

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

Agenda/Agenda

BOARD MEETING/ REUNIÓN DE LA MESA

Friday, December 2, 2022/viernes, 2 diciembre del 2022

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

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

Members of the public who wish to access this Board meeting may do so at:
[Zoom Link](#) You may also call in using the Zoom phone number: (669) 900-6833;
[Meeting ID: 912 0068 0381](#) [Passcode: 777292](#)

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

I. PRELIMINARY/PRELIMINARIO

A. CALL TO ORDER/Convocatoria

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

B. ROLL CALL/Asistencia

	Name/Nombre	Role/Miembro	Present/ Presente	Absent/ Ausente
1.	Cristian García	Parent/Padre (20-23)		
2.	Nailah Kokayi	Parent/Madre (21-24) Vice President/Vice Presidenta		
3.	Jose Luis Rodríguez	Parent/Padre(22-25)		
4.	Laura Lomeli	Staff/Personal (20-23) Secretary/Secretaria		
5.	Brenda Luna	Teacher/Maestra (21-24)		
6.	Clark Graham	Teacher/maestre (19-22)		
7.	Nina Sylvains	Community Member/Miembro Comunitario (20-23)		
8.	Vacant/vacante	Community Member/Miembro Comunitario (21-24)		
9.	Vacant/vacante	Community Member/Miembro Comunitario (21-24)		
10.	Student Representative	Student Council President/Presidente del Concilio Estudiantil		
11.	Teejay Bersola	Director of Academic Accountability/Directora de Responsabilidad Académica		
12.	Judy Morales	Director of Business and Operations /Directora de negocios y operaciones		
13.	Eduardo de León	Executive Director/Director Ejecutivo		

C. APPROVAL OF AGENDA/Aprobación de la Agenda

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

Motion: _____ Second: _____ Vote: _____

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

a. August 26, 2022 minutes/minutas del 26 de agosto de 2022

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

Motion: _____ Second: _____ Vote: _____

E. MISSION/Misión

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

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

II. COMMUNICATIONS NORMS/NORMAS DE COMUNICACION

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

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

III. INFORMATIONAL ITEMS/ARTICULOS DE INFORMACION

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

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

A. Academics 101: Academic Performance Report/*Reporte de progreso académico* – 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. Independent Study Policy/ *Póliza de estudios independientes* - School Leadership/*Liderazgo Escolar* (10 min.)

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

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

Motion: _____ Second: _____ Vote: _____

C. Universal Prekindergarten Planning and Implementation Grant Program/*Programa Universal de Subsidios para la Planificación e Implementación de Prekínder*– School Leadership/*Liderazgo Escolar* (10 min)

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

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

Motion: _____ Second: _____ Vote: _____

D. Monthly Financials/ *Financieros mensuales* – EdTec/Morales (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. September - October Check Registers/*Registros de la cuenta bancaria de septiembre a octubre* – 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: _____

F. STRS 403(b) Plan/Plan de 403(b) de STRS – Morales (10 min)

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

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

Motion: _____ Second: _____ Vote: _____

G. Board Development: Nominations and Elections Update/ *Desarrollo de la mesa directiva: Actualización de nominaciones y elecciones* - (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. 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 (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: _____

V. FUTURE MEETINGS/*Próxima Junta*

A.) Regular Meeting: Friday, January 27, 2023 at 5:30pm – viernes, 27 de enero de 2023 a las 5:30pm

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

VII. ADJOURNMENT/*Clausura*

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

Motion: _____ Second: _____ Vote: _____

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



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Minutes/Minutas
BOARD MEETING/REUNIÓN DE LA MESA DIRECTIVA
Friday, September 23, 2022/ viernes, 23 de septiembre del 2022
5:30 pm through Zoom/ 5:30PM a través de Zoom

I. PRELIMINARY/PRELIMINARIO

I.A	Meeting was called to order by Cristian García at 5:47 PM. Roll call was taken./ La junta fue convocada por Cristian García a las 5:47 PM. Se tomó lista.			
I.B	Name/ Nombre	Role/ Papel	Present/ Presente	Absent/ Ausente
	1. Fernando Aceves	Parent/Padre (19-22) Vice President/Vice President	X	
	2. Cristian García	Parent/Padre (20-23) Secretary/Secretario	X	
	3. Nailah Kokayi	Parent/Madre (21-24)	X	
	4. Clark Graham	Teacher/Maestre (19-22)		X
	5. Laura Lomelí	Staff/Personal (20-23)	X	
	6. Brenda Luna	Teacher/Maestra (21-24)	X	
	7. Julissa de González	Community Member/Miembro Comunitario (19-22) Treasurer/Tesorera		X
	8. Nina Sylvains	Community Member/Miembro Comunitario (20-23)	X	
	9. Vacant/vacante	Community Member/Miembro Comunitario (21-24)		
	10. Student Representative	Student Council President/Presidente del Concilio Estudiantil		
	11. Teejay Bersola	Director of Academic Accountability/Directora de Responsabilidad Académica	X	
	12. Judy Morales	Director of Business and Operations/Directora de Negocios y Operaciones	X	
	13. Eduardo de León	Executive Director/Director Ejecutivo	X	
Agenda/Agenda		Action/Acción		
I.C	Approval of Agenda Aprobación de la Agenda	A motion was made to approve the September 23, 2022 agenda <i>Se hizo una moción para aprobar la agenda del 23 de septiembre de 2022</i> 1 st Motion/1 ^a Moción: Laura Lomelí 2 nd Motion/2 ^a Moción: Nailah Kokayi Absences/Ausencias: Aceves, Graham, de González Abstentions/Abstenciones: None/ninguna The motion passed with five votes. / <i>La moción pasó con cinco votos.</i>		
I.D.a.	Approval of Board Meeting Minutes Aprobación de los minutos de la mesa directiva	A motion was made to approve the August 26, 2022 minutes <i>Se hizo una moción para aprobar las minutas del 26 de agosto de 2022</i> 1 st Motion/1 ^a Moción: Nailah Kokayi 2 nd Motion/2 ^a Moción: Cristian García Absences/Ausencias: Aceves, Graham, de González Abstentions/Abstenciones: Laura Lomelí The motion passed with four votes. / <i>La moción pasó con cuatro votos.</i>		
I.E	Mission Misión	The mission was read aloud. / <i>La misión fue leída en voz alta.</i>		

II. COMMUNICATIONS NORMS/NORMAS DE COMUNICACIÓN		
II.A.	Public Comments <i>Comentarios Públicos</i>	None/Ninguno
III. INFORMATIONAL ITEMS/ARTICULOS DE INFORMACION		
III.1.	LAS and UC Davis Health Covid-19 Vaccine Clinic/Clínica de vacunación para Covid-19 de LAS y UC Davis Health – School Leadership/liderazgo escolar	Eduardo de León shared the report. <i>Eduardo de León compartió el reporte.</i>
	Public Comments <i>Comentarios Públicos</i>	None/Ninguno
III.1.	Parent Council/Association/Concilio y asociación de padres – Representative/representante	Brenda Luna shared the report. <i>Brenda Luna compartió el reporte.</i>
	Public Comments <i>Comentarios Públicos</i>	None/Ninguno
IV. ITEMS SCHEDULED FOR DISCUSSION AND/OR ACTION ARTÍCULOS PROGRAMADOS PARA DISCUSIÓN Y/O ACCIÓN		
IV.A.	Unaudited Actuals/Reporte de resumen fiscal reales– EdTec/Morales – School Leadership	Judy Morales shared the unaudited actuals report. <i>Judy Morales compartió el reporte de resumen fiscales reales.</i