							
- Female		46	39	46							
- English Learner	134	13	5	8		10%					
- Reclassified-Fluent English Proficiency (RFEP)	93	66	52	60		41%					
- Students with Disabilities	49	18	12	16		0%					
- Economically Disadvantaged	266	30	29	35		23%					
- Foster Youth											
- Homeless Youth											
Grade 3	59	11	23	29		19%					
Grade 4	62	29	25	26		21%					
Grade 5	64	32	29	27		28%					
Grade 6	64	48	35	55		34%					
Grade 7	65	60	52	63		38%					
Grade 8	62	71	59	58		48%					
<b>SBAC Math</b>	<b>Number of Students Tested 2020-21</b>	<b>% Standard Met/Exceeded 2016-17</b>	<b>% Standard Met/Exceeded 2017-18</b>	<b>% Standard Met/Exceeded 2018-19</b>	<b>% Standard Met/Exceeded 2019-20</b>	<b>% Standard Met/Exceeded 2020-21</b>	<b>STATE % Standard Met/Exceeded 2020-21</b>	<b>Comp School 1 (Pacific: 95817) (83 of students) % Standard Met/Exceeded 2018-19</b>	<b>Comp School 2 (Oak Ridge: 95820) (250 of students) % Standard Met/Exceeded 2018-19</b>	<b>Comp School 3 (Willowood: 95824) (333 of students) % Standard Met/Exceeded 2018-19</b>	<b>STATE 20/21</b>
- Site	378	31	28	36		28%					
- African American		36									
- American Indian or Alaska Native											
- Asian											
- Filipino											
- Hispanic or Latino	355	29	26	34		26%					

- Pacific Islander															
- White															
- Two or More Races															
- Male		27	28	35											
- Female		34	28	37											
- English Learner	134	11	6	10					10%						
- Reclassified-Fluent English Proficiency (RFEF)	93	49	40	54					33%						
- Students with Disabilities	49	18	10	17					13%						
- Economically Disadvantaged	269	22	22	28					21%						
- Foster Youth															
- Homeless Youth															
Grade 3	62	27	28	39					29%						
Grade 4	63	32	14	26					14%						
Grade 5	64	12	17	14					14%						
Grade 6	63	35	26	45					29%						
Grade 7	65	36	53	44					34%						
Grade 8	61	52	37	50					48%						

<u>CAST Science</u>	Number of Students Tested for 2018-19	CST: Standard Met/Exceeded 2015-16 Difference from 2014-15	CST: % Standard Met/Exceeded 2014-15	CST: % Standard Met/Exceeded 2015-16	Number of Students Tested for 2016-17 (Pilot)	Number of Students Tested for 2017-18 (Field Test)	% Standard Met/Exceeded 2018-19	District % Standard Met/Exceeded 2018-19	Comp School 1 (Name) % Standard Met/Exceeded 2018-19	Comp School 2 (Name) % Standard Met/Exceeded 2018-19	Comp School 3 (Name) % Standard Met/Exceeded 2018-19
Grade 5											
Grade 8											
Grade 10											
<u>PFT</u>	% in Levels 3 or 4 2019-20	% in Levels 3 or 4 2018-19									
Grade 5											
Grade 8											
High School											
<u>ELPAC</u>	2020-21	2019-20	2018-19								
Number Tested	260	NA	235								
Reclassified (# of students)	5	17									
Well Developed		-									
Moderately Developed		-									
Somewhat Developed		-									
Minimally Developed		-									
<u>High Schools</u>	2020-21	2019-20	2018-19	2017-18	2016-17						
A-G Completion Rate %											
SAT Participation Rate %											
SAT Score 1500+ Rate %											
ACT Participation Rate %											
ACT Score 21+ Rate %											
High School Graduation Rate %											
Drop Out Rate %											

College 2 Year Acceptance Rate %  
 College 4 Year Acceptance Rate %  
 College 2 and 4 Year Acceptance Rate %  
 College 2 Year Cohort Persistence Rate %  
 College 4 Year Cohort Persistence Rate %  
 College 2 Year and 4 Year Cohort Persistence Rate %  
 College 2 Year Graduation Rate  
 College 4 Year Graduation Rate  
 College 2 Year and 4 Year Graduation Rate  
 WASC current

<u>Key Performance Indicators (KPI)</u>	2020-21	2019-20	2018-19	2017-18	2016-17
KPI-1: % Secondary Students (9th +) Receiving one or more D's or F's					
KPI-2: % of 8th Grade On Track to Graduate					
KPI-3: Kindergarten Attendance Rate	96%	96%	96%	95%	97.0%
KPI-4: Chronic Absence Rate	NA		3.30%	3.20%	2.9%
KPI-5: Suspensions Rate	NA		1.20%	0.85%	1.9%
KPI-6: Math Benchmarks (3,6,8,11)	-		-	-	-
KPI-7: ELA Benchmarks (3,6,8,11)	-		-	-	-
KPI-8: Increased Positive School Climate Rate	See LCAP pages 11-12	NA	See LCAP pages 10-12, 35-36, 50-53	See LCAP pages 9,10-39	See LCAP pages 11-12
KPI-9: Participation in Expanded Learning Rate	NA		60%	51%	68%
KPI-10: Participation in Advanced Learning Rate	-		-	-	-
KPI-A: 3rd Grade Reading	11%	NA	12%	9%	9%

CommentsE2:

**E2: Measurable Student Outcomes: Dashboard** FY2020-21: Not Available COVID-19  
 (Coordinate with Charter Department for submission after October 15 if information is not available by October 1.)

**Dashboard Academic Engagement and** 2020-21

**Conditions & Climate**

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

<b>Dashboard ELA</b>	Color/Points "Below" or "Above" Standard 2018-19	State Color/Points "Below" or "Above" Standard 2018-19	District Color/Points "Below" or "Above" Standard 2018-19	Comp School 1 (Name) Color/Points "Below" or "Above" Standard 2018-19	Comp School 2 (Name) Color/Points "Below" or "Above" Standard 2018-19	Comp School 3 (Name) Color/Points "Below" or "Above" Standard 2018-19
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- Site
- African American
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Pacific Islander
- White
- Two or More Races
- Male
- Female
- English Learner
- Reclassified-Fluent English Proficiency (RFEP)
- Students with Disabilities
- Economically Disadvantaged
- Foster Youth
- Homeless Youth

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

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

### E3 - Pupil Progress

<p>Description of substantive and normed assessments utilized not including CAASPP, CELDT/ELPAC, CST/CAST, and PFT</p>	<p>Understanding DRA/EDL Book Levels; NWEA MAP Growth</p>
<p>Description of how chosen assessments are appropriate for standards and skills they seek to measure</p>	<p>Per AB1505, LAS has since expanded the implementation of a state board adopted NWEA MAP Growth Assessments in Mathematics, English Literacy and Spanish Literacy. Moreover, LAS will continue implementation of Instructional Reading Benchmark Assessments (EDL &amp; DRA) Guidelines. Please see below for further description.</p> <p>The following are guidelines for reporting student reading progress. The EDL and/or DRA will be used to find the students' independent reading levels. This score along with teacher observation will be used to determine instructional reading level; at least one or two levels above independent.</p> <p>Teachers are responsible for reporting independent reading levels at least two times a year and maintaining a record of instructional reading level for instructional purposes. DRA and EDL testing protocols will be followed to maintain testing reliability and efficacy. (Refer to LAS grading guidelines handbook for reporting on reading progress/standards.)</p> <p>Classroom teachers with the support of the literacy coach should administer ALL EDL/DRA assessments. Instructional Aides and Interventionists can administer follow up running records (EDL/DRA/PM) to inform their instruction, but should not administer initial and final assessments.</p> <p>Ed Specialists will collaborate with classroom teachers on possible accommodations/modifications of administration and scoring for students receiving "specialized academic instruction" in reading as per their IEP. Please see attached list of modifications and accommodations.</p> <p>It is expected that the running record (RR) assessments and anecdotal notes will be used to monitor progress throughout the school year.</p> <p>Our goal is for students to reach or exceed a level 60 in Spanish and in English by the end of 6th grade. Grade level curriculum and assessments will be utilized to continue monitoring progress in reading.</p>
<p>Plan for collecting, analyzing, and reporting data on pupil achievement to school staff and parents Plan for utilizing data continuously to monitor and improve the educational program</p>	<p>To the extent possible, teachers are to report independent reading levels for Oral Reading Fluency AND Comprehension. Reporting Dates for the 2020-21 school year assessments are: Reporting Window One - Data Due: November 20, 2020 Reporting Window Two - Date Due: March 19, 2020 Reporting Window Three - Date Due: June 11, 2021</p> <p>Through weekly common planning time (CPT) and bimonthly horizontal and vertical articulation meetings, teachers review the most recent assessment data and make instructional plans and decisions accordingly. These meetings are coordinated with the literacy coach, math leads, educational specialists, and other members of the MTSS team.</p>

Comments for E3:

**E3 - Pupil Progress**  
Assessment Matrix

Assessment Type (Replace Text with Assessments Used) << Link - Approved Charter Petition >>	All students? Or, which Grade Levels and/or which Student groups?	Frequency	What is the primary use? In what ways does that differ, if at all, across the school?	Authoritative Source of the Results: Where are they housed?	In what ways are Standards Alignment and/or Calibration of Scoring	Link to Performance Report or Data
MAP Math, English Reading and Spanish Reading	Grade 3-6, Grade 2: Spring Window Only	3x a year	School-wide; Compliance with AB 1505	Illuminate Platform Database	Anchored to the NWEA Standard Assessment	N/A

**E4 - Governance**

**Board 2020-21**

Name of ultimate Governance Board The Language Academy of Sacramento Board of Directors  
 Incorporation Date December 19, 2003  
 Incorporation Type Non-Profit 501(c)(3)  
 Name of Local Governance Board The Language Academy of Sacramento Board of Directors  
 Bylaws current Yes  
 Roster in Google Drive Yes  
 Listing of Board Meetings Dates Held in Google Drive Yes  
 Number of Planned Board Meetings Held 13 of 13  
 Governance Training Date 1/16/2021  
 Brown Act Training Date 1/16/2021  
 Board Meeting Attendance by SCUSD Date TBA  
 Describe: Public Access to Agendas and Minutes

Agenda Posting: Agendas for regular and special School Board meetings are posted 72 and 24 hours, respectively, in advance of such meetings at the School for public preview. The Board agenda with supporting information for a regular School Board meeting is delivered to Board members, whenever, practicable, at least 72 hours prior to the meeting. For special Board meetings, the agenda and supporting information is delivered at least 24 hours prior to the meeting. Moreover, the Board's complete public agendas are provided to those persons or parties who have requested to be placed upon the School's mailing list.  
 (Note: 2020-21 Parent Participation in a traditional sense, did not occur due to school closure and distance learning context. The narrative below states LAS's ideal and common practice since its inception with regards to parent involvement.) Home and School Partnership:  
 Parent participation is the key to the success of the Language Academy of Sacramento. In fact, the school was created in large part because of the support, time, and talent that parents provided. Upon enrollment, all parents are expected to continue to participate in the path to fulfilling the school's mission. Parents are encouraged to volunteer at least 20 hours per school year. We ask that you evaluate where your talents lie and offer your time to the school. For example, parents are always welcome to observe and volunteer in classrooms. In addition, there are many activities that parents can participate in such as: Parent Association events, the after-school enrichment program, school beautification on LAS work days, the community garden, etc.

**PARENT INVOLVEMENT**

Parent Association

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

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

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

In accordance with ESSA Title I, LAS provides necessary support, education, and assistance targeted toward the implementation of effective parent involvement activities. The Parent Council actively participates in the planning, organization, and execution of family activities. Examples of academic and Finance Committee, Facilities Committee, Bylaws and Policy, Curriculum Design Team Committee, ELAC

Yes; adopted and implemented

1. Parent Involvement Policy 2 LAS Gender Inclusives Policy; 3. LAS COVID-19 Reopening Handbook

School Site Council and ELAC

Parent Council and Parent Association

**Listing of Committees available to Parents**

Conflict of Interest Policy  
 Form 700s: Appendix 7  
 Policy Changes  
 Site Advisory Committee Name  
 Parent Teacher Organization Name

Comments E4:

**E5 - Employee Qualifications (as of April 30, 2021)**

<u>Teachers 2020-21</u>	Number of teachers	Number of credentials current	Number of appropriate assignments	Comments
K	3	3	3	
1	3	3	3	
2	3	3	3	
3	3	3	3	
4	3	3	3	
5	3	3	3	
6	3	3	3	
7	3	3	3	
8	3.5	3.5	3	
9	N/A	N/A	N/A	
10	N/A	N/A	N/A	
11	N/A	N/A	N/A	
12	N/A	N/A	N/A	
Totals	27.5			

Credential Status from April 30, 2021 on Google Drive: Appendix 8

Master Schedule from April 30, 2021 to include

courses, teacher, day, time, and Room number (Middle and High School only): Appendix

Appendix

Appendix

Appendix

Appendix

Appendix

Appendix

Comments E5:



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**E6 - Health and Safety**

Assurances (Health) Signed and Submitted: Appendix 9      Yes  
Fire and Earthquake Drills Completed and Submitted: Appendix 10      Yes

Comments E6:

**E7 - Racial-Ethnic Balance**

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

<b>Student Population</b>	2020-21		2020-21		2019-20		2019-20	
	<b>District: #</b>	<b>District: %</b>	<b>Site: #</b>	<b>Site: %</b>	<b>District: #</b>	<b>District: %</b>	<b>Site: #</b>	<b>Site: %</b>
- Total Enrollment			610	100%			614	100%
- English Learner			236	39%			235	39%
- Students with Disabilities			77	13%			81	13%
- Socioeconomically Disadvantaged			442	72%			407	67%
- Foster Youth			0	0%			2	<1%
- Homeless Youth			1	<1%			3	<1%
- African American			12	2%			13	2%
- American Indian or Alaska Native			0	0%			0	0%
- Asian			4	<1%			4	<1%
- Filipino			3	<1%			3	<1%
- Hispanic or Latino			561	92%			564	93%
- Pacific Islander			0	0%			0	0%
- White			24	4%			22	4%
- Two or More Races			2	<1%			2	<1%
- No Race Indicated			0	0%			0	0%

Meeting Balance: Y or N

Yes

Comments, if not meeting balance:  
Plan, if not meeting balance:

LAS program is designed based on linguistic balance of the dual immersion program. Please see charter

Comments: E7

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**E8 - Admissions Requirements**

	2020-21	2019-20	2018-19	2017-18
Waiting list Number of Students on the 5th school day	802	814	732	604
Application Form Submitted: Appendix 11	Yes	Yes	Yes	Yes
Application has potential screening information	No	No	No	No
Application Timeline Submitted: Appendix 12	Yes	Yes	Yes	Yes
Enrollment process is separate from Application process	Yes	Yes	Yes	Yes
Enrollment Timeline: Appendix 13	Yes	Yes	Yes	Yes
Lottery System Use	Yes	Yes	Yes	Yes
Lottery System Description Submitted: Appendix 14	Yes	Yes	Yes	Yes
Lottery System Date:	4/20/2021	4/21/2019	4/23/2019	4/24/2018

Comments E8:

<b>E9 - Financial</b>						
<b>***Dependent Charters Only***</b>	2020-21*	2019-20	2018-19	2017-18	2016-17	2015-16
Dependent General Fund Unrestricted Carryover Student Body Account	No	No	No	No	No	
If Student Body Account, ending balance				-	-	
<b>***Independent Charters Only***</b>	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16
Annual Revenues:	\$7,771,772.55	\$7,030,932.89	\$7,475,546.84	\$6,369,152.00	\$5,994,760	\$5,720,301
Annual Expenses	\$7,000,085.86	\$6,504,906.86	\$6,473,430.51	\$5,985,023.00	\$5,515,992	\$4,929,841
Beginning Cash Balance:	\$5,933,056.22	\$6,090,438.14	\$5,073,793.56	\$5,006,485.00	\$5,446,625	\$5,901,227
Ending Cash Balance:	\$5,387,393.37	\$5,933,056.22	\$6,090,438.14	\$5,073,794.00	\$5,006,485	\$5,446,625
Negative Cashflow (Number of Months):	\$0.00	\$0.00	\$0.00	0	0	0
Outstanding Receivables	\$2,349,495.94	\$1,602,452.56	\$1,469,714.34	\$1,220,489.00	\$814,352	\$830,998
Outstanding Payables	\$759,853.16	\$653,949.44	\$412,542.74	\$376,635.00	\$86,023	\$321,870
Begining Fund Balance	\$9,867,341.00	\$9,342,827.33	\$8,340,711.00	\$7,956,584.00	\$7,447,816	\$6,687,356
Ending Fund Balance	\$10,476,935.69	\$9,867,340.75	\$9,342,827.33	\$5,073,794.00	\$7,956,584	\$7,477,816
Audit Firm - Name (Board Approved):	BakerTilly US, LLP	BakerTilly US, LLP	Squarmilner	Squarmilner	Squarmilner	Squarmilner
Number of Outstanding Audit Resolutions:	0	0	0	0	0	0
Student Body Account	No	No	No	No	No	No
If Student Body Account, ending balance	n/a	n/a	n/a	n/a	n/a	n/a
Comments E9:	<i>above indicated amounts are based on Unaudited Actuals - 1st Interim as the 2020-2021 Audited Actuals have not been completed.</i>					

**E10 - Suspension-Expulsions**

<b>Student Population</b>	Suspensions 2020-21		Suspension % 2020-21		Expulsions 2020-21		Expulsion % 2020-21		Suspensions 2019-20	Expulsions 2019-20	Suspensions 2018-19	Expulsions 2018-19	Suspensions 2017-18	Expulsions 2017-18
- Total Enrollment	611				611				614	0	607	0	585	0
- English Learner									2	0	2	0	0	0
- Students with Disabilities									1	0	1	0	2	0
- Socioeconomically Disadvantaged									0	0	0	0	4	0
- Foster Youth									0	0	0	0	0	0
- Homeless Youth									0	0	0	0	0	0
- African American									0	0	0	0	1	0
- American Indian or Alaska Native									0	0	0	0	0	0
- Asian									0	0	0	0	0	0
- Filipino									0	0	0	0	0	0
- Hispanic or Latino									7	0	7	0	4	0
- Pacific Islander									0	0	0	0	0	0
- White									0	0	0	0	0	0
- Two or More Races									0	0	0	0	0	0
Suspension Rate %	N/A	COVID-19	N/A	COVID-19	N/A	COVID-19	N/A	COVID-19	1.2%	NA	0.8%	NA	1.1%	NA

<b>Exits</b>	2019-20	2018-19	2017-18	2016-17	2015-16
Total Exits	1	3	8	12	17
Districts Notified of All Exits	Yes	Yes	Yes	Yes	-

Comments E10:

**E11 - Staff Retirement**

SCUSD CBA/s	No
If SCUSD CBA/s: (List All Units)	
<b><u>Retirement Plans</u></b>	
STRS	<b>Yes</b>
PERS	No
Other: (List Plan)	Vanguard 403(b)
Other: (List Plan)	
Other: (List Plan)	

Comments E11:

**E12 - Attendance Alternatives**

**Attendance Alternative Policy**

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

Comments E12:

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**E13 - Employee Rights****Rights of School District Employees Policy**

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

Comments E13:



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**E14 - Dispute Resolution**

	2020-21	2019-20	2018-19
Dispute Resolution Process Submitted: Appendix 15	Yes	Yes	Yes
UC Complaints	0	0	2
UC Complaints Resolved	0	0	2
Comments Regarding Complaints			
Number of OCR Complaints	0	0	0
Number of Other Complaints	0	0	0
Comments Regarding OCR and Other Complaints:			
Parent Complaint Process on Website	Yes	Yes	Yes

Comments E14:

Closure Protocol

school, then the LAS Governing Board shall designate an entity or individual to take charge of the closure activities. The designated entity or individual shall be known as the Authorized Closer. The Authorized Closer shall begin closure activities by notifying parents and guardians of pupils, the State Board of Education, the County Office of Education, the SELPA in which LAS participates, the retirement systems in which LAS employees participate, and the California Department of Education. The Authorized Closer will be qualified to handle student record under federal and state privacy laws concerning student records. (Family Educational Rights and Privacy Act, "FERPA", 20 U.S.C. 1232g; Education Code 49073 et seq.) The notice to the varying entities shall include the effective date of closure, the party to contact for information related to the closure, the pupils' districts of residence, and the manner in which parents and guardians may obtain copies of pupil records. LAS shall provide the Authorized Closer with a list of pupils in each grade level, together with information on the pupils' districts of residence. Pupil records, including all state assessment results and special education records, shall be maintained and transferred to the custody of the Authorized Closer, except for records and/or assessment results that, under the provisions of the governing charter, are required to be transferred to a different entity. Personnel records shall be maintained and transferred in accordance with applicable law. The Language Academy of Sacramento shall complete an independent final audit within six months of the school closure. The audit may also serve as the annual audit and at the very least must include the following: An accounting of all assets, including cash and accounts receivable and an inventory of property, equipment, and supplies. An accounting of liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation. An assessment of the disposition of any restricted funds received by or due to LAS. The Authorized Closer must provide for the completion and filing of any annual reports required by Ed. Code section 47604.33. The Language Academy of Sacramento may form as or be operated by a California nonprofit public benefit corporation. If in connection with the closure, the LAS Governing Board determines that it will dissolve the school corporation ("Dissolution"), then (i) the Dissolution shall be conducted in accordance with the requirements of the California Nonprofit Public Benefit Corporation Law ("Law") including, without limitation, Corp. Code sections 6610 et seq. and sections 6710 et seq., and (ii) the LAS Governing Board may select the Authorized Closer to assist with the wind-up and Dissolution of the school corporation. Any net assets remaining after all debts and liabilities of the school corporation (i) have been paid to the extent of the school corporation's assets, or (ii) have been adequately provided for, shall be distributed in accordance with the school corporation's Articles of Incorporation. Prior to the distribution of any remaining net assets, the school corporation shall: Determine if there are any remaining proceeds of any Restricted Government Grant that have not been expended for the purposes set forth in the Restricted Government Grant, and shall return any such remaining proceeds to the applicable federal or California governmental agency; and Dispose of, distribute, or otherwise utilize any proceeds of any grants or donations, whether in cash or in-kind (i.e., materials or property), received by LAS or the school corporation from any private foundation, any other entity exempt from tax under Section 501(c)(3) of the Internal Revenue Code, as amended, any other person, or the general public in accordance with the restrictions, if any, imposed by the grantor or donor on such grants or donations at the time received by LAS or the school corporation. For purposes of the subparagraph above, "Restricted Government Grant" means any grant or donation, in cash or in-kind (i.e. materials or property), made by any federal or California governmental agency to the school or the school corporation, the grant instrument of which, or the applicable law governing, requires that, upon closure of the school or dissolution of the school corporation, any proceeds of such Restricted Government Grants that have not been expended for the purposes set forth in the grant instrument or in applicable law, be returned to the granting or donating governmental agency. The school shall use, but is not limited to, school reserves normally maintained for contingencies and emergencies to fund closure proceedings. Term: The term of this charter shall begin on July 1, 2014 and expire June 30, 2019. Amendments: Any amendments to this charter shall be made by the mutual

Comments E15:

Impact to District

**Facilities (District owned)**  
School Facility Conditions

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

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

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Facility Improvements for District Consideration

Site require a number of improvements beginning with, but not limited to, 1. Replacement of Mammoth rooftop air handlers. Air chillers are old and in poor condition and should be replaced. 2. Air handlers are old, weathered and in desperate need of replacement. The existing electric resistance heating is very costly to the school.3. Replacement of single ply roofing is necessary. Several areas throughout the core site have had water leaks with ceiling collapsing during peak rain months.4. Poor drainage, as a result grass and weeds grow along the roof top creating a spongy feel under roofing.5. Increase water efficiency surrounding core building, including replacement of drinking fountains in poor condition.6. Kinder play structure requires shade, ADA compliant ramp, replacement of wood fiber and hardtop. 7. Boys, Girls and in desperate need of modernization, including but not limited to leaking faucets, floor mounted stalls (non-compliant), upgrading of fixture for water and energy efficacy. 8. Adult bathrooms in desperate need of modernization, current stalls are non CBC compliant, fan in bathrooms in poor condition (no-air flow). 9. Multi-purpose room Entry ways are no CBC Compliant, water damage throughout, serving counter needs to be modernized to be accessible.

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Process-Support Improvements for District Consideration

LAS seeks the monetary support of the district to rehabilitate and modernize the remaining Core building areas: HVAC and roof. This is heightened importance due to COVID-19. Rehabilitation and modernization of the Core building, Library, boys bathroom and girls bathroom is currently until further notice.

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

Planned Facility/Construction projects for 2021-22 and 2022-23

Summer 2020, rehabilitation and modernization of the Library, boys bathroom and girls bathroom.

**Operations**  
Timely Submissions of Calendar of Due Date Items  
Timely Submissions of Request for Information Items  
Timely Submissions of Monthly ADA Reporting  
Timely Submissions of monthly Big 3  
APR Submission Date  
Timely APR Submission to District  
Lead APR Contributor  
Site Visitation Date  
Operational Process-Support Improvements for District Consideration

**2020-21**  
Yes  
Yes  
-  
-  
12/6/2021  
Yes  
Teejay Bersola  
-

**2019-20**  
Yes  
Yes  
-  
-  
11/30/2020  
Yes  
Teejay Bersola  
-

**2018-19**  
Yes  
Yes  
-  
-  
10/25/2019  
Yes  
Teejay Bersola  
-

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

Yes  
Yes

Yes  
Yes

Yes  
Yes

Comments Impact to District:



A California Public School

Agenda Item# IVF

**Board Meeting Date:** December 17, 2021

**Subject:** October – November 2021 Check Registers

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

**Committee:** School Leadership

**Recommendation:**

School Leadership requests that the Governing Board review and approve October-November 2021 check register.

**Documents Attached:**

1. October 2021 Check Register
2. November 2021 Check Register

October - November 2021					
Members	Aye	Nay	Abstain	Absent	
Ruiz, Nadeen					
De González, Julissa					
Sylvains, Nina					
Kokayi, Nailah					
Aceves, Fernando					
García, Cristian					
Luna, Brenda					
Graham, Clark					
Lomeli, Laura					
Totals:					

Approval				
Check Register Votes	Aye	Nay	Abstain	Absent
<b>October 2021 Check Register</b>				
<b>November 2021 Check Register</b>				

**Estimated Time of Presentation:** 15 min  
**Submitted By:** School Leadership  
**Date:** 12.15.2021

**Pertinent Pages in**  
 ( ) Charter, pages \_\_\_\_\_  
 ( ) MOU, pages \_\_\_\_\_



A California Public School

Agenda Artículo# IVF

**Fecha de la Reunión:** 17 de diciembre de 2021

**Tema:** Registros de la cuenta bancaria octubre a noviembre 2021

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

**Comité:** Liderazgo Escolar

**Recomendación:** El Liderazgo Escolar solicita que la Mesa Directiva revise y apruebe el registro de la cuenta bancaria de octubre a noviembre 2021.

**Documento adjunto:**

1. Registro de la cuenta bancaria del mes de octubre 2021
2. Registro de la cuenta bancaria del mes de noviembre 2021

octubre - noviembre 2021				
miembros	Aye	Nay	Abstain	Absent
Ruiz, Nadeen				
De González, Julissa				
Sylvains, Nina				
Kokayi, Nailah				
Aceves, Fernando				
García, Cristian				
Luna, Brenda				
Graham, Clark				
Lomelí, Laura				
Totals:				

Votación				
	Aye	Nay	Abstain	Absent
<b>cuenta bancaria del mes de octubre 2021</b>				
<b>cuenta bancaria del mes de noviembre 2021</b>				

**Tiempo estimado de presentación:** 10 min.  
**Entregado por:** Liderazgo Escolar  
**Fecha:** 12.15.2021

**Páginas pertinentes en:**  
 ( ) La constitución, páginas \_\_\_\_\_  
 ( ) MOU, páginas \_\_\_\_

**Language Academy of Sacramento  
Check Register - October 2021**

Check Date	Check Number	Vendor	Inv Description (Bill)	Amount
10/15/2021	9331	Pedro Aguilera	Reimb: ASES materials	27.80
10/15/2021	9332	Araceli Saucedo	Reimb: ASES materials	66.27
10/15/2021	9333	Arts Attack	ASES Student Materials	4,060.00
10/15/2021	9334	Booksource	Classroom Libraries	5,466.43
10/15/2021	9335	Graciela Castaneda	Reimb: Class library/ supplies	343.20
10/15/2021	9336	Charter Safe	Property and Liability 2021/2022 Deposit/Nov 2021	37,230.00
10/15/2021	9337	De Lage Landen Financial Services	Printer lease (October, November 2021)	2,623.56
10/15/2021	9338	Eduardo S. De Leon	Reimb: Student Incentives	191.16
10/15/2021	9339	Department of Justice	Fingerprinting Fees	448.00
10/15/2021	9340	Didax	Classroom Materials (Kinder)	39.96
10/15/2021	9341	EdTec Inc.	Back Office Services (October 2021)	6,700.00
10/15/2021	9342	Elevator Industries	Elevator maintenance (October 2021)	100.00
10/15/2021	9343	First Book	Class books (Novoa)	858.73
10/15/2021	9344	Ana Luna Franco	Reimb: Class books	177.79
10/15/2021	9345	Francisca Garcia	Reimb: Class supplies	429.15
10/15/2021	9346	Adriana Gutierrez	Reimb: Class supplies	759.34
10/15/2021	9347	Hameray Publishing Group	Class books (5th grade)	478.27
10/15/2021	9348	JCL Electronics, LLC	Technology Services	5,353.75
10/15/2021	9349	K12 Health	SPED Health Services	2,528.00
10/15/2021	9350	Kaiser Foundation Health Plan, Inc.	Employee Health Benefits (November 2021)	24,096.48
10/15/2021	9351	Law Office of Jennifer McQuarrie	Legal Services	352.00
10/15/2021	9352	Learning Solutions	SPED Services	854.24
10/15/2021	9353	Microsoft Corporation	Technology Equipment	10,279.59
10/15/2021	9354	NCS Pearson Inc	SPED Books	55.00
10/15/2021	9355	Network Office Systems	Copier Lease (Aug./ Sept. 2021)	441.09
10/15/2021	9356	Newsela	Class Libraries	5,324.00
10/15/2021	9357	Occupational Therapy for Children	SPED Services	688.75
10/15/2021	9358	Office Depot	Office Supplies/Instructional Materials	1,341.06
10/15/2021	9359	Pacific Learning	Class Libraries	3,911.13
10/15/2021	9360	Pear Deck, Inc	Educational Software	2,135.64
10/15/2021	9361	Rosio Perez	Reimb: Class supplies	108.79
10/15/2021	9362	Araceli Rosas	Reimb: ASES Student Materials	48.83
10/15/2021	9363	Sacramento City Unified School District	Printers-Classroom Materials (4325)	100.10
10/15/2021	9364	Evelyn Sandoval	SPED Materials	73.49
10/15/2021	9365	Scholastic	Class books (Alfaro)	283.22
10/15/2021	9366	Cynthia Suarez	Reimb: Curriculum materials/ Intervention materials	1,374.45
10/15/2021	9367	Sutter Health Plus	Employee Health Benefits (November 2021)	15,152.64
10/15/2021	9368	SYNCB/AMAZON	Classroom Books, Instructional Materials, Office Supplies	8,870.80
10/15/2021	9369	T-Mobile	Internet Services - Students	520.00
10/15/2021	9370	The Home Depot Pro	Custodial Supplies	675.38
10/15/2021	9371	Total Education Solutions	SPED Services	6,463.25
10/15/2021	9372	Vision Service Plan - CA	Employee Health Benefits (October 2021)	1,058.89
10/12/2021	ACH	California Credit Union	Various	7,603.61
<b>Total</b>				<b>159,693.84</b>

**Language Academy of Sacramento  
Check Register - November 2021**

Check Date	Check Number	Vendor	Inv Description (Bill)	Amount
11/5/2021	9373	Ascensus	Administrative Fees - 403b retirement	350.00
11/5/2021	9374	Booksouse	Class books (4th grade)	9.74
11/5/2021	9375	CareSolace	Annual Subscription	1,525.00
11/5/2021	9376	CCHAT Center	SPED Services	540.00
11/5/2021	9377	Charter Schools Development Center	Professional Development-BTSA	2,075.00
11/5/2021	9378	Cynthia Alfaro	Reimb: Instructional materials/ books	43.03
11/5/2021	9379	El Dorado County of Education	Professional Development	10,000.00
11/5/2021	9380	Elevator Industries	Elevator maintenance (November 2021)	100.00
11/5/2021	9381	Estrellita, Inc.	Intervention Books	1,090.74
11/5/2021	9382	Fagen Friedman & Fulfroost LLP	SPED Legal Services	210.00
11/5/2021	9383	First Book	SPED Books (Pantoja)	978.77
11/5/2021	9384	Gemma Jauregui	Reimb: Class writing recognition	33.45
11/5/2021	9385	JCL Electronics, LLC	Technical support (September) / replacements	6,535.00
11/5/2021	9386	K12 Health	SPED Health Services	1,264.00
11/5/2021	9387	Learningtech.org	E-Rate Management Services (July 2021 - June 2022)	4,800.00
11/5/2021	9388	Literacy Resources, LLC.	Instructional Materials	323.94
11/5/2021	9390	N2Y, LLC	SPED Materials	660.80
11/5/2021	9391	Network Office Systems	Copier Lease (Sept./ Oct. 2021) and supplies	573.24
11/5/2021	9392	Ana Novoa	Reimb: Instructional Materials	695.14
11/5/2021	9393	Occupational Therapy for Children	SPED Services	570.00
11/5/2021	9394	Office Depot	Office Supplies/Instructional Materials	1,471.39
11/5/2021	9395	Araceli Rosas	Reimb: Instructional materials	35.97
11/5/2021	9396-VOID	Sacramento City Unified School District	VOID-Invoice revision was required	169,609.93
11/5/2021	9397	Cynthia Suarez	Reimb: Professional Development/ Mailing fees	693.39
11/5/2021	9398	T-Mobile	DiLe Student Internet Services	520.00
11/5/2021	9399	The Home Depot Pro	Custodial Supplies	3,130.93
11/5/2021	9400	The School Planner Company	Middle school planners	1,768.55
11/5/2021	9401	Dehisy Valencia	Reimb: Instructional Materials	368.66
11/5/2021	9402	World's Finest Chocolate, Inc.	Fundraising expenses	1,175.00
11/5/2021	9403	Zaner-Bloser	PD Materials-Writing	401.29
11/12/2021	9404	De Lage Landen Financial Services	Printer lease (November, December 2021)	2,623.56
11/12/2021	9405	Liminex, Inc.	Educational Software	9,691.53
11/12/2021	9406	Patelco Credit Union	HSA Employer Contribution	420.00
11/17/2021	9407	Benchmark Education Company LLC	Classroom library (2nd grade)	394.25
11/17/2021	9408	California Charter School Association	Professional Development Membership Fees	6,130.00
11/17/2021	9409	Charter Safe	Workers Comp Insurance (December 21/22)	9,671.00
11/17/2021	9410	Cruz-Llamas, Luis	Classroom library/ Instructional materials	52.01
11/17/2021	9411	Natalie De La Cruz	Reimb: Student Council Fundraising Supplies	634.40
11/17/2021	9412	Department of Justice	Fingerprinting Fees	64.00
11/17/2021	9413	EdTec Inc.	Back Office Services (November 2021)	6,700.00
11/17/2021	9414	Alex Hayes	Reimb: Student Council Fundraising Supplies	585.24
11/17/2021	9415	Heinemann	Curriculum Textbooks (Novoa)	227.30
11/17/2021	9416	Kaiser Foundation Health Plan, Inc.	Employee Health Benefits (December 2021)	29,564.43
11/17/2021	9417	Law Office of Jennifer McQuarrie	Legal Services	308.00
11/17/2021	9418	Learning Solutions	SPED Services	4,113.76
11/17/2021	9419	Lincoln National Life Insurance Company	Employee Health Benefits (December 2021)	5,049.52
11/17/2021	9420	Office Depot	SPED Materials	261.83
11/17/2021	9421	One Stone Apparel	School Uniforms	2,213.58
11/17/2021	9422	Pacific Office Automation	Printer supplies	736.54
11/17/2021	9423	Sacramento City Unified School District	July - December 2021 Lease	72,905.61
11/17/2021	9424	Sacramento History Alliance	Field trip fees (3rd grade)	150.00
11/17/2021	9425	Savvas Learning Company LLC	Intervention Books/Library Books	5,903.63
11/17/2021	9426	Sutter Health Plus	Employee Health Benefits (December 2021)	15,152.64
11/17/2021	9427	The Home Depot Pro	Classroom Door Mats	991.88
11/17/2021	9428	Vision Service Plan - CA	Employee Health Benefits (December 2021)	1,095.29
11/17/2021	9429	Western Health Advantage	Employee Health Benefits (December 2021)	10,830.43
11/17/2021	9430	Zaner-Bloser	PD Materials-Writing	254.48
11/3/2021	ACH	California Credit Union	Credit Card Statement 10/28/2021-Variou	5,151.20
<b>Total</b>				<b>403,429.07</b>



A California Public School

Agenda Item#IVG

**Board Meeting Date:** December 17, 2021

**Subject: First Interim 2021**

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

**Committee:** School Leadership

Local educational agencies (LEAs) are required to file two reports during a fiscal year (interim reports) on the status of the LEA's financial health. The first interim report is due December 15 for the period ending October 31. The second interim report is due March 17 for the period ending January 31.

**Recommendation:**

School Leadership requests that the Governing Board review and approve the First Interim for submission on December 15, 2021

**Documents Attached:**

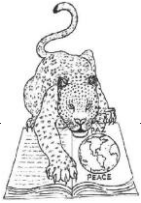
1. First Interim

<b>First Interim</b>				
<b>Members</b>	<b>Aye</b>	<b>Nay</b>	<b>Abstain</b>	<b>Absent</b>
Nailah Kokayi				
Fernando Aceves				
Cristian García				
Brenda Luna				
Clark Graham				
Laura Lomelí				
Nadeen Ruíz				
Julissa de González				
Nina Sylvains				
Totals:				

**Estimated Time of Presentation:** 10 min  
**Submitted By:** EdTec/School Leadership  
**Date:** 12.15.2021

**Pertinent Pages in**  
 ( ) Charter, pages \_\_\_\_\_  
 ( ) MOU, pages \_\_\_\_\_





A California Public School

Agenda Artículo#IVG

**Fecha de la Reunión:** 17 de diciembre del 2021

**Tema: Primer Reporte Intermedio 2021**

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

**Comité:** Liderazgo Escolar

**Recomendación:** Las agencias educativas locales (LEA) deben presentar dos informes durante un año fiscal (informes provisionales) sobre el estado de la salud financiera de la escuela. El primer informe intermedio vence el 15 de diciembre para el período que termina el 31 de octubre. El segundo informe intermedio vence el 17 de marzo para el período que termina el 31 de enero.

**Documento adjunto:**

El liderazgo escolar solicita que la Mesa Directiva revise y apruebe el Primer Interino para su presentación el 15 de diciembre de 2021

**Documentos Adjunto:**

1. Primer Reporte Intermedio

<b>Primer Reporte Intermedio</b>				
<b>Miembros</b>	Aye	Nay	Abstain	Absent
Nailah Kokayi				
Fernando Aceves				
Cristian García				
Brenda Luna				
Clark Graham				
Laura Lomelí				
Nadeen Ruíz				
Julissa de González				
Nina Sylvains				
Totals:				

**Tiempo estimado para la presentación:** 10min  
**Entregado por:** EdTec/Liderazgo Escolar  
**Fecha:** 12.15.2021

**Páginas pertinentes en:**  
 ( ) La constitución, páginas \_\_\_\_\_  
 ( ) MOU, páginas \_\_\_\_

# LAS

## Board Financial Update

BRIAN HOLMES & NICK MAWAD

DECEMBER 17, 2021



- 1. 2021-22 Financial Update – 1<sup>st</sup> Interim Financials**
  - A. 1<sup>st</sup> Interim Information
  - B. October Forecast (1<sup>st</sup> Interim) vs Approved Budget
  - C. Monthly Cash Flow
  - D. Multi-Year Projection
  
- 2. Looking Forward**

# 2021-22 Financial Update

## 1<sup>st</sup> Interim Financials





What?

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



When?

- Due to district on or before Dec. 15th



How?

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

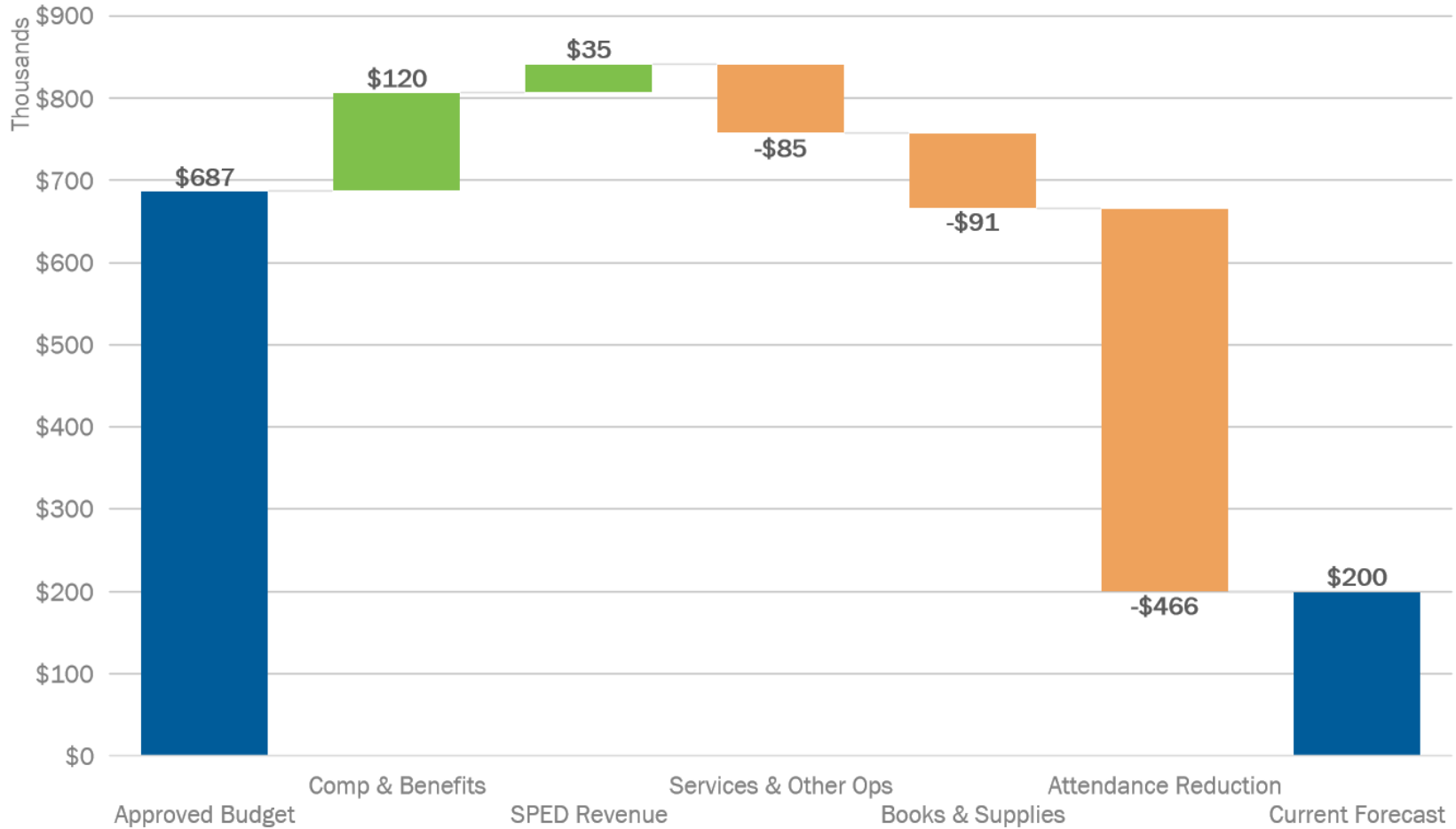
# October Forecast vs Approved Budget



## Lower attendance percentage drops revenue by \$466k

		2021-22	2021-22	Variance
		Budget	Current Forecast	
Revenue	LCFF Entitlement	6,336,920	5,870,524	(466,396)
	Federal Revenue	880,434	880,434	-
	Other State Revenues	1,283,244	1,318,255	35,012
	Local Revenues	48,300	48,300	-
	Fundraising and Grants	25,000	25,000	-
	<b>Total Revenue</b>	<b>8,573,898</b>	<b>8,142,513</b>	<b>(431,384)</b>
Expenses	Compensation and Benefits	5,318,748	5,198,900	119,848
	Books and Supplies	648,748	739,498	(90,750)
	Services and Other Operating	1,364,327	1,449,085	(84,757)
	Depreciation	555,000	555,000	-
	Other Outflows	-	-	-
	<b>Total Expenses</b>	<b>7,886,823</b>	<b>7,942,482</b>	<b>(55,659)</b>
	<b>Operating Income</b>	<b>687,075</b>	<b>200,031</b>	<b>(487,044)</b>
	Beginning Balance (Unaudited)	10,141,839	10,476,936	335,096
	Operating Income	687,075	200,031	(487,044)
	<b>Ending Fund Balance (incl. Depreciation)</b>	<b>10,828,914</b>	<b>10,676,967</b>	<b>(151,947)</b>
	<b>Ending Fund Balance as % of Expenses</b>	<b>137.3%</b>	<b>134.4%</b>	<b>-2.9%</b>

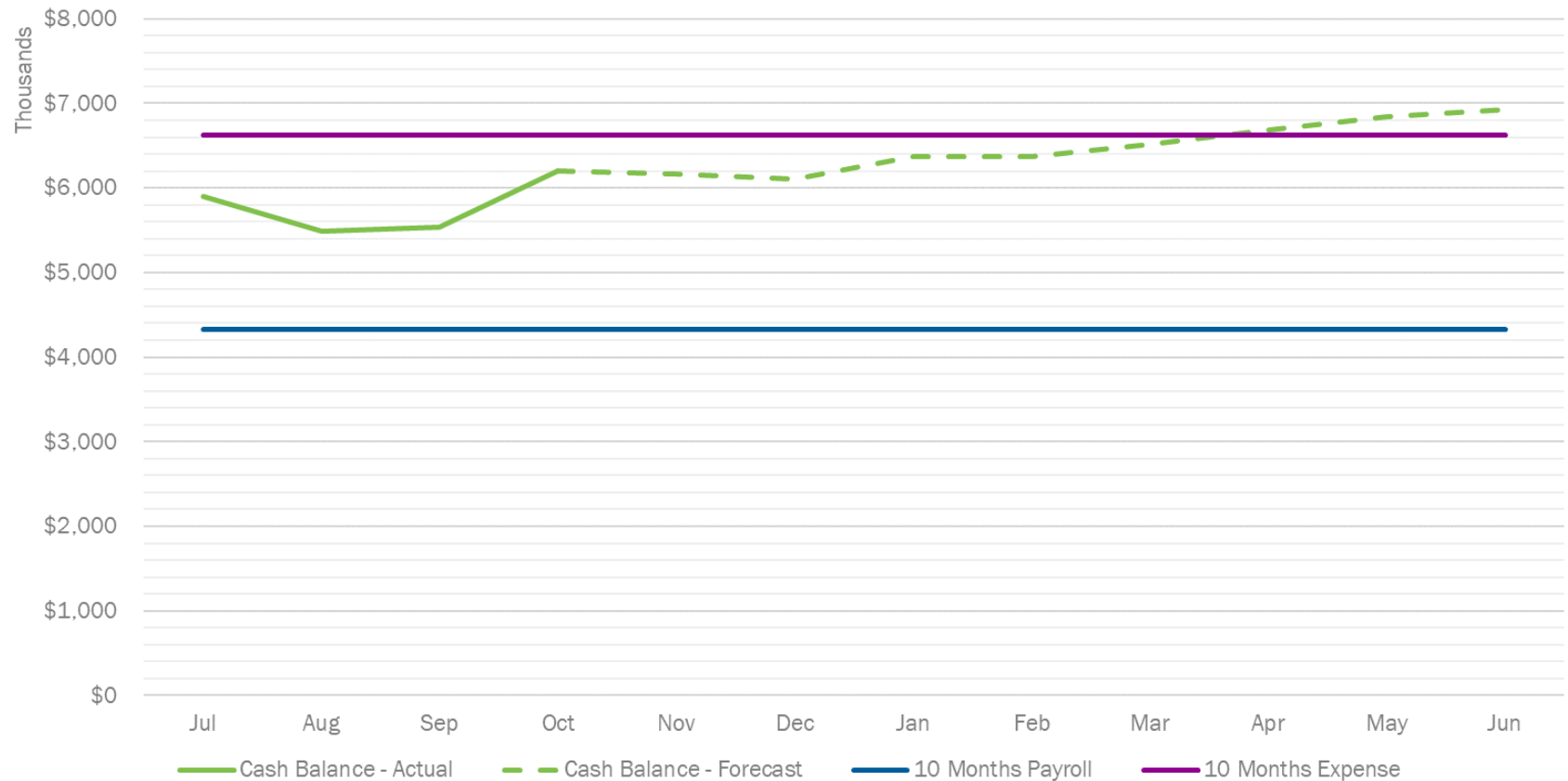
# October Forecast vs Approved Budget



# 2021-22 Monthly Cash Flow



## Cash flow remains positive for the foreseeable future





# Budget Summary

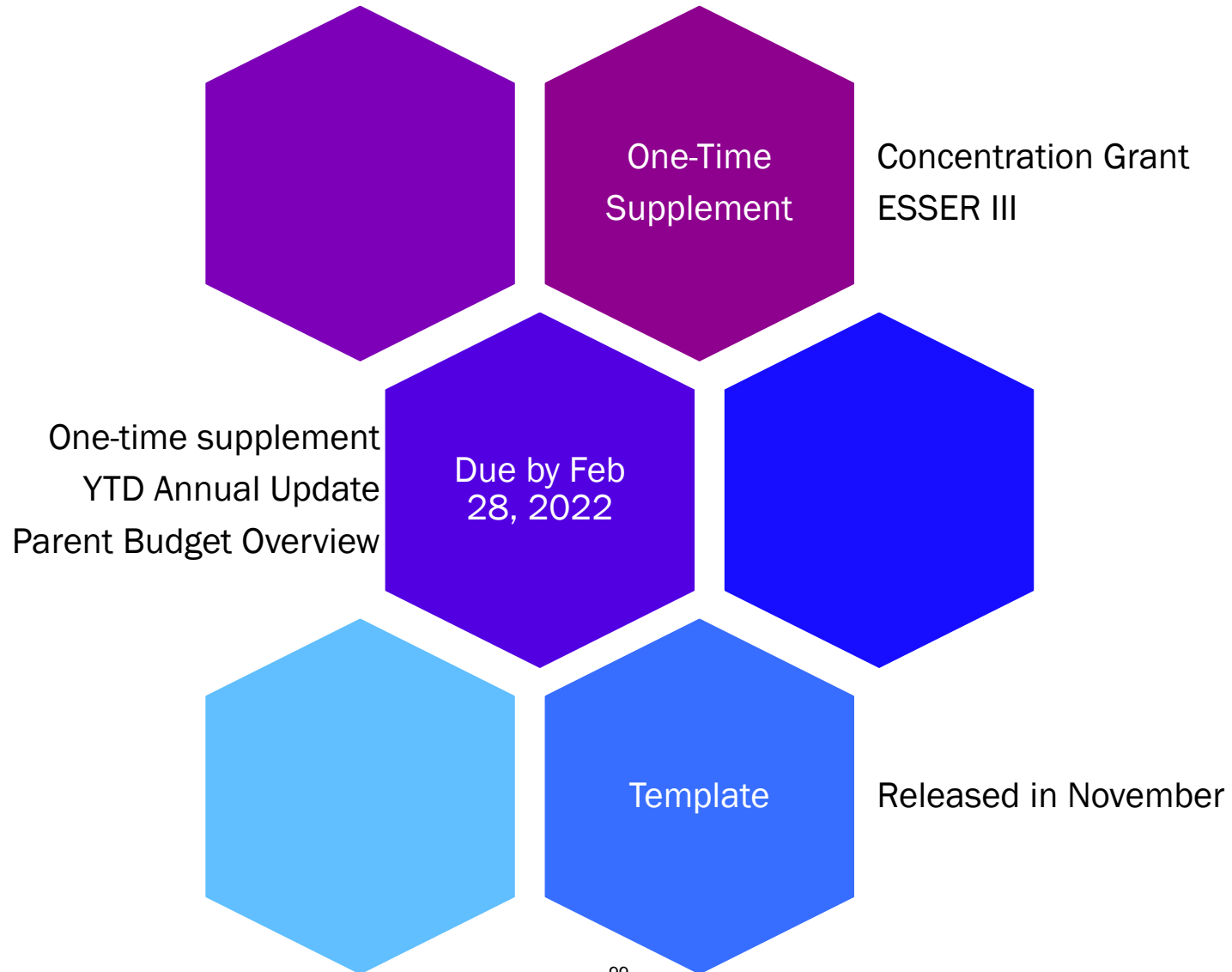


		2021-22	2022-23	2023-24
Revenue		<b>Current Forecast</b>	<b>Projected Budget</b>	<b>Projected Budget</b>
	LCFF Entitlement	5,870,524	6,358,174	6,555,553
	Federal Revenue	880,434	953,175	953,175
	Other State Revenues	1,318,255	697,044	694,171
	Local Revenues	48,300	48,300	48,300
	Fundraising and Grants	25,000	25,000	25,000
	<b>Total Revenue</b>	<b>8,142,513</b>	<b>8,081,693</b>	<b>8,276,199</b>
Expenses	Compensation and Benefits	5,198,900	5,071,454	5,219,290
	Books and Supplies	739,498	529,955	540,554
	Services and Other Operating	1,449,085	1,434,254	1,463,468
	Depreciation	555,000	555,000	555,000
	Other Outflows	-	-	-
	<b>Total Expenses</b>	<b>7,942,482</b>	<b>7,590,663</b>	<b>7,778,312</b>
	<b>Operating Income</b>	<b>200,031</b>	<b>491,030</b>	<b>497,887</b>
	Beginning Balance (Audited)	10,476,936	10,676,967	11,167,997
	Operating Income	200,031	491,030	497,887
<b>Ending Fund Balance (incl. Depreciation)</b>		<b>10,676,967</b>	<b>11,167,997</b>	<b>11,665,884</b>
<b>Ending Fund Balance as % of Expenses</b>		<b>134.4%</b>	<b>147.1%</b>	<b>150.0%</b>

# Looking Forward

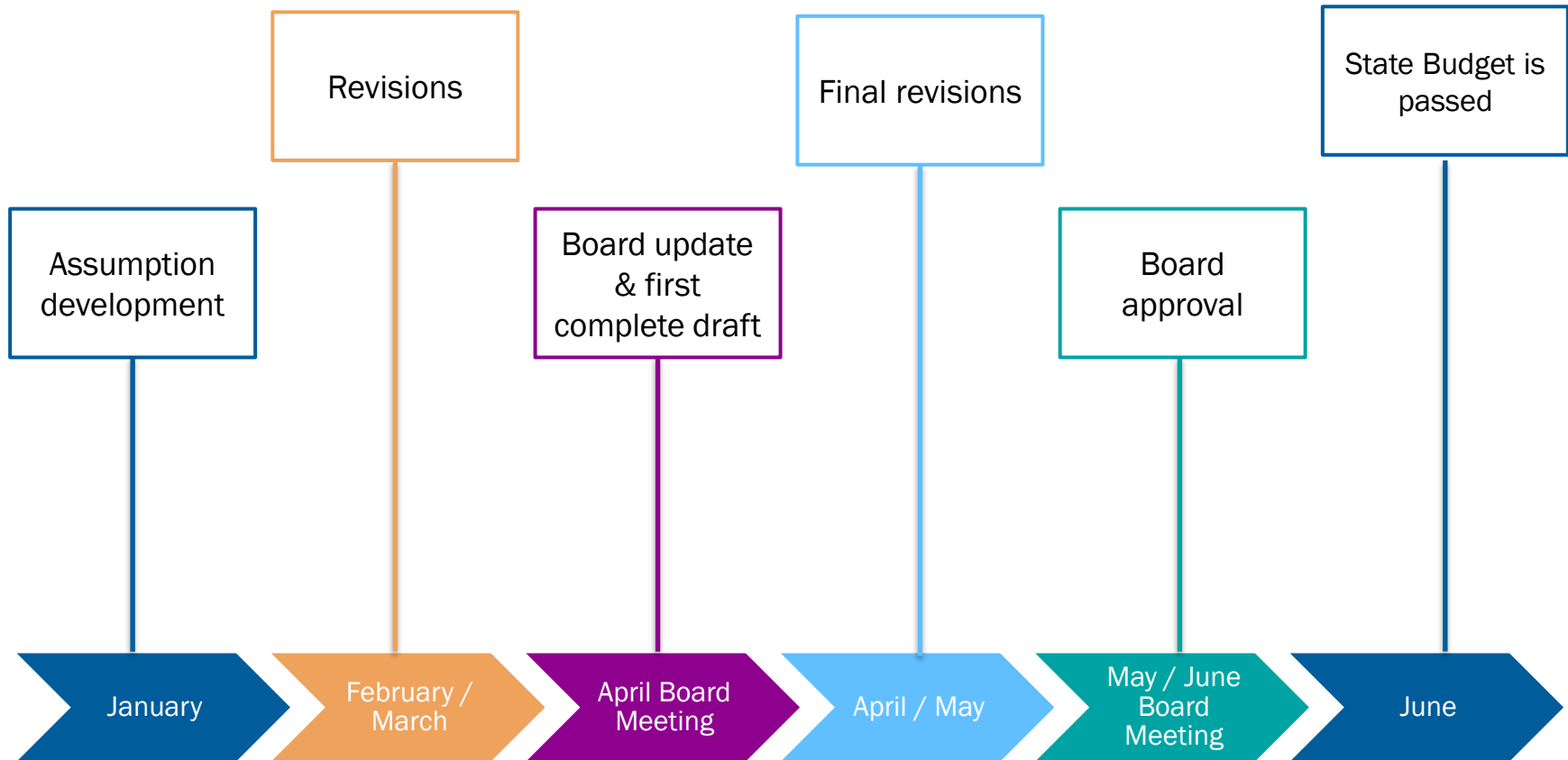


# LCAP Updates Coming



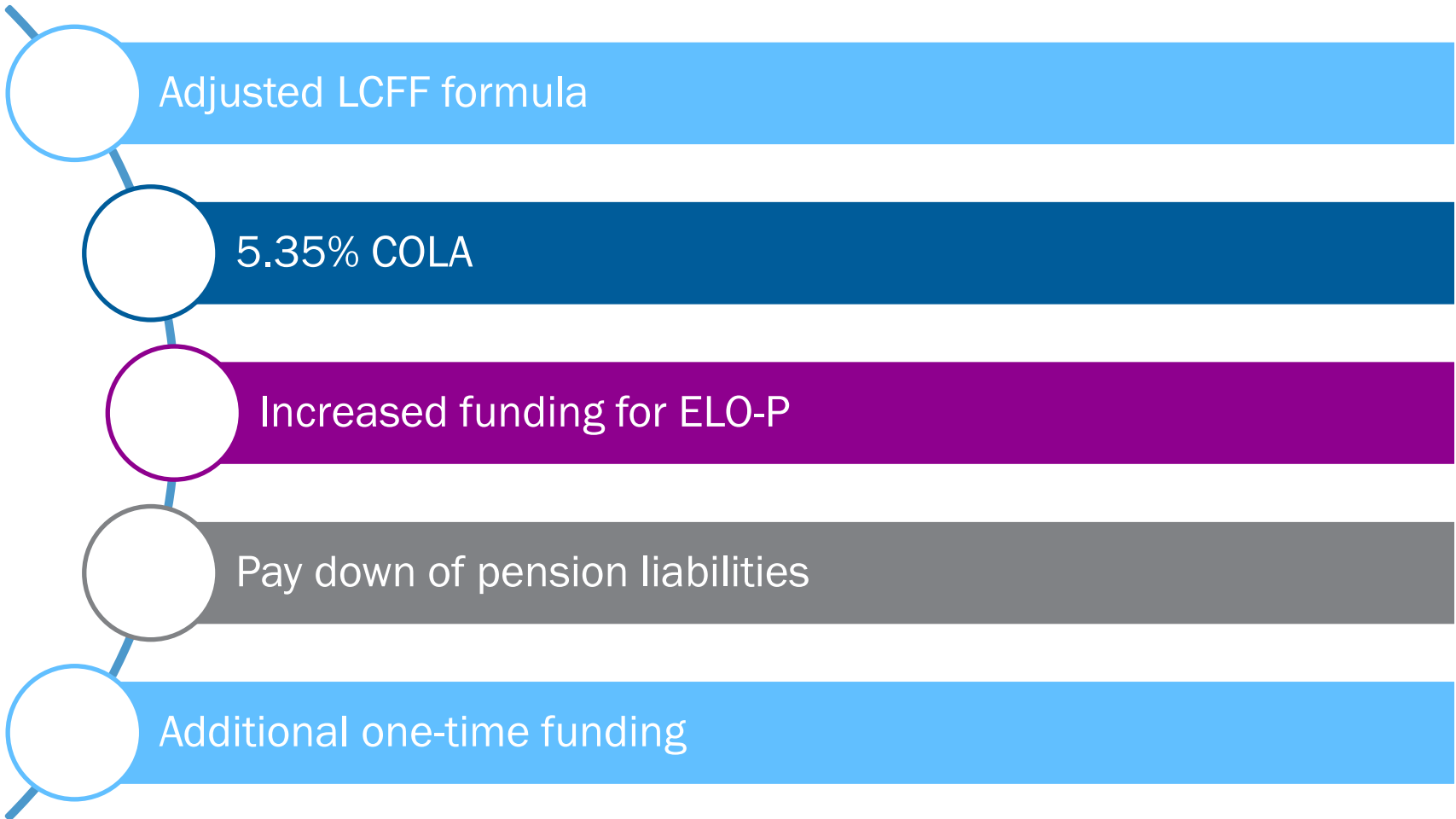
# Budget Development

Process begins in late winter/early spring with budget approval by June 30



# Anticipated FY23 State Budget News

**LAO projects \$31B surplus, \$12B to education – positive changes likely**



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

Charter School Name: Language Academy of Sacramento  
(continued)  
CDS #: 34674390106898  
Charter Approving Entity: Sacramento City Unified School Dist  
County: Sacramento  
Charter #: 640  
Fiscal Year: 2021-22

This charter school uses the following basis of accounting:

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

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

Description	Object Code	Adopted Budget - July 1			Actuals thru 10/31			1st Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
<b>A. REVENUES</b>										
1. LCFF Sources										
State Aid - Current Year	8011	3,923,960.96	-	3,923,960.96	645,058.00	-	645,058.00	3,557,117.28	-	3,557,117.28
Education Protection Account State Aid - Current Year	8012	1,134,817.26	-	1,134,817.26	353,260.00	-	353,260.00	1,134,817.00	-	1,134,817.00
State Aid - Prior Years	8019	-	-	-	-	-	-	-	-	-
Transfers to Charter Schools in Lieu of Property Taxes	8096	1,278,141.78	-	1,278,141.78	354,327.00	-	354,327.00	1,178,589.72	-	1,178,589.72
Other LCFF Transfers	8091, 8097	-	-	-	-	-	-	-	-	-
Total, LCFF Sources		6,336,920.00	-	6,336,920.00	1,352,645.00	-	1,352,645.00	5,870,524.00	-	5,870,524.00
2. Federal Revenues										
No Child Left Behind/Every Student Succeeds Act	8290	-	213,138.00	213,138.00	-	-	-	-	213,138.00	213,138.00
Special Education - Federal	8181, 8182	-	76,750.00	76,750.00	-	-	-	-	76,750.00	76,750.00
Child Nutrition - Federal	8220	-	-	-	-	-	-	-	-	-
Donated Food Commodities	8221	-	-	-	-	-	-	-	-	-
Other Federal Revenues	8110, 8260-8299	-	590,546.00	590,546.00	-	-	-	-	590,546.00	590,546.00
Total, Federal Revenues		-	880,434.00	880,434.00	-	-	-	-	880,434.00	880,434.00
3. Other State Revenues										
Special Education - State	StateRevSE	-	380,173.39	380,173.39	-	113,104.00	113,104.00	-	407,764.50	407,764.50
All Other State Revenues	StateRevAO	131,120.43	771,950.00	903,070.43	-	303,475.00	303,475.00	138,540.92	771,950.00	910,490.92
Total, Other State Revenues		131,120.43	1,152,123.39	1,283,243.82	-	416,579.00	416,579.00	138,540.92	1,179,714.50	1,318,255.42
4. Other Local Revenues										
All Other Local Revenues	LocalRevAO	73,300.00	-	73,300.00	13,211.68	-	13,211.68	73,300.00	-	73,300.00
Total, Local Revenues		73,300.00	-	73,300.00	13,211.68	-	13,211.68	73,300.00	-	73,300.00
5. TOTAL REVENUES										
		6,541,340.43	2,032,557.39	8,573,897.82	1,365,856.68	416,579.00	1,782,435.68	6,082,364.92	2,060,148.50	8,142,513.42
<b>B. EXPENDITURES</b>										
1. Certificated Salaries										
Certificated Teachers' Salaries	1100	1,974,036.27	366,716.00	2,340,752.27	370,413.93	62,200.04	432,613.97	1,830,356.66	455,232.34	2,285,589.00
Certificated Pupil Support Salaries	1200	-	-	-	-	-	-	-	-	-
Certificated Supervisors' and Administrators' Salaries	1300	111,776.00	366,076.00	477,852.00	37,923.96	89,259.10	127,183.06	94,127.15	393,724.85	487,852.00
Other Certificated Salaries	1900	15,937.75	179,037.00	194,974.75	26,392.28	5,805.00	32,197.28	53,248.40	149,388.60	202,637.00
Total, Certificated Salaries		2,101,750.02	911,829.00	3,013,579.02	434,730.17	157,264.14	591,994.31	1,977,732.21	998,345.79	2,976,078.00
2. Non-certificated Salaries										
Non-certificated Instructional Aides' Salaries	2100	101,576.06	177,678.78	279,254.84	8,693.38	51,011.49	59,704.87	52,747.57	172,088.66	224,836.23
Non-certificated Support Salaries	2200	126,393.28	8,791.20	135,184.48	20,499.89	12,414.75	32,914.64	90,023.60	64,042.40	154,066.00
Non-certificated Supervisors' and Administrators' Sal.	2300	118,345.98	-	118,345.98	36,945.60	-	36,945.60	84,345.50	14,884.50	99,230.00
Clerical and Office Salaries	2400	164,991.17	-	164,991.17	47,324.95	-	47,324.95	164,991.17	-	164,991.17

Other Non-certificated Salaries	2900	106,152.47	182,670.25	288,822.72	96,289.97	3,396.85	99,686.82	150,435.20	151,105.00	301,540.20
Total, Non-certificated Salaries		617,458.95	369,140.23	986,599.18	209,753.79	66,823.09	276,576.88	542,543.03	402,120.56	944,663.60
<b>3. Employee Benefits</b>										
STRS	3101-3102	427,110.01	59,181.70	486,291.71	72,631.20	22,436.18	95,067.38	363,647.96	131,577.09	495,225.05
PERS	3201-3202	-	-	-	-	-	-	-	-	-
OASDI / Medicare / Alternative	3301-3302	103,800.24	21,970.82	125,771.06	22,201.17	8,817.73	31,018.90	80,232.11	33,643.04	113,875.15
Health and Welfare Benefits	3401-3402	518,952.00	102,648.00	621,600.00	199,842.84	-	199,842.84	480,984.00	157,416.00	638,400.00
Unemployment Insurance	3501-3502	16,240.87	3,440.82	19,681.69	434.50	149.72	584.22	11,082.29	5,441.32	16,523.61
Workers' Compensation Insurance	3601-3602	45,657.30	2,344.84	48,002.14	8,428.00	-	8,428.00	37,855.82	8,602.49	46,458.31
OPEB, Allocated	3701-3702	-	-	-	-	-	-	-	-	-
OPEB, Active Employees	3751-3752	-	-	-	-	-	-	-	-	-
Other Employee Benefits	3901-3902	16,362.13	861.16	17,223.30	8,454.59	-	8,454.59	13,323.07	3,569.14	16,892.21
Total, Employee Benefits		1,128,122.55	190,447.35	1,318,569.90	311,992.30	31,403.63	343,395.93	987,125.25	340,249.08	1,327,374.33
<b>4. Books and Supplies</b>										
Approved Textbooks and Core Curricula Materials	4100	31,212.10	32,700.00	63,912.10	14,606.73	-	14,606.73	26,212.10	62,700.00	88,912.10
Books and Other Reference Materials	4200	-	168,159.63	168,159.63	33,285.93	-	33,285.93	39,435.00	209,724.63	249,159.63
Materials and Supplies	4300	126,844.00	97,082.00	223,926.00	81,243.30	10,665.82	91,909.12	171,044.04	111,632.00	282,676.04
Noncapitalized Equipment	4400	42,750.00	150,000.00	192,750.00	52,312.84	122,818.10	175,130.94	56,750.00	222,333.33	279,083.33
Food	4700	-	-	-	-	-	-	-	-	-
Total, Books and Supplies		200,806.10	447,941.63	648,747.73	181,448.80	133,483.92	314,932.72	293,441.14	606,389.96	899,831.10
<b>5. Services and Other Operating Expenditures</b>										
Subagreements for Services	5100	-	-	-	-	-	-	-	-	-
Travel and Conferences	5200	40,194.00	-	40,194.00	663.80	-	663.80	40,194.00	-	40,194.00
Dues and Memberships	5300	14,690.00	310.00	15,000.00	2,043.00	-	2,043.00	14,690.00	310.00	15,000.00
Insurance	5400	69,360.00	-	69,360.00	59,586.24	-	59,586.24	80,000.00	-	80,000.00
Operations and Housekeeping Services	5500	99,878.40	108,000.00	207,878.40	63,035.30	-	63,035.30	121,478.40	183,600.00	305,078.40
Rentals, Leases, Repairs, and Noncap. Improvements	5600	159,157.04	10,119.45	169,276.49	78,400.25	-	78,400.25	189,950.00	13,600.00	203,550.00
Transfers of Direct Costs	5700-5799	-	-	-	-	-	-	-	-	-
Professional/Consulting Services and Operating Expend.	5800	562,267.27	267,351.00	829,618.27	187,930.53	35,315.61	223,246.14	590,976.76	321,813.40	912,790.16
Communications	5900	28,000.00	5,000.00	33,000.00	6,539.19	146.95	6,686.14	33,000.00	5,000.00	38,000.00
Total, Services and Other Operating Expenditures		973,546.71	390,780.45	1,364,327.16	398,198.31	35,462.56	433,660.87	1,070,289.16	524,323.40	1,594,612.56
<b>6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)</b>										
Land and Land Improvements	6100-6170	-	-	-	-	-	-	-	-	-
Buildings and Improvements of Buildings	6200	-	-	-	-	-	-	-	-	-
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	-	-	-	-	-
Equipment	6400	-	-	-	-	-	-	-	-	-
Equipment Replacement	6500	-	-	-	-	-	-	-	-	-
Depreciation Expense (for accrual basis only)	6900	555,000.00	-	555,000.00	-	-	-	555,000.00	-	555,000.00
Total, Capital Outlay		555,000.00	-	555,000.00	-	-	-	555,000.00	-	555,000.00
<b>7. Other Outgo</b>										
Tuition to Other Schools	7110-7143	-	-	-	-	-	-	-	-	-
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	-	-	-	-	-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	-	-	-	-	-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	-	-	-	-	-
All Other Transfers	7281-7299	-	-	-	-	-	-	-	-	-
Transfers of Indirect Costs	7300-7399	-	-	-	-	-	-	-	-	-
Debt Service:										
Interest	7438	-	-	-	-	-	-	-	-	-
Principal (for modified accrual basis only)	7439	-	-	-	-	-	-	-	-	-
Total, Other Outgo		-	-	-	-	-	-	-	-	-
<b>8. TOTAL EXPENDITURES</b>		5,576,684.33	2,310,138.66	7,886,822.99	1,536,123.37	424,437.34	1,960,560.71	5,426,130.79	2,871,428.80	8,297,559.59
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		964,656.10	(277,581.27)	687,074.84	(170,266.69)	(7,858.34)	(178,125.03)	656,234.13	(811,280.30)	(155,046.17)

<b>D. OTHER FINANCING SOURCES / USES</b>										
1. Other Sources	8930-8979			-			-		-	
2. Less: Other Uses	7630-7699			-			-		-	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999			-			-	(811,280.30)	811,280.30	
4. TOTAL OTHER FINANCING SOURCES / USES				-			-	(811,280.30)	811,280.30	
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>										
		964,656.10	(277,581.27)	687,074.84	(170,266.69)	(7,858.34)	(178,125.03)	(155,046.17)	0.00	(155,046.17)
<b>F. FUND BALANCE, RESERVES</b>										
1. Beginning Fund Balance										
a. As of July 1	9791	10,141,839.36	-	10,141,839.36	10,476,935.69	-	10,476,935.69	10,476,935.69	-	10,476,935.69
b. Adjustments to Beginning Balance	9793, 9795	-	-	-	-	-	-	-	-	-
c. Adjusted Beginning Balance		10,141,839.36	-	10,141,839.36	10,476,935.69	-	10,476,935.69	10,476,935.69	-	10,476,935.69
2. Ending Fund Balance, June 30 (E + F.1.c.)		11,106,495.46	(277,581.27)	10,828,914.20	10,306,669.00	(7,858.34)	10,298,810.66	10,321,889.52	0.00	10,321,889.52
Components of Ending Fund Balance :										
a. Nonspendable										
Revolving Cash (equals object 9130)	9711			-			-			-
Stores (equals object 9320)	9712			-			-			-
Prepaid Expenditures (equals object 9330)	9713			-			-			-
All Others	9719			-			-			-
b. Restricted	9740			-		(7,858.34)	(7,858.34)		0.00	0.00
c. Committed										
Stabilization Arrangements	9750			-			-			-
Other Commitments	9760			-			-			-
d. Assigned										
Other Assignments	9780			-			-			-
e. Unassigned/Unappropriated										
Reserve for Economic Uncertainties	9789	394,341.15		394,341.15			-	414,877.98		414,877.98
Unassigned/Unappropriated Amount	9790	10,712,154.31	(277,581.27)	10,434,573.05	10,306,669.00	-	10,306,669.00	9,907,011.54	-	9,907,011.54



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

Charter School Name: Language Academy of Sacran  
(continued)  
CDS #: 34674390106898  
Charter Approving Entity: Sacramento City Unified Scho  
County: Sacramento  
Charter #: 640  
Fiscal Year: 2021-22

Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	1st Interim vs. Adopted Budget Increase, (Decrease)	
					\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
<b>A. REVENUES</b>						
1. LCFF/Revenue Limit Sources						
State Aid - Current Year	8011	3,923,960.96	645,058.00	3,557,117.28	(366,843.69)	-9.35%
Education Protection Account State Aid - Current Year	8012	1,134,817.26	353,260.00	1,134,817.00	(0.26)	0.00%
State Aid - Prior Years	8019	-	-	-	-	
Transfers to Charter Schools Funding in Lieu of Property Taxes	8096	1,278,141.78	354,327.00	1,178,589.72	(99,552.06)	-7.79%
Other LCFF Transfers	8091, 8097	-	-	-	-	
Total, LCFF Sources		6,336,920.00	1,352,645.00	5,870,524.00	(466,396.00)	-7.36%
2. Federal Revenues						
No Child Left Behind/Every Student Succeeds Act	8290	213,138.00	-	213,138.00	-	0.00%
Special Education - Federal	8181, 8182	76,750.00	-	76,750.00	-	0.00%
Child Nutrition - Federal	8220	-	-	-	-	
Donated Food Commodities	8221	-	-	-	-	
Other Federal Revenues	8110, 8260-8299	590,546.00	-	590,546.00	-	0.00%
Total, Federal Revenues		880,434.00	-	880,434.00	-	0.00%
3. Other State Revenues						
Special Education - State	StateRevSE	380,173.39	113,104.00	407,764.50	27,591.11	7.26%
All Other State Revenues	StateRevAO	903,070.43	303,475.00	910,490.92	7,420.50	0.82%
Total, Other State Revenues		1,283,243.82	416,579.00	1,318,255.42	35,011.60	2.73%
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	73,300.00	13,211.68	73,300.00	-	0.00%
Total, Local Revenues		73,300.00	13,211.68	73,300.00	-	0.00%
5. TOTAL REVENUES		8,573,897.82	1,782,435.68	8,142,513.42	(431,384.40)	-5.03%

<b>B. EXPENDITURES</b>						
<b>1. Certificated Salaries</b>						
Certificated Teachers' Salaries	1100	2,340,752.27	432,613.97	2,285,589.00	(55,163.27)	-2.36%
Certificated Pupil Support Salaries	1200	-	-	-	-	
Certificated Supervisors' and Administrators' Salaries	1300	477,852.00	127,183.06	487,852.00	10,000.00	2.09%
Other Certificated Salaries	1900	194,974.75	32,197.28	202,637.00	7,662.25	3.93%
Total, Certificated Salaries		3,013,579.02	591,994.31	2,976,078.00	(37,501.02)	-1.24%
<b>2. Non-certificated Salaries</b>						
Non-certificated Instructional Aides' Salaries	2100	279,254.84	59,704.87	224,836.23	(54,418.61)	-19.49%
Non-certificated Support Salaries	2200	135,184.48	32,914.64	154,066.00	18,881.52	13.97%
Non-certificated Supervisors' and Administrators' Sal.	2300	118,345.98	36,945.60	99,230.00	(19,115.98)	-16.15%
Clerical and Office Salaries	2400	164,991.17	47,324.95	164,991.17	-	0.00%
Other Non-certificated Salaries	2900	288,822.72	99,686.82	301,540.20	12,717.48	4.40%
Total, Non-certificated Salaries		986,599.18	276,576.88	944,663.60	(41,935.59)	-4.25%
<b>3. Employee Benefits</b>						
STRS	3101-3102	486,291.71	95,067.38	495,225.05	8,933.34	1.84%
PERS	3201-3202	-	-	-	-	
OASDI / Medicare / Alternative	3301-3302	125,771.06	31,018.90	113,875.15	(11,895.91)	-9.46%
Health and Welfare Benefits	3401-3402	621,600.00	199,842.84	638,400.00	16,800.00	2.70%
Unemployment Insurance	3501-3502	19,681.69	584.22	16,523.61	(3,158.08)	-16.05%
Workers' Compensation Insurance	3601-3602	48,002.14	8,428.00	46,458.31	(1,543.83)	-3.22%
OPEB, Allocated	3701-3702	-	-	-	-	
OPEB, Active Employees	3751-3752	-	-	-	-	
Other Employee Benefits	3901-3902	17,223.30	8,454.59	16,892.21	(331.09)	-1.92%
Total, Employee Benefits		1,318,569.90	343,395.93	1,327,374.33	8,804.44	0.67%
<b>4. Books and Supplies</b>						
Approved Textbooks and Core Curricula Materials	4100	63,912.10	14,606.73	88,912.10	25,000.00	39.12%
Books and Other Reference Materials	4200	168,159.63	33,285.93	249,159.63	81,000.00	48.17%
Materials and Supplies	4300	223,926.00	91,909.12	282,676.04	58,750.04	26.24%
Noncapitalized Equipment	4400	192,750.00	175,130.94	279,083.33	86,333.33	44.79%
Food	4700	-	-	-	-	
Total, Books and Supplies		648,747.73	314,932.72	899,831.10	251,083.37	38.70%
<b>5. Services and Other Operating Expenditures</b>						
Subagreements for Services	5100	-	-	-	-	
Travel and Conferences	5200	40,194.00	663.80	40,194.00	-	0.00%
Dues and Memberships	5300	15,000.00	2,043.00	15,000.00	-	0.00%
Insurance	5400	69,360.00	59,586.24	80,000.00	10,640.00	15.34%
Operations and Housekeeping Services	5500	207,878.40	63,035.30	305,078.40	97,200.00	46.76%
Rentals, Leases, Repairs, and Noncap. Improvements	5600	169,276.49	78,400.25	203,550.00	34,273.51	20.25%
Transfers of Direct Costs	5700-5799	-	-	-	-	
Professional/Consulting Services and Operating Expend.	5800	829,618.27	223,246.14	912,790.16	83,171.89	10.03%
Communications	5900	33,000.00	6,686.14	38,000.00	5,000.00	15.15%

Total, Services and Other Operating Expenditures		1,364,327.16	433,660.87	1,594,612.56	230,285.40	16.88%
<b>6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)</b>						
Land and Land Improvements	6100-6170	-	-	-	-	
Buildings and Improvements of Buildings	6200	-	-	-	-	
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	
Equipment	6400	-	-	-	-	
Equipment Replacement	6500	-	-	-	-	
Depreciation Expense (for accrual basis only)	6900	555,000.00	-	555,000.00	-	0.00%
Total, Capital Outlay		555,000.00	-	555,000.00	-	0.00%
<b>7. Other Outgo</b>						
Tuition to Other Schools	7110-7143	-	-	-	-	
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	
All Other Transfers	7281-7299	-	-	-	-	
Transfers of Indirect Costs	7300-7399	-	-	-	-	
Debt Service:						
Interest	7438	-	-	-	-	
Principal (for modified accrual basis only)	7439	-	-	-	-	
Total, Other Outgo		-	-	-	-	
<b>8. TOTAL EXPENDITURES</b>		7,886,822.99	1,960,560.71	8,297,559.59	410,736.60	5.21%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		687,074.84	(178,125.03)	(155,046.17)	(842,121.00)	-122.57%
<b>D. OTHER FINANCING SOURCES / USES</b>						
1. Other Sources	8930-8979	-	-	-	-	
2. Less: Other Uses	7630-7699	-	-	-	-	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	-	
<b>4. TOTAL OTHER FINANCING SOURCES / USES</b>		-	-	-	-	
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		687,074.84	(178,125.03)	(155,046.17)	(842,121.00)	-122.57%
<b>F. FUND BALANCE, RESERVES</b>						
1. Beginning Fund Balance						
a. As of July 1	9791	#####	10,476,935.69	10,476,935.69	335,096.33	3.30%
b. Adjustments/Restatements	9793, 9795	-	-	-	-	
c. Adjusted Beginning Fund Balance		#####	10,476,935.69	10,476,935.69		
2. Ending Fund Balance, June 30 (E + F.1.c.)		#####	10,298,810.66	10,321,889.52		

Components of Ending Fund Balance :						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	-	-	-	-	
Stores (equals object 9320)	9712	-	-	-	-	
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	
All Others	9719	-	-	-	-	
b. Restricted	9740	-	(7,858.34)	0.00	0.00	New
c. Committed						
Stabilization Arrangements	9750	-	-	-	-	
Other Commitments	9760	-	-	-	-	
d. Assigned						
Other Assignments	9780	-	-	-	-	
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	394,341.15	-	414,877.98	20,536.83	5.21%
Unassigned/Unappropriated Amount	9790	#####	10,306,669.00	9,907,011.54	(527,561.51)	-5.06%

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

Charter School Name: Language Academy of Sacramento  
(continued) \_\_\_\_\_  
CDS #: 34674390106898  
Charter Approving Entity: Sacramento City Unified School  
County: Sacramento  
Charter #: 640  
Fiscal Year: 2021-22

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
- Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2021-22			Totals for 2022-23	Totals for 2023-24
		Unrestricted	Restricted	Total		
<b>A. REVENUES</b>						
1. LCFF/Revenue Limit Sources						
State Aid - Current Year	8011	3,557,117.28	0.00	3,557,117.28	3,977,801.95	4,175,180.95
Education Protection Account State Aid - Current Year	8012	1,134,817.00	0.00	1,134,817.00	1,134,817.00	1,134,817.00
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00	0.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	1,178,589.72	0.00	1,178,589.72	1,245,555.05	1,245,555.05
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00		
Total, LCFF Sources		5,870,524.00	0.00	5,870,524.00	6,358,174.00	6,555,553.00
2. Federal Revenues						
No Child Left Behind/Every Student Succeeds Act	8290	0.00	213,138.00	213,138.00	213,138.00	213,138.00
Special Education - Federal	8181, 8182	0.00	76,750.00	76,750.00	76,625.00	76,625.00
Child Nutrition - Federal	8220	0.00	0.00	0.00	0.00	0.00
Donated Food Commodities	8221	0.00	0.00	0.00		
Other Federal Revenues	8110, 8260-8299	0.00	590,546.00	590,546.00	663,412.00	663,412.00
Total, Federal Revenues		0.00	880,434.00	880,434.00	953,175.00	953,175.00
3. Other State Revenues						
Special Education - State	StateRevSE	0.00	407,764.50	407,764.50	404,036.97	400,309.43
All Other State Revenues	StateRevAO	138,540.92	771,950.00	910,490.92	293,007.53	293,861.74
Total, Other State Revenues		138,540.92	1,179,714.50	1,318,255.42	697,044.49	694,171.17
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	73,300.00	0.00	73,300.00	73,300.00	73,300.00
Total, Local Revenues		73,300.00	0.00	73,300.00	73,300.00	73,300.00

<b>5. TOTAL REVENUES</b>		6,082,364.92	2,060,148.50	8,142,513.42	8,081,693.49	8,276,199.17
<b>B. EXPENDITURES</b>						
<b>1. Certificated Salaries</b>						
Certificated Teachers' Salaries	1100	1,830,356.66	455,232.34	2,285,589.00	2,135,982.28	2,189,381.83
Certificated Pupil Support Salaries	1200	0.00	0.00	0.00	0.00	0.00
Certificated Supervisors' and Administrators' Salaries	1300	94,127.15	393,724.85	487,852.00	500,048.30	512,549.51
Other Certificated Salaries	1900	53,248.40	149,388.60	202,637.00	157,256.53	161,187.94
Total, Certificated Salaries		1,977,732.21	998,345.79	2,976,078.00	2,793,287.10	2,863,119.28
<b>2. Non-certificated Salaries</b>						
Non-certificated Instructional Aides' Salaries	2100	52,747.57	172,088.66	224,836.23	231,581.32	238,528.76
Non-certificated Support Salaries	2200	90,023.60	64,042.40	154,066.00	74,480.38	76,714.79
Non-certificated Supervisors' and Administrators' Sal.	2300	84,345.50	14,884.50	99,230.00	102,206.90	105,273.11
Clerical and Office Salaries	2400	164,991.17	0.00	164,991.17	169,940.90	175,039.13
Other Non-certificated Salaries	2900	150,435.20	151,105.00	301,540.20	310,586.41	319,904.00
Total, Non-certificated Salaries		542,543.03	402,120.56	944,663.60	888,795.90	915,459.78

Description	Object Code	FY 2021-22			Totals for 2022-23	Totals for 2023-24
		Unrestricted	Restricted	Total		
<b>3. Employee Benefits</b>						
STRS	3101-3102	363,647.96	131,577.09	495,225.05	533,517.84	546,855.78
PERS	3201-3202	0.00	0.00	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	80,232.11	33,643.04	113,875.15	107,383.38	110,146.25
Health and Welfare Benefits	3401-3402	480,984.00	157,416.00	638,400.00	670,320.00	703,836.00
Unemployment Insurance	3501-3502	11,082.29	5,441.32	16,523.61	16,565.79	16,609.06
Workers' Compensation Insurance	3601-3602	37,855.82	8,602.49	46,458.31	44,185.00	45,342.95
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	13,323.07	3,569.14	16,892.21	17,398.98	17,920.95
Total, Employee Benefits		987,125.25	340,249.08	1,327,374.33	1,389,370.98	1,440,710.99
<b>4. Books and Supplies</b>						
Approved Textbooks and Core Curricula Materials	4100	26,212.10	62,700.00	88,912.10	65,190.34	66,494.15
Books and Other Reference Materials	4200	39,435.00	209,724.63	249,159.63	99,735.22	101,729.93
Materials and Supplies	4300	171,044.04	111,632.00	282,676.04	282,209.56	287,853.75
Noncapitalized Equipment	4400	56,750.00	222,333.33	279,083.33	82,820.00	84,476.40
Food	4700	0.00	0.00	0.00	0.00	0.00
Total, Books and Supplies		293,441.14	606,389.96	899,831.10	529,955.13	540,554.23
<b>5. Services and Other Operating Expenditures</b>						
Subagreements for Services	5100	0.00	0.00	0.00	0.00	0.00
Travel and Conferences	5200	40,194.00	0.00	40,194.00	40,997.88	41,817.84
Dues and Memberships	5300	14,690.00	310.00	15,000.00	15,300.00	15,606.00

Insurance	5400	80,000.00	0.00	80,000.00	81,600.00	83,232.00
Operations and Housekeeping Services	5500	121,478.40	183,600.00	305,078.40	212,035.97	216,276.69
Rentals, Leases, Repairs, and Noncap. Improvements	5600	189,950.00	13,600.00	203,550.00	189,822.00	193,618.44
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00		
Professional/Consulting Services and Operating Expend.	5800	590,976.76	321,813.40	912,790.16	860,838.38	878,583.64
Communications	5900	33,000.00	5,000.00	38,000.00	33,660.00	34,333.20
Total, Services and Other Operating Expenditures		1,070,289.16	524,323.40	1,594,612.56	1,434,254.23	1,463,467.81
<b>6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. basis only)</b>						
Land and Land Improvements	6100-6170	0.00	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00
Depreciation Expense (for accrual basis only)	6900	555,000.00	0.00	555,000.00	555,000.00	555,000.00
Total, Capital Outlay		555,000.00	0.00	555,000.00	555,000.00	555,000.00
<b>7. Other Outgo</b>						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00		
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00		
All Other Transfers	7280-7299	0.00	0.00	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00	0.00	0.00
Debt Service:						
Interest	7438	0.00	0.00	0.00	0.00	0.00
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00	0.00	0.00
<b>8. TOTAL EXPENDITURES</b>		5,426,130.79	2,871,428.80	8,297,559.59	7,590,663.34	7,778,312.09
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		656,234.13	(811,280.30)	(155,046.17)	491,030.15	497,887.09

Description	Object Code	FY 2021-22			Totals for 2022-23	Totals for 2023-24
		Unrestricted	Restricted	Total		
<b>D. OTHER FINANCING SOURCES / USES</b>						
1. Other Sources	8930-8979	0.00	0.00	0.00		
2. Less: Other Uses	7630-7699	0.00	0.00	0.00		
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(811,280.30)	811,280.30	0.00		
4. TOTAL OTHER FINANCING SOURCES / USES		(811,280.30)	811,280.30	0.00	0.00	0.00

<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		(155,046.17)	0.00	(155,046.17)	491,030.15	497,887.09
<b>F. FUND BALANCE, RESERVES</b>						
1. Beginning Fund Balance						
a. As of July 1	9791	10,476,935.69	0.00	10,476,935.69	10,321,889.52	10,812,919.68
b. Adjustments to Beginning Balance	9793, 9795	0.00	0.00	0.00		
c. Adjusted Beginning Balance		10,476,935.69	0.00	10,476,935.69	10,321,889.52	10,812,919.68
2. Ending Fund Balance, June 30 (E + F.1.c.)		10,321,889.52	0.00	10,321,889.52	10,812,919.68	11,310,806.77
Components of Ending Fund Balance:						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	0.00	0.00	0.00		
Stores (equals object 9320)	9712	0.00	0.00	0.00		
Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00		
All Others	9719	0.00	0.00	0.00		
b. Restricted	9740	0.00	0.00	0.00		
c. Committed						
Stabilization Arrangements	9750	0.00	0.00	0.00		
Other Commitments	9760	0.00	0.00	0.00		
d. Assigned						
Other Assignments	9780	0.00	0.00	0.00		
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	414,877.98	0.00	414,877.98	379,533.17	388,915.60
Unassigned/Unappropriated Amount	9790	9,907,011.54	0.00	9,907,011.54	10,433,386.51	10,921,891.16





A California Public School

Agenda Item# IVH

**Board Meeting Date:** December 17, 2021

**Subject: Finance Committee**

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

**Committee:** Finance Committee

The Finance Committee met to discuss the preliminary impact to the 2021-22 financials. Members are gathering feedback from stakeholders and will reconvene in January 2022 to recommend final mid-year revisions.

**Notable changes or proposed preliminary changes:**

**Revenue:**

Decrease in anticipated ADA from 96% to a possible 88%. This translates to an estimated -\$487K in potential revenue loss. School Leadership continues to monitor attendance closely and independent study is being implemented school wide in an effort to offset any potential losses.

**Expenses:**

- 3000 - Staffing increase to support learning loss and health/safety school wide
- 4000 - Increase Educational software, office supplies, school-wide server replacement
- 5000 - Increase in SCUSD rent, Student Information Systems and PPE cost
- 6000 - Modernization of core building, Phase 1 and 2

**Recommendation:**

None at this time. Additional areas are being identified and will be brought to the board for a vote at our January 2021 meeting.

**Documents Attached:**

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

**Estimated Time of Presentation:** 10 min  
**Submitted By:** School Leadership  
**Date:** 12.15.2021

**Pertinent Pages in**  
( ) Charter, pages \_\_\_\_\_  
( ) MOU, pages \_\_\_\_\_



A California Public School

Agenda Artículo# IVH

**Fecha de la Reunión:** 17 de diciembre del 2021

**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: Finanzas**

El Comité de Finanzas se reunió para discutir el impacto preliminar en las finanzas 2021-22. Los miembros están recopilando comentarios de las partes interesadas y volverán a reunirse en enero de 2022 para recomendar las revisiones finales de mitad de año.

**Cambios notables o cambios preliminares propuestos:**

**Ingresos:**

Disminución de la ADA anticipada del 96% a un posible 88%. Esto se traduce en una pérdida potencial de ingresos estimada de \$ 487K. El liderazgo escolar continúa monitoreando la asistencia de cerca y se está implementando estudio independiente en toda la escuela en un esfuerzo por recuperar cualquier pérdida potencial.

**Gastos:**

- 3000 - Aumento de personal para apoyar la pérdida de aprendizaje y seguridad de salud en toda la escuela
- 4000: Aumento de software educativo, suministros de oficina, reemplazo de servido de toda la escuela
- 5000 - Aumento en el alquiler de SCUSD, los sistemas de información estudiantil y el costo del PPE
- 6000 - Modernización del edificio principal, Fase 1 y 2

**Recomendación:**

Ninguno en este momento. Se están identificando áreas adicionales y se presentarán a la mesa directiva para su votación en nuestra reunión de enero de 2021.

**Documentos Adjunto:**

1. Finanzas con cambios **preliminares**.

**Tiempo estimado para la presentación:** 10 min.  
**Entregado por:** Liderazgo Escolar  
**Fecha:** 12.15.2021

**Páginas pertinentes en:**  
 ( ) La constitución, páginas \_\_\_\_\_  
 ( ) MOU, páginas \_\_\_\_

**Language Academy**  
**Income Statement**  
**As of Oct FY2022**

	Actual			YTD	Budget				
	Aug	Sep	Oct	Actual YTD	Approved Budget v1	Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>SUMMARY</b>									
<b>Revenue</b>									
LCFF Entitlement	-	339,504	1,013,141	1,352,645	6,336,920	5,870,524	(466,396)	4,517,879	23%
Federal Revenue	-	-	-	-	880,434	880,434	-	880,434	0%
Other State Revenues	20,197	36,355	339,830	416,579	1,283,244	1,318,255	35,012	901,676	32%
Local Revenues	2,497	4,035	2,545	10,134	48,300	48,300	-	38,166	21%
Fundraising and Grants	-	-	3,078	3,078	25,000	25,000	-	21,922	12%
<b>Total Revenue</b>	<b>22,694</b>	<b>379,894</b>	<b>1,358,594</b>	<b>1,782,436</b>	<b>8,573,898</b>	<b>8,142,513</b>	<b>(431,384)</b>	<b>6,360,078</b>	<b>22%</b>
<b>Expenses</b>									
Compensation and Benefits	164,130	494,419	444,227	1,211,967	5,318,748	5,198,900	119,848	3,986,933	23%
Books and Supplies	156,813	54,124	42,910	314,933	648,748	739,498	(90,750)	424,565	43%
Services and Other Operating Expenditures	72,725	185,572	65,399	389,271	1,364,327	1,449,085	(84,757)	1,059,814	27%
Depreciation	-	-	-	-	555,000	555,000	-	555,000	0%
Other Outflows	11,880	7,658	1	44,390	-	-	-	(44,390)	
<b>Total Expenses</b>	<b>405,548</b>	<b>741,773</b>	<b>552,537</b>	<b>1,960,561</b>	<b>7,886,823</b>	<b>7,942,482</b>	<b>(55,659)</b>	<b>5,981,922</b>	<b>25%</b>
<b>Operating Income</b>	<b>(382,854)</b>	<b>(361,879)</b>	<b>806,057</b>	<b>(178,125)</b>	<b>687,075</b>	<b>200,031</b>	<b>(487,044)</b>	<b>378,156</b>	
<b>Fund Balance</b>									
Beginning Balance (Unaudited)					10,141,839	10,476,936			
Operating Income					687,075	200,031			
<b>Ending Fund Balance</b>					<b>10,828,914</b>	<b>10,676,967</b>			
Fund Balance as a % of Expenses					137%	134%			

**Language Academy**  
**Income Statement**  
**As of Oct FY2022**

	Actual			YTD	Budget				
	Aug	Sep	Oct	Actual YTD	Approved Budget v1	Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>KEY ASSUMPTIONS</b>									
<b>Enrollment Summary</b>									
K-3					282	282	-		
4-6					199	199	-		
7-8					132	132	-		
<b>Total Enrolled</b>					<b>613</b>	<b>613</b>	-		
<b>ADA %</b>									
K-3					95.0%	88.0%	-7.0%		
4-6					95.0%	88.0%	-7.0%		
7-8					95.0%	88.0%	-7.0%		
<b>Average ADA %</b>					<b>95.0%</b>	<b>88.0%</b>	<b>-7.0%</b>		
<b>ADA</b>									
K-3					267.90	248.16	(19.74)		
4-6					189.05	175.12	(13.93)		
7-8					125.40	116.16	(9.24)		
<b>Total ADA</b>					<b>582.35</b>	<b>539.44</b>	<b>(42.91)</b>		

**Language Academy**  
**Income Statement**  
**As of Oct FY2022**

	Actual			YTD	Budget					
	Aug	Sep	Oct		Actual YTD	Approved Budget v1	Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>REVENUE</b>										
<b>LCFF Entitlement</b>										
8011	Charter Schools General Purpose Entitlement - State Aid	-	339,504	305,554	645,058	3,923,961	3,557,117	(366,844)	2,912,059	18%
8012	Education Protection Account Entitlement	-	-	353,260	353,260	1,134,817	1,134,817	(0)	781,557	31%
8096	Charter Schools in Lieu of Property Taxes	-	-	354,327	354,327	1,278,142	1,178,590	(99,552)	824,263	30%
	<b>SUBTOTAL - LCFF Entitlement</b>	<b>-</b>	<b>339,504</b>	<b>1,013,141</b>	<b>1,352,645</b>	<b>6,336,920</b>	<b>5,870,524</b>	<b>(466,396)</b>	<b>4,517,879</b>	<b>23%</b>
<b>Federal Revenue</b>										
8181	Special Education - Entitlement	-	-	-	-	76,750	76,750	-	76,750	0%
8291	Title I	-	-	-	-	175,690	175,690	-	175,690	0%
8292	Title II	-	-	-	-	23,982	23,982	-	23,982	0%
8294	Title IV	-	-	-	-	13,466	13,466	-	13,466	0%
8299	All Other Federal Revenue	-	-	-	-	590,546	590,546	-	590,546	0%
	<b>SUBTOTAL - Federal Revenue</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>880,434</b>	<b>880,434</b>	<b>-</b>	<b>880,434</b>	<b>0%</b>
<b>Other State Revenue</b>										
8381	Special Education - Entitlement (State	20,197	36,355	36,355	113,104	380,173	407,765	27,591	294,661	28%
8550	Mandated Cost Reimbursements	-	-	-	-	10,080	10,080	-	10,080	0%
8560	State Lottery Revenue	-	-	-	-	121,040	128,461	7,421	128,461	0%
8590	All Other State Revenue	-	-	303,475	303,475	606,950	606,950	-	303,475	50%
8596	Other State Revenue 6	-	-	-	-	165,000	165,000	-	165,000	0%
	<b>SUBTOTAL - Other State Revenue</b>	<b>20,197</b>	<b>36,355</b>	<b>339,830</b>	<b>416,579</b>	<b>1,283,244</b>	<b>1,318,255</b>	<b>35,012</b>	<b>901,676</b>	<b>32%</b>
<b>Local Revenue</b>										
8636	Uniforms	-	-	1,705	1,705	12,000	12,000	-	10,295	14%
8638	Merchandise Sales	-	-	-	-	1,300	1,300	-	1,300	0%
8660	Interest	379	374	405	1,521	9,000	9,000	-	7,479	17%
8670	Fees and Contracts	-	-	-	-	6,000	6,000	-	6,000	0%
8693	Field Trips	-	-	-	-	15,000	15,000	-	15,000	0%
8699	All Other Local Revenue	-	2,990	-	2,990	5,000	5,000	-	2,010	60%
8999	Uncategorized Revenue	2,118	672	435	3,918	-	-	-	(3,918)	
	<b>SUBTOTAL - Local Revenue</b>	<b>2,497</b>	<b>4,035</b>	<b>2,545</b>	<b>10,134</b>	<b>48,300</b>	<b>48,300</b>	<b>-</b>	<b>38,166</b>	<b>21%</b>
<b>Fundraising and Grants</b>										
8801	Donations - Parents	-	-	2,022	2,022	5,000	5,000	-	2,978	40%
8802	Donations - Private	-	-	146	146	5,000	5,000	-	4,854	3%
8803	Fundraising	-	-	910	910	15,000	15,000	-	14,090	6%
	<b>SUBTOTAL - Fundraising and Grants</b>	<b>-</b>	<b>-</b>	<b>3,078</b>	<b>3,078</b>	<b>25,000</b>	<b>25,000</b>	<b>-</b>	<b>21,922</b>	<b>12%</b>
	<b>TOTAL REVENUE</b>	<b>22,694</b>	<b>379,894</b>	<b>1,358,594</b>	<b>1,782,436</b>	<b>8,573,898</b>	<b>8,142,513</b>	<b>(431,384)</b>	<b>6,360,078</b>	<b>22%</b>

**Language Academy**  
**Income Statement**  
**As of Oct FY2022**

	Actual			YTD	Budget					
	Aug	Sep	Oct		Actual YTD	Approved Budget v1	Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>EXPENSES</b>										
<b>Compensation &amp; Benefits</b>										
<b>Certificated Salaries</b>										
1100 Teachers Salaries	22,669	187,788	196,076	406,532	2,024,999	2,007,251	17,748	1,600,719	20%	
1101 Teacher - Stipends	-	3,920	-	3,920	218,237	216,338	1,899	212,418	2%	
1102 Title I / SES Tutoring	-	-	-	-	35,516	-	35,516	-	-	
1103 Teacher - Substitute Pay	-	13,668	8,494	22,162	62,000	62,000	-	39,838	36%	
1300 Certificated Supervisor & Administrator Salaries	9,980	9,980	9,980	39,920	117,659	117,659	-	77,739	34%	
1311 SPED Certificated	7,723	35,908	35,908	87,263	360,193	370,193	(10,000)	282,930	24%	
1920 Other Cert - Summer	-	-	-	8,756	82,154	40,600	41,554	31,844	22%	
1940 Academic Accountability & Intervention	-	11,721	11,721	23,441	112,821	112,821	-	89,380	21%	
<b>SUBTOTAL - Certificated Salaries</b>	<b>40,372</b>	<b>262,985</b>	<b>262,179</b>	<b>591,994</b>	<b>3,013,579</b>	<b>2,926,862</b>	<b>86,717</b>	<b>2,334,868</b>	<b>20%</b>	
<b>Classified Salaries</b>										
2100 Classified Instructional Aide Salaries	2,686	11,336	10,155	24,177	141,576	93,022	48,554	68,845	26%	
2103 SPED Classified	6,398	16,322	12,809	35,528	137,679	131,814	5,865	96,286	27%	
2200 Classified Support Salaries	3,487	10,401	9,600	32,915	135,184	154,066	(18,882)	121,151	21%	
2300 Classified Supervisor & Administrator Salaries	9,451	9,451	9,022	36,946	118,346	99,230	19,116	62,284	37%	
2400 Classified Clerical & Office Salaries	9,284	13,923	14,833	47,325	164,991	164,991	-	117,666	29%	
2900 Classified Other Salaries	-	839	715	1,554	-	-	-	(1,554)	-	
2905 Other Classified - After School	14,082	22,125	15,144	54,986	182,670	151,105	31,565	96,119	36%	
2925 Other Classified - Childcare	-	-	-	-	2,207	2,560	(353)	2,560	0%	
2930 Other Classified - Maintenance/grounds	8,269	17,863	13,935	43,147	103,946	147,875	(43,929)	104,728	29%	
<b>SUBTOTAL - Classified Salaries</b>	<b>53,657</b>	<b>102,260</b>	<b>86,212</b>	<b>276,577</b>	<b>986,599</b>	<b>944,664</b>	<b>41,936</b>	<b>668,087</b>	<b>29%</b>	
<b>Employee Benefits</b>										
3100 STRS	6,801	41,608	43,104	95,067	486,292	495,225	(8,933)	400,158	19%	
3300 OASDI-Medicare-Alternative	4,688	12,459	10,825	31,019	125,771	113,875	11,896	82,856	27%	
3400 Health & Welfare Benefits	56,927	67,677	36,964	199,843	621,600	638,400	(16,800)	438,557	31%	
3500 Unemployment Insurance	61	244	234	584	19,682	16,524	3,158	15,939	4%	
3600 Workers Comp Insurance	-	4,214	2,107	8,428	48,002	46,458	1,544	38,030	18%	
3700 Retiree Benefits	1,625	2,973	(5,852)	0	-	-	-	(0)	-	
3900 Other Employee Benefits	-	-	8,455	8,455	17,223	16,892	331	8,438	50%	
<b>SUBTOTAL - Employee Benefits</b>	<b>70,101</b>	<b>129,175</b>	<b>95,837</b>	<b>343,396</b>	<b>1,318,570</b>	<b>1,327,374</b>	<b>(8,804)</b>	<b>983,978</b>	<b>26%</b>	
<b>Books &amp; Supplies</b>										
4100 Approved Textbooks & Core Curricula Materials	6,711	4,390	730	14,607	56,212	56,212	-	41,605	26%	
4101 SPED Textbooks	-	-	-	-	7,700	7,700	-	7,700	0%	
4200 Books & Other Reference Materials	3,128	9,582	17,223	31,963	153,135	153,135	-	121,172	21%	
4201 Library Resources	1,323	-	-	1,323	15,025	15,025	-	13,702	9%	
4315 Custodial Supplies	(1,524)	3,767	653	5,706	30,000	30,000	-	24,294	19%	
4320 Educational Software	8,066	7,634	2,401	42,337	17,000	53,200	(36,200)	10,863	80%	
4325 Instructional Materials & Supplies	16,119	5,180	1,483	28,295	97,950	97,950	-	69,655	29%	

**Language Academy**  
**Income Statement**  
**As of Oct FY2022**

	Actual			YTD	Budget				
	Aug	Sep	Oct	Actual YTD	Approved Budget v1	Current Forecast	Approved Budget v1 vs.	Current Forecast	% Current Forecast Spent
							Current Forecast	Remaining	
4330 Office Supplies	911	656	359	3,204	37,500	57,500	(20,000)	54,296	6%
4335 PE Supplies	72	515	-	588	9,000	9,000	-	8,412	7%
4340 Professional Development Supplies	-	-	130	168	4,794	4,794	-	4,626	4%
4352 Garden	916	-	-	916	2,000	2,000	-	1,084	46%
4354 ASES Materials	2,276	553	4,203	7,032	6,000	8,550	(2,550)	1,518	82%
4355 Summer Preschool	-	-	-	1,655	9,900	9,900	-	8,245	17%
4356 SPED Consumables	84	1,829	95	2,009	9,782	9,782	-	7,773	21%
4410 Classroom Furniture, Equipment & Supplies	12,539	289	-	22,694	20,750	25,750	(5,000)	3,056	88%
4420 Computers: individual items less than \$5k	105,701	5,685	15,633	136,262	150,000	163,000	(13,000)	26,738	84%
4423 Classroom Noncapitalized items 1	-	-	-	-	15,000	15,000	-	15,000	0%
4430 Non Classroom Related Furniture, Equipment & Supplies	491	14,044	-	16,174	7,000	21,000	(14,000)	4,826	77%
<b>SUBTOTAL - Books and Supplies</b>	<b>156,813</b>	<b>54,124</b>	<b>42,910</b>	<b>314,933</b>	<b>648,748</b>	<b>739,498</b>	<b>(90,750)</b>	<b>424,565</b>	<b>43%</b>
<b>Services &amp; Other Operating Expenses</b>									
5210 Conference Fees	-	-	-	-	17,605	17,605	-	17,605	0%
5215 Travel - Mileage, Parking, Tolls	-	-	344	344	5,000	5,000	-	4,656	7%
5220 Travel and Lodging	-	-	-	320	17,589	17,589	-	17,269	2%
5305 Dues & Membership - Professional	-	-	1,839	2,043	15,000	15,000	-	12,957	14%
5450 Insurance - Other	1,774	15,126	35,123	59,586	69,360	80,000	(10,640)	20,414	74%
5515 Janitorial, Gardening Services & Supplies	1,600	21,820	-	23,420	108,000	108,000	-	84,580	22%
5535 Utilities - All Utilities	-	39,615	-	39,615	99,878	99,878	-	60,263	40%
5605 Equipment Leases	2,624	2,624	2,624	10,664	35,332	34,800	532	24,136	31%
5610 Rent	-	62,772	-	62,772	101,195	136,000	(34,805)	73,228	46%
5615 Repairs and Maintenance - Building	100	100	100	1,858	10,200	10,200	-	8,342	18%
5616 Repairs and Maintenance - Computers	-	1,381	-	3,106	20,000	20,000	-	16,894	16%
5617 Repairs and Maintenance - Other Equipment	-	-	-	-	2,550	2,550	-	2,550	0%
5803 Accounting Fees	-	-	-	-	11,220	11,220	-	11,220	0%
5804 Parent Trainings	-	-	-	-	1,020	1,020	-	1,020	0%
5805 Administrative Fees	-	1,500	-	1,500	19,000	19,000	-	17,500	8%
5806 Assemblies	-	-	-	656	3,060	3,060	-	2,404	21%
5809 Banking Fees	-	15	-	15	437	420	17	405	4%
5812 Business Services	6,700	6,700	6,700	26,800	80,400	80,400	-	53,600	33%
5813 Board Development	-	-	152	152	5,600	5,600	-	5,448	3%
5818 SPED Legal Fees	-	-	-	-	5,500	5,500	-	5,500	0%
5824 District Oversight Fees	-	-	-	-	65,929	61,077	4,852	61,077	0%
5826 Directors Contingency	3,976	1,756	-	5,732	-	18,000	(18,000)	12,268	32%
5830 Field Trips Expenses	-	-	401	6,697	56,092	56,092	-	49,395	12%
5836 Fingerprinting	209	385	448	1,057	1,000	1,100	(100)	43	96%
5839 Fundraising Expenses	6,490	717	196	13,608	36,700	36,700	-	23,092	37%
5843 Interest - Loans Less than 1 Year	-	-	-	-	112,578	112,578	-	112,578	0%
5845 Legal Fees	-	2,816	352	3,168	10,200	10,200	-	7,032	31%
5851 Marketing and Student Recruiting	-	-	-	-	1,224	1,224	-	1,224	0%
5857 Payroll Fees	1,069	1,396	1,278	4,750	15,606	15,600	6	10,850	30%
5860 Printing and Reproduction	2,218	1,484	1,603	6,266	35,000	35,000	-	28,734	18%
5861 Prior Yr Exp (not accrued)	-	-	100	10,847	-	11,000	(11,000)	153	99%

**Language Academy**  
**Income Statement**  
**As of Oct FY2022**

	Actual			YTD	Budget				
	Aug	Sep	Oct	Actual YTD	Approved Budget v1	Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
5863 Professional Development	2,235	3,538	2,776	8,579	34,500	34,500	-	25,921	25%
5869 Special Education Contract Instructors	6,771	6,929	10,534	39,411	163,914	163,914	-	124,503	24%
5874 Sports	-	-	-	-	15,529	15,529	-	15,529	0%
5875 Staff Recruiting	-	-	-	-	1,020	1,020	-	1,020	0%
5878 Student Assessment	-	-	-	-	12,505	12,505	-	12,505	0%
5880 Student Health Services	-	-	-	-	34,328	34,328	-	34,328	0%
5881 Student Information System	30,303	1,500	-	31,803	16,257	31,876	(15,619)	73	100%
5884 Substitutes	-	-	-	-	56,000	56,000	-	56,000	0%
5887 Technology Services	6,446	11,370	-	17,816	35,000	35,000	-	17,184	51%
5910 Communications - Internet / Website Fees	8	1,956	520	5,460	7,000	7,000	-	1,540	78%
5915 Postage and Delivery	203	73	308	1,226	8,000	8,000	-	6,774	15%
5920 Communications - Telephone & Fax	-	-	-	-	18,000	18,000	-	18,000	0%
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>72,725</b>	<b>185,572</b>	<b>65,399</b>	<b>389,271</b>	<b>1,364,327</b>	<b>1,449,085</b>	<b>(84,757)</b>	<b>1,059,814</b>	<b>27%</b>
<b>Capital Outlay &amp; Depreciation</b>									
6900 Depreciation	-	-	-	-	555,000	555,000	-	555,000	0%
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>555,000</b>	<b>555,000</b>	<b>-</b>	<b>555,000</b>	<b>0%</b>
<b>Other Outflows</b>									
7999 Uncategorized Expense	11,880	7,658	1	44,390	-	-	-	(44,390)	
<b>SUBTOTAL - Other Outflows</b>	<b>11,880</b>	<b>7,658</b>	<b>1</b>	<b>44,390</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(44,390)</b>	
<b>TOTAL EXPENSES</b>	<b>405,548</b>	<b>741,773</b>	<b>552,537</b>	<b>1,960,561</b>	<b>7,886,823</b>	<b>7,942,482</b>	<b>(55,659)</b>	<b>5,981,922</b>	<b>25%</b>



**Language Academy**  
**Monthly Cash Forecast**  
**As of Oct FY2022**

	2021-22												Forecast	Remaining Balance
	Actuals & Forecast													
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun		
	Actuals	Actuals	Actuals	Actuals	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast		
<b>Beginning Cash</b>	<b>5,387,393</b>	<b>5,893,724</b>	<b>5,486,020</b>	<b>5,538,306</b>	<b>6,201,654</b>	<b>6,166,204</b>	<b>6,099,386</b>	<b>6,369,138</b>	<b>6,374,828</b>	<b>6,517,011</b>	<b>6,679,226</b>	<b>6,845,230</b>		
<b>REVENUE</b>														
LCFF Entitlement	-	-	339,504	1,013,141	439,083	439,083	792,342	439,083	654,163	589,468	589,468	589,468	5,870,524	(14,280)
Federal Revenue	-	-	-	-	127,103	73,818	73,818	127,103	73,818	112,193	127,103	73,818	880,434	91,660
Other State Revenue	20,197	20,197	36,355	339,830	(24,958)	103,653	93,573	123,702	102,064	143,314	132,194	102,064	1,318,255	126,070
Other Local Revenue	1,057	2,497	4,035	2,545	4,356	4,830	4,830	4,830	4,830	4,830	4,830	4,830	48,300	-
Fundraising & Grants	-	-	-	3,078	4,422	2,500	2,500	2,500	2,500	2,500	2,500	2,500	25,000	-
<b>TOTAL REVENUE</b>	<b>21,254</b>	<b>22,694</b>	<b>379,894</b>	<b>1,358,594</b>	<b>550,006</b>	<b>623,884</b>	<b>967,063</b>	<b>697,218</b>	<b>837,376</b>	<b>852,306</b>	<b>856,095</b>	<b>772,681</b>	<b>8,142,513</b>	<b>203,450</b>
<b>EXPENSES</b>														
Certificated Salaries	26,459	40,372	262,985	262,179	291,858	291,858	291,858	291,858	291,858	291,858	291,858	291,858	2,926,862	-
Classified Salaries	34,448	53,657	102,260	86,212	83,511	83,511	83,511	83,511	83,511	83,511	83,511	83,511	944,664	-
Employee Benefits	48,283	70,101	129,175	95,837	124,720	121,571	128,180	122,397	122,397	121,571	121,571	121,571	1,327,374	-
Books & Supplies	61,086	156,813	54,124	42,910	53,071	53,071	53,071	53,071	53,071	53,071	53,071	53,071	739,498	-
Services & Other Operating Expenses	64,974	72,725	185,572	65,399	120,650	120,650	120,650	120,650	124,314	120,039	120,039	120,039	1,449,085	93,383
Capital Outlay & Depreciation	600	-	-	-	231,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	555,000	(600)
Other Outflows	24,852	11,880	7,658	1	(44,390)	-	-	-	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>	<b>260,703</b>	<b>405,548</b>	<b>741,773</b>	<b>552,537</b>	<b>860,669</b>	<b>716,911</b>	<b>723,520</b>	<b>717,737</b>	<b>721,401</b>	<b>716,300</b>	<b>716,300</b>	<b>716,300</b>	<b>7,942,482</b>	<b>92,783</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>(239,449)</b>	<b>(382,854)</b>	<b>(361,879)</b>	<b>806,057</b>	<b>(310,664)</b>	<b>(93,027)</b>	<b>243,543</b>	<b>(20,519)</b>	<b>115,974</b>	<b>136,006</b>	<b>139,795</b>	<b>56,381</b>	<b>200,031</b>	<b>110,667</b>
Revenues - Prior Year Accruals	942,033	106,207	421,087	145,420	318,544	-	-	-	-	-	-	-	-	-
Other Assets	23,275	-	-	-	-	-	-	-	-	-	-	-	-	-
Fixed Assets	(47,234)	-	-	-	278,484	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	-
Expenses - Prior Year Accruals	(48,971)	(13,465)	(136,069)	(100)	(320,776)	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	(7,480)	(1,155)	5,574	(10,203)	19,003	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	(119,155)	(116,436)	25,606	25,649	-	-	-	-	-	-	-	-	-	-
Other Liabilities	3,311	-	97,967	(303,475)	(20,041)	(20,041)	(20,041)	(20,041)	(20,041)	(20,041)	(20,041)	(20,041)	(20,041)	-
<b>Ending Cash</b>	<b>5,893,724</b>	<b>5,486,020</b>	<b>5,538,306</b>	<b>6,201,654</b>	<b>6,166,204</b>	<b>6,099,386</b>	<b>6,369,138</b>	<b>6,374,828</b>	<b>6,517,011</b>	<b>6,679,226</b>	<b>6,845,230</b>	<b>6,927,820</b>		

**Language Academy**  
**Balance Sheet**  
**As of Oct FY2022**

	<b>Jun FY2021</b>	<b>Oct FY2022</b>
<b>ASSETS</b>		
Cash Balance	5,387,393	6,201,654
Accounts Receivable	2,267,291	652,544
Prepays	28,194	4,918
Fixed Assets, Net	7,597,497	7,644,732
<b>TOTAL ASSETS</b>	<b>15,280,375</b>	<b>14,503,848</b>
<b>LIABILITIES &amp; EQUITY</b>		
Accounts Payable	541,501	328,669
Deferred Revenue	362,526	160,329
Current Loans and Other Payables	201,328	17,954
Long-Term Loans and Other Liabilities	3,763,265	3,763,265
Beginning Net Assets	9,637,581	10,411,755
Net Income (Loss) to Date	774,174	(178,125)
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<b>15,280,375</b>	<b>14,503,848</b>

**Language Academy**  
**Multi-year Projection**  
**As of Oct FY2022**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Assumptions</b>
	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	
<b>SUMMARY</b>				
<b>Revenue</b>				
LCFF Entitlement	5,870,524	6,358,174	6,555,553	
Federal Revenue	880,434	953,175	953,175	
Other State Revenues	1,318,255	697,044	694,171	
Local Revenues	48,300	48,300	48,300	
Fundraising and Grants	25,000	25,000	25,000	
<b>Total Revenue</b>	<b>8,142,513</b>	<b>8,081,693</b>	<b>8,276,199</b>	
<b>Expenses</b>				
Compensation and Benefits	5,198,900	5,071,454	5,219,290	
Books and Supplies	739,498	529,955	540,554	
Services and Other Operating Expenditures	1,449,085	1,434,254	1,463,468	
Depreciation	555,000	555,000	555,000	
Other Outflows	-	-	-	
<b>Total Expenses</b>	<b>7,942,482</b>	<b>7,590,663</b>	<b>7,778,312</b>	
<b>Operating Income</b>	<b>200,031</b>	<b>491,030</b>	<b>497,887</b>	
<b>Fund Balance</b>				
Beginning Balance (Unaudited)	10,476,936	10,676,967	11,167,997	
Audit Adjustment				
Beginning Balance (Audited)	10,476,936	10,676,967	11,167,997	
Operating Income	200,031	491,030	497,887	
<b>Ending Fund Balance</b>	<b>10,676,967</b>	<b>11,167,997</b>	<b>11,665,884</b>	
<b>Total Revenue Per ADA</b>	15,094	14,176	14,517	
<b>Total Expenses Per ADA</b>	14,724	13,315	13,644	
<b>Operating Income Per ADA</b>	371	861	873	
<b>Fund Balance as a % of Expenses</b>	134%	147%	150%	

**Language Academy  
Multi-year Projection  
As of Oct FY2022**

	<b>Year 1 2021-22</b>	<b>Year 2 2022-23</b>	<b>Year 3 2023-24</b>	<b>Assumptions</b>
<b>Key Assumptions</b>				
<b>Enrollment Breakdown</b>				
K	84	84	84	
1	66	66	66	
2	66	66	66	
3	66	66	66	
4	66	66	66	
5	66	66	66	
6	67	67	67	
7	66	66	66	
8	66	66	66	
<b>Total Enrolled</b>	<b>613</b>	<b>613</b>	<b>613</b>	
<b>ADA %</b>				
K-3	88.0%	93.0%	93.0%	
4-6	88.0%	93.0%	93.0%	
7-8	88.0%	93.0%	93.0%	
<b>Average ADA %</b>	<b>88.0%</b>	<b>93.0%</b>	<b>93.0%</b>	
<b>ADA</b>				
K-3	248	262	262	
4-6	175	185	185	
7-8	116	123	123	
<b>Total ADA</b>	<b>539</b>	<b>570</b>	<b>570</b>	
<b>Demographic Information</b>				
CALPADS Enrollment (for unduplicated % calc)	613	613	613	
# Unduplicated (CALPADS)	474	474	474	
# Free & Reduced Lunch (CALPADS)	459	459	459	
# ELL (CALPADS)	253	253	253	
New Students	-	-	-	
<b>School Information</b>				
FTE's	105.5	105.5	105.5	
Teachers	34	34	34	
Certificated Pay Increases	3%	3%	3%	
Classified Pay Increases	3%	3%	3%	
# of school days	-	-	-	
Default Expense Inflation Rate		2%	2%	

**Language Academy**  
**Multi-year Projection**  
**As of Oct FY2022**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Assumptions</b>
	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	
<b>REVENUE</b>				
<b>LCFF Entitlement</b>				
8011 Charter Schools General Purpose Entitlement - State Aid	3,557,117	3,977,802	4,175,181	
8012 Education Protection Account Entitlement	1,134,817	1,134,817	1,134,817	
8096 Charter Schools in Lieu of Property Taxes	1,178,590	1,245,555	1,245,555	
<b>SUBTOTAL - LCFF Entitlement</b>	<b>5,870,524</b>	<b>6,358,174</b>	<b>6,555,553</b>	
<b>Federal Revenue</b>				
8181 Special Education - Entitlement	76,750	76,625	76,625	
8291 Title I	175,690	175,690	175,690	
8292 Title II	23,982	23,982	23,982	
8294 Title IV	13,466	13,466	13,466	
8299 All Other Federal Revenue	590,546	663,412	663,412	
<b>SUBTOTAL - Federal Revenue</b>	<b>880,434</b>	<b>953,175</b>	<b>953,175</b>	
<b>Other State Revenue</b>				
8381 Special Education - Entitlement (State)	407,765	404,037	400,309	
8550 Mandated Cost Reimbursements	10,080	9,516	10,370	
8560 State Lottery Revenue	128,461	118,492	118,492	
8590 All Other State Revenue	606,950	-	-	
8596 Other State Revenue 6	165,000	165,000	165,000	
<b>SUBTOTAL - Other State Revenue</b>	<b>1,318,255</b>	<b>697,044</b>	<b>694,171</b>	
<b>Local Revenue</b>				
8636 Uniforms	12,000	12,000	12,000	
8638 Merchandise Sales	1,300	1,300	1,300	
8660 Interest	9,000	9,000	9,000	
8670 Fees and Contracts	6,000	6,000	6,000	
8693 Field Trips	15,000	15,000	15,000	
8699 All Other Local Revenue	5,000	5,000	5,000	
<b>SUBTOTAL - Local Revenue</b>	<b>48,300</b>	<b>48,300</b>	<b>48,300</b>	
<b>Fundraising and Grants</b>				
8801 Donations - Parents	5,000	5,000	5,000	
8802 Donations - Private	5,000	5,000	5,000	
8803 Fundraising	15,000	15,000	15,000	
<b>SUBTOTAL - Fundraising and Grants</b>	<b>25,000</b>	<b>25,000</b>	<b>25,000</b>	
<b>TOTAL REVENUE</b>	<b>8,142,513</b>	<b>8,081,693</b>	<b>8,276,199</b>	

**Language Academy  
Multi-year Projection  
As of Oct FY2022**

	<b>Year 1 2021-22</b>	<b>Year 2 2022-23</b>	<b>Year 3 2023-24</b>	<b>Assumptions</b>
<b>EXPENSES</b>				
<b>Compensation &amp; Benefits</b>				
<b>Certificated Salaries</b>				
1100 Teachers Salaries	2,007,251	2,057,432	2,108,868	
1101 Teacher - Stipends	216,338	15,000	15,375	
1103 Teacher - Substitute Pay	62,000	63,550	65,139	
1300 Certificated Supervisor & Administrator Salaries	117,659	120,600	123,615	
1311 SPED Certificated	370,193	379,448	388,934	
1920 Other Cert - Summer	40,600	41,615	42,655	
1940 Academic Accountability & Intervention	112,821	115,642	118,533	
<b>SUBTOTAL - Certificated Salaries</b>	<b>2,926,862</b>	<b>2,793,287</b>	<b>2,863,119</b>	
<b>Classified Salaries</b>				
2100 Classified Instructional Aide Salaries	93,022	95,813	98,687	
2103 SPED Classified	131,814	135,768	139,841	
2200 Classified Support Salaries	154,066	74,480	76,715	
2300 Classified Supervisor & Administrator Salaries	99,230	102,207	105,273	
2400 Classified Clerical & Office Salaries	164,991	169,941	175,039	
2905 Other Classified - After School	151,105	155,638	160,307	
2925 Other Classified - Childcare	2,560	2,637	2,716	
2930 Other Classified - Maintenance/grounds	147,875	152,311	156,881	
<b>SUBTOTAL - Classified Salaries</b>	<b>944,664</b>	<b>888,796</b>	<b>915,460</b>	
<b>Employee Benefits</b>				
3100 STRS	495,225	533,518	546,856	
3300 OASDI-Medicare-Alternative	113,875	107,383	110,146	
3400 Health & Welfare Benefits	638,400	670,320	703,836	
3500 Unemployment Insurance	16,524	16,566	16,609	
3600 Workers Comp Insurance	46,458	44,185	45,343	
3900 Other Employee Benefits	16,892	17,399	17,921	
<b>SUBTOTAL - Employee Benefits</b>	<b>1,327,374</b>	<b>1,389,371</b>	<b>1,440,711</b>	
<b>Books &amp; Supplies</b>				
4100 Approved Textbooks & Core Curricula Materials	56,212	57,336	58,483	
4101 SPED Textbooks	7,700	7,854	8,011	
4200 Books & Other Reference Materials	153,135	84,410	86,098	
4201 Library Resources	15,025	15,325	15,632	
4315 Custodial Supplies	30,000	30,600	31,212	
4320 Educational Software	53,200	54,264	55,349	
4325 Instructional Materials & Supplies	97,950	93,789	95,665	

**Language Academy  
Multi-year Projection  
As of Oct FY2022**

	<b>Year 1 2021-22</b>	<b>Year 2 2022-23</b>	<b>Year 3 2023-24</b>	<b>Assumptions</b>
4330 Office Supplies	57,500	58,650	59,823	
4335 PE Supplies	9,000	9,180	9,364	
4340 Professional Development Supplies	4,794	4,890	4,988	
4352 Garden	2,000	2,040	2,081	
4354 ASES Materials	8,550	8,721	8,895	
4355 Summer Preschool	9,900	10,098	10,300	
4356 SPED Consumables	9,782	9,978	10,177	
4410 Classroom Furniture, Equipment & Supplies	25,750	10,400	10,608	
4420 Computers: individual items less than \$5k	163,000	35,700	36,414	
4423 Classroom Noncapitalized items 1	15,000	15,300	15,606	
4430 Non Classroom Related Furniture, Equipment & Supplies	21,000	21,420	21,848	
<b>SUBTOTAL - Books and Supplies</b>	<b>739,498</b>	<b>529,955</b>	<b>540,554</b>	
<b>Services &amp; Other Operating Expenses</b>				
5210 Conference Fees	17,605	17,957	18,316	
5215 Travel - Mileage, Parking, Tolls	5,000	5,100	5,202	
5220 Travel and Lodging	17,589	17,941	18,300	
5305 Dues & Membership - Professional	15,000	15,300	15,606	
5450 Insurance - Other	80,000	81,600	83,232	
5515 Janitorial, Gardening Services & Supplies	108,000	110,160	112,363	
5535 Utilities - All Utilities	99,878	101,876	103,913	
5605 Equipment Leases	34,800	35,496	36,206	
5610 Rent	136,000	138,720	141,494	
5615 Repairs and Maintenance - Building	10,200	10,404	10,612	
5616 Repairs and Maintenance - Computers	20,000	2,601	2,653	
5617 Repairs and Maintenance - Other Equipment	2,550	2,601	2,653	
5803 Accounting Fees	11,220	11,444	11,673	
5804 Parent Trainings	1,020	1,040	1,061	
5805 Administrative Fees	19,000	19,380	19,768	
5806 Assemblies	3,060	3,121	3,184	
5809 Banking Fees	420	428	437	
5812 Business Services	80,400	80,400	80,400	
5813 Board Development	5,600	5,712	5,826	
5818 SPED Legal Fees	5,500	5,610	5,722	
5824 District Oversight Fees	61,077	67,473	70,959	
5826 Directors Contingency	18,000	-	-	
5830 Field Trips Expenses	56,092	57,213	58,358	
5836 Fingerprinting	1,100	1,122	1,144	
5839 Fundraising Expenses	36,700	37,434	38,183	
5843 Interest - Loans Less than 1 Year	112,578	114,829	117,126	
5845 Legal Fees	10,200	10,404	10,612	
5851 Marketing and Student Recruiting	1,224	1,248	1,273	
5857 Payroll Fees	15,600	15,912	16,230	

**Language Academy**  
**Multi-year Projection**  
**As of Oct FY2022**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Assumptions</b>
	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	
5860 Printing and Reproduction	35,000	35,700	36,414	
5861 Prior Yr Exp (not accrued)	11,000	-	-	
5863 Professional Development	34,500	35,190	35,894	
5869 Special Education Contract Instructors	163,914	167,192	170,536	
5874 Sports	15,529	15,840	16,156	
5875 Staff Recruiting	1,020	1,040	1,061	
5878 Student Assessment	12,505	12,755	13,010	
5880 Student Health Services	34,328	35,015	35,715	
5881 Student Information System	31,876	32,514	33,164	
5884 Substitutes	56,000	57,120	58,262	
5887 Technology Services	35,000	35,700	36,414	
5910 Communications - Internet / Website Fees	7,000	7,140	7,283	
5915 Postage and Delivery	8,000	8,160	8,323	
5920 Communications - Telephone & Fax	18,000	18,360	18,727	
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>1,449,085</b>	<b>1,434,254</b>	<b>1,463,468</b>	
<b>Depreciation Expense</b>				
6900 Depreciation	555,000	555,000	555,000	
<b>SUBTOTAL - Depreciation Expense</b>	<b>555,000</b>	<b>555,000</b>	<b>555,000</b>	
<b>Other Outflows</b>				
<b>SUBTOTAL - Other Outflows</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>TOTAL EXPENSES</b>	<b>7,942,482</b>	<b>7,590,663</b>	<b>7,778,312</b>	



**Language Academy**  
**Monthly Cash Forecast**  
**As of Oct FY2022**

	2021-22								
	Actuals & Forecast								
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast
<b>Beginning Cash</b>	<b>5,387,393</b>	<b>5,893,724</b>	<b>5,486,020</b>	<b>5,538,306</b>	<b>6,201,654</b>	<b>6,166,204</b>	<b>6,099,386</b>	<b>6,369,138</b>	<b>6,374,828</b>
<b>REVENUE</b>									
LCFF Entitlement	-	-	339,504	1,013,141	439,083	439,083	792,342	439,083	654,163
Federal Revenue	-	-	-	-	127,103	73,818	73,818	127,103	73,818
Other State Revenue	20,197	20,197	36,355	339,830	(24,958)	103,653	93,573	123,702	102,064
Other Local Revenue	1,057	2,497	4,035	2,545	4,356	4,830	4,830	4,830	4,830
Fundraising & Grants	-	-	-	3,078	4,422	2,500	2,500	2,500	2,500
<b>TOTAL REVENUE</b>	<b>21,254</b>	<b>22,694</b>	<b>379,894</b>	<b>1,358,594</b>	<b>550,006</b>	<b>623,884</b>	<b>967,063</b>	<b>697,218</b>	<b>837,376</b>
<b>EXPENSES</b>									
Certificated Salaries	26,459	40,372	262,985	262,179	291,858	291,858	291,858	291,858	291,858
Classified Salaries	34,448	53,657	102,260	86,212	83,511	83,511	83,511	83,511	83,511
Employee Benefits	48,283	70,101	129,175	95,837	124,720	121,571	128,180	122,397	122,397
Books & Supplies	61,086	156,813	54,124	42,910	53,071	53,071	53,071	53,071	53,071
Services & Other Operating Expenses	64,974	72,725	185,572	65,399	120,650	120,650	120,650	120,650	124,314
Capital Outlay & Depreciation	600	-	-	-	231,250	46,250	46,250	46,250	46,250
Other Outflows	24,852	11,880	7,658	1	(44,390)	-	-	-	-
<b>TOTAL EXPENSES</b>	<b>260,703</b>	<b>405,548</b>	<b>741,773</b>	<b>552,537</b>	<b>860,669</b>	<b>716,911</b>	<b>723,520</b>	<b>717,737</b>	<b>721,401</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>(239,449)</b>	<b>(382,854)</b>	<b>(361,879)</b>	<b>806,057</b>	<b>(310,664)</b>	<b>(93,027)</b>	<b>243,543</b>	<b>(20,519)</b>	<b>115,974</b>
Revenues - Prior Year Accruals	942,033	106,207	421,087	145,420	318,544	-	-	-	-
Other Assets	23,275	-	-	-	-	-	-	-	-
Fixed Assets	(47,234)	-	-	-	278,484	46,250	46,250	46,250	46,250
Expenses - Prior Year Accruals	(48,971)	(13,465)	(136,069)	(100)	(320,776)	-	-	-	-
Accounts Payable - Current Year	(7,480)	(1,155)	5,574	(10,203)	19,003	-	-	-	-
Summerholdback for Teachers	(119,155)	(116,436)	25,606	25,649	-	-	-	-	-
Other Liabilities	3,311	-	97,967	(303,475)	(20,041)	(20,041)	(20,041)	(20,041)	(20,041)
<b>Ending Cash</b>	<b>5,893,724</b>	<b>5,486,020</b>	<b>5,538,306</b>	<b>6,201,654</b>	<b>6,166,204</b>	<b>6,099,386</b>	<b>6,369,138</b>	<b>6,374,828</b>	<b>6,517,011</b>

**Language Academy**  
**Monthly Cash Forecast**  
**As of Oct FY2022**

	<b>Apr</b>	<b>May</b>	<b>Jun</b>	<b>Forecast</b>	<b>Remaining Balance</b>	<b>Jul</b>	<b>Aug</b>	<b>Sep</b>	<b>Oct</b>
	Forecast	Forecast	Forecast			Forecast	Forecast	Forecast	Forecast
<b>Beginning Cash</b>	<b>6,517,011</b>	<b>6,679,226</b>	<b>6,845,230</b>			<b>6,927,820</b>	<b>6,432,574</b>	<b>6,699,886</b>	<b>6,552,905</b>
<b>REVENUE</b>									
LCFF Entitlement	589,468	589,468	589,468	5,870,524	(14,280)	-	258,912	329,628	716,746
Federal Revenue	112,193	127,103	73,818	880,434	91,660	-	-	66,341	66,341
Other State Revenue	143,314	132,194	102,064	1,318,255	126,070	-	20,388	20,388	143,949
Other Local Revenue	4,830	4,830	4,830	48,300	-	-	-	4,830	4,830
Fundraising & Grants	2,500	2,500	2,500	25,000	-	-	-	2,500	2,500
<b>TOTAL REVENUE</b>	<b>852,306</b>	<b>856,095</b>	<b>772,681</b>	<b>8,142,513</b>	<b>203,450</b>	<b>-</b>	<b>279,301</b>	<b>423,687</b>	<b>934,366</b>
<b>EXPENSES</b>									
Certificated Salaries	291,858	291,858	291,858	2,926,862	-	65,300	65,300	266,269	266,269
Classified Salaries	83,511	83,511	83,511	944,664	-	74,066	74,066	74,066	74,066
Employee Benefits	121,571	121,571	121,571	1,327,374	-	80,813	80,813	127,082	122,112
Books & Supplies	53,071	53,071	53,071	739,498	-	44,163	44,163	44,163	44,163
Services & Other Operating Expenses	120,039	120,039	120,039	1,449,085	93,383	10,151	14,199	128,873	126,174
Capital Outlay & Depreciation	46,250	46,250	46,250	555,000	(600)	46,250	46,250	46,250	46,250
Other Outflows	-	-	-	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>	<b>716,300</b>	<b>716,300</b>	<b>716,300</b>	<b>7,942,482</b>	<b>92,783</b>	<b>320,743</b>	<b>324,792</b>	<b>686,702</b>	<b>679,034</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>136,006</b>	<b>139,795</b>	<b>56,381</b>	<b>200,031</b>	<b>110,667</b>	<b>(320,743)</b>	<b>(45,491)</b>	<b>(263,015)</b>	<b>255,333</b>
Revenues - Prior Year Accruals	-	-	-			(179,278)	312,944	69,785	-
Other Assets	-	-	-			4,918	-	-	-
Fixed Assets	46,250	46,250	46,250			46,250	46,250	46,250	46,250
Expenses - Prior Year Accruals	-	-	-			(46,392)	(46,392)	-	-
Accounts Payable - Current Year	-	-	-			-	-	-	-
Summerholdback for Teachers	-	-	-			-	-	-	-
Other Liabilites	(20,041)	(20,041)	(20,041)			-	-	-	-
<b>Ending Cash</b>	<b>6,679,226</b>	<b>6,845,230</b>	<b>6,927,820</b>			<b>6,432,574</b>	<b>6,699,886</b>	<b>6,552,905</b>	<b>6,854,488</b>

**Language Academy**  
**Monthly Cash Forecast**  
**As of Oct FY2022**

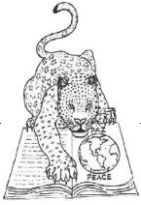
	2022-23								
	Actuals & Forecast								
	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Forecast
	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	
<b>Beginning Cash</b>	<b>6,854,488</b>	<b>6,819,229</b>	<b>6,740,201</b>	<b>6,928,736</b>	<b>6,924,764</b>	<b>7,170,567</b>	<b>6,925,928</b>	<b>7,169,020</b>	
<b>REVENUE</b>									
LCFF Entitlement	433,042	433,042	716,746	433,042	773,011	197,454	679,349	679,349	6,358,174
Federal Revenue	119,626	66,341	66,341	119,626	66,341	104,654	119,626	66,341	953,175
Other State Revenue	36,699	46,215	36,699	68,814	35,953	77,203	68,068	35,953	697,044
Other Local Revenue	4,830	4,830	4,830	4,830	4,830	4,830	4,830	4,830	48,300
Fundraising & Grants	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	25,000
<b>TOTAL REVENUE</b>	<b>596,696</b>	<b>552,928</b>	<b>827,116</b>	<b>628,812</b>	<b>882,635</b>	<b>386,641</b>	<b>874,373</b>	<b>788,973</b>	<b>8,081,693</b>
<b>EXPENSES</b>									
Certificated Salaries	266,269	266,269	266,269	266,269	266,269	266,269	266,269	266,269	2,793,287
Classified Salaries	74,066	74,066	74,066	74,066	74,066	74,066	74,066	74,066	888,796
Employee Benefits	121,284	121,284	127,910	122,112	122,112	121,284	121,284	121,284	1,389,371
Books & Supplies	44,163	44,163	44,163	44,163	44,163	44,163	44,163	44,163	529,955
Services & Other Operating Expenses	126,174	126,174	126,174	126,174	130,222	125,499	125,499	125,499	1,434,254
Capital Outlay & Depreciation	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	555,000
Other Outflows	-	-	-	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>	<b>678,205</b>	<b>678,205</b>	<b>684,832</b>	<b>679,034</b>	<b>683,082</b>	<b>677,531</b>	<b>677,531</b>	<b>677,531</b>	<b>7,590,663</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>(81,509)</b>	<b>(125,278)</b>	<b>142,285</b>	<b>(50,222)</b>	<b>199,553</b>	<b>(290,890)</b>	<b>196,842</b>	<b>111,443</b>	<b>491,030</b>
Revenues - Prior Year Accruals	-	-	-	-	-	-	-	-	-
Other Assets	-	-	-	-	-	-	-	-	-
Fixed Assets	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	
Expenses - Prior Year Accruals	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	-	-	-	-	-	-	-	-	-
Other Liabilities	-	-	-	-	-	-	-	-	-
<b>Ending Cash</b>	<b>6,819,229</b>	<b>6,740,201</b>	<b>6,928,736</b>	<b>6,924,764</b>	<b>7,170,567</b>	<b>6,925,928</b>	<b>7,169,020</b>	<b>7,326,713</b>	

**Language Academy**  
**Monthly Cash Forecast**  
**As of Oct FY2022**

	Remaining Balance	2023-24 Actuals & Forecast							
		Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast
<b>Beginning Cash</b>		<b>7,326,713</b>	<b>7,163,210</b>	<b>7,753,654</b>	<b>7,618,161</b>	<b>7,945,005</b>	<b>7,935,011</b>	<b>7,882,101</b>	<b>8,095,883</b>
<b>REVENUE</b>									
LCFF Entitlement	707,853	-	283,492	358,226	759,115	475,411	475,411	759,115	475,411
Federal Revenue	91,597	-	-	66,341	66,341	119,626	66,341	66,341	119,626
Other State Revenue	106,715	-	20,202	20,202	143,613	36,363	46,733	36,363	65,986
Other Local Revenue	-	-	-	4,830	4,830	4,830	4,830	4,830	4,830
Fundraising & Grants	-	-	-	2,500	2,500	2,500	2,500	2,500	2,500
<b>TOTAL REVENUE</b>	<b>906,165</b>	<b>-</b>	<b>303,694</b>	<b>452,099</b>	<b>976,399</b>	<b>638,730</b>	<b>595,815</b>	<b>869,149</b>	<b>668,353</b>
<b>EXPENSES</b>									
Certificated Salaries	-	66,933	66,933	272,925	272,925	272,925	272,925	272,925	272,925
Classified Salaries	-	76,288	76,288	76,288	76,288	76,288	76,288	76,288	76,288
Employee Benefits	-	84,229	84,229	131,544	126,561	125,730	125,730	132,374	126,561
Books & Supplies	-	45,046	45,046	45,046	45,046	45,046	45,046	45,046	45,046
Services & Other Operating Expenses	143,443	10,220	14,478	131,573	128,734	128,734	128,734	128,734	128,734
Capital Outlay & Depreciation	-	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250
Other Outflows	-	-	-	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>	<b>143,443</b>	<b>328,967</b>	<b>333,224</b>	<b>703,626</b>	<b>695,805</b>	<b>694,974</b>	<b>694,974</b>	<b>701,618</b>	<b>695,805</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>762,722</b>	<b>(328,967)</b>	<b>(29,530)</b>	<b>(251,527)</b>	<b>280,595</b>	<b>(56,245)</b>	<b>(99,159)</b>	<b>167,531</b>	<b>(27,452)</b>
Revenues - Prior Year Accruals		190,936	645,445	69,785	-	-	-	-	-
Other Assets		-	-	-	-	-	-	-	-
Fixed Assets		46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250
Expenses - Prior Year Accruals		(71,722)	(71,722)	-	-	-	-	-	-
Accounts Payable - Current Year		-	-	-	-	-	-	-	-
Summerholdback for Teachers		-	-	-	-	-	-	-	-
Other Liabilities		-	-	-	-	-	-	-	-
<b>Ending Cash</b>		<b>7,163,210</b>	<b>7,753,654</b>	<b>7,618,161</b>	<b>7,945,005</b>	<b>7,935,011</b>	<b>7,882,101</b>	<b>8,095,883</b>	<b>8,114,681</b>

**Language Academy**  
**Monthly Cash Forecast**  
**As of Oct FY2022**

	<b>Mar</b>	<b>Apr</b>	<b>May</b>	<b>Jun</b>	<b>Forecast</b>	<b>Remaining Balance</b>
	<b>Forecast</b>	<b>Forecast</b>	<b>Forecast</b>	<b>Forecast</b>		
<b>Beginning Cash</b>	<b>8,114,681</b>	<b>8,324,461</b>	<b>8,050,518</b>	<b>8,261,814</b>		
<b>REVENUE</b>						
LCFF Entitlement	754,304	185,220	667,115	667,115	6,555,553	695,619
Federal Revenue	66,341	104,654	119,626	66,341	953,175	91,597
Other State Revenue	35,618	76,868	65,241	35,618	694,171	111,364
Other Local Revenue	4,830	4,830	4,830	4,830	48,300	-
Fundraising & Grants	2,500	2,500	2,500	2,500	25,000	-
<b>TOTAL REVENUE</b>	<b>863,593</b>	<b>374,071</b>	<b>859,311</b>	<b>776,404</b>	<b>8,276,199</b>	<b>898,580</b>
<b>EXPENSES</b>						
Certificated Salaries	272,925	272,925	272,925	272,925	2,863,119	-
Classified Salaries	76,288	76,288	76,288	76,288	915,460	-
Employee Benefits	126,561	125,730	125,730	125,730	1,440,711	-
Books & Supplies	45,046	45,046	45,046	45,046	540,554	-
Services & Other Operating Expenses	132,992	128,025	128,025	128,025	1,463,468	146,462
Capital Outlay & Depreciation	46,250	46,250	46,250	46,250	555,000	-
Other Outflows	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>	<b>700,062</b>	<b>694,265</b>	<b>694,265</b>	<b>694,265</b>	<b>7,778,312</b>	<b>146,462</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>163,530</b>	<b>(320,193)</b>	<b>165,047</b>	<b>82,139</b>	<b>497,887</b>	<b>752,119</b>
Revenues - Prior Year Accruals	-	-	-	-		
Other Assets	-	-	-	-		
Fixed Assets	46,250	46,250	46,250	46,250		
Expenses - Prior Year Accruals	-	-	-	-		
Accounts Payable - Current Year	-	-	-	-		
Summerholdback for Teachers	-	-	-	-		
Other Liabilities	-	-	-	-		
<b>Ending Cash</b>	<b>8,324,461</b>	<b>8,050,518</b>	<b>8,261,814</b>	<b>8,390,203</b>		



A California Public School

Agenda Item# IVI

**Board Meeting Date:** December 17, 2021

**Subject:** Resolution Relating to Participation in Self-Funding Excess Liability Plan

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

**Committee:** School leadership

Language Academy of Sacramento previously joined Schools Excess Liability Fund (SELF) for its excess liability coverage. CharterSAFE is also a member of SELF. Through our CharterSAFE membership, LAS has access to SELF. Therefore, CharterSAFE is asking that LAS terminate our individual membership with SELF and re-join as a current member of CharterSAFE. This action will help avoid confusion and ease the process of invoicing and claims management.

Per the SELF bylaws, the resolution must be completed and returned to CharterSAFE before Dec. 31, 2021, for the transfer to be effective July 1, 2022. There will be no gap or change in coverage with this transition.

**Recommendation:**

School leadership recommends that the board review and approve the Resolution Relating to Participation in Self-Funding Excess Liability Plan.

**Documents Attached:** Resolution Relating to Participation in Self-Funding Excess Liability Plan

**Estimated Time of Presentation:** 10 min  
**Submitted By:** School Leadership  
**Date:** 12.15.2021

**Pertinent Pages in**  
**( ) Charter, pages** \_\_\_\_\_  
**( ) MOU, pages** \_\_\_\_\_



A California Public School

Agenda Artículo# IVI

**Fecha de la Reunión:** 17 de diciembre del 2021

**Tema:** Resolución relativa a la participación en el exceso de responsabilidad autofinanciada

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

**Comité:** Liderazgo escolar

La Academia de Idiomas de Sacramento se unió anteriormente al Schools Excess Liability Fund (SELF) para su cobertura de exceso de responsabilidad. CharterSAFE también es miembro de SELF. A través de nuestra membresía CharterSAFE, LAS tiene acceso a SELF. Por lo tanto, CharterSAFE solicita que LAS cancele nuestra membresía individual con SELF y vuelva a unirse como miembro actual de CharterSAFE. Esta acción ayudará a evitar confusiones y facilitará el proceso de facturación y gestión de reclamaciones.

Según los estatutos de SELF, la resolución debe completarse y devolverse a CharterSAFE antes del 31 de diciembre de 2021, para que la transferencia sea efectiva el 1 de julio de 2022. No habrá brecha ni cambio en la cobertura con esta transición.

**Recomendación:**

Ninguno en este momento. Se están identificando áreas adicionales y se presentarán a la mesa directiva para su votación en nuestra reunión de enero de 2021.

**Documentos Adjunto:** Resolución relativa a la participación en el exceso de responsabilidad autofinanciada

**Tiempo estimado para la presentación:** 10 min.  
**Entregado por:** Liderazgo Escolar  
**Fecha:** 12.15.2021

**Páginas pertinentes en:**  
( ) La constitución, páginas \_\_\_\_\_  
( ) MOU, páginas \_\_\_\_

**RESOLUTION**  
**Of the Board relating to participating in self-funding**  
**Excess Liability Plan**

**WHEREAS**, the Board of the Language Academy of Sacramento Charter School, along with other school districts and charter schools of the State of California, have been studying self-funding of excess liability; and

**WHEREAS**, these districts and public charter schools have determined there is a need for a self-funding system for excess liability coverage by combining their respective efforts to establish, operate and maintain a Joint Powers Agency for self-funding of excess liability;

**WHEREAS**, Title I, Division 7, Chapter 5, Article I (Section 6500 et seq.) of the Government Code of the State of California, authorizes joint exercise by two or more public agencies of any power common to them;

**WHEREAS**, the charter school previously joined Schools Excess Liability Fund (“SELF”) for its excess liability coverage as an individual member and now, with the charter school’s primary coverage JPA participating in SELF as a Master Member, the charter school seeks to withdraw its individual membership from SELF and re-join under CharterSAFE’s membership in SELF effective July 1, 2022.

**NOW, THEREFORE, BE IT RESOLVED** by the Board as follows:

1. The Charter School hereby resolves to withdraw from SELF JPA and the Excess Liability Program as an individual member school effective June 30, 2022.
2. The Board of Directors of Language Academy of Sacramento Charter School hereby declares its desire to continue its membership in the Schools Excess Liability Fund Excess Liability Program uninterrupted via its membership in CharterSAFE JPA, which is a member of SELF.
3. The Charter School will continue to have obligations and benefits relating to its participation in SELF as an individual member, for its years of participation, pursuant the SELF Joint Powers Agreement, Article VII.
4. The Board instructs staff to take all necessary steps to implement this resolution.

PASSED AND ADOPTED by the Board of Directors of the Language Academy of Sacramento this 17th day of December, 2021 by the following vote:

AYES: \_\_\_\_\_  
NOES: \_\_\_\_\_  
ABSENT: \_\_\_\_\_

\_\_\_\_\_  
Date

\_\_\_\_\_  
President, Board of Directors

ATTEST: \_\_\_\_\_ Board Secretary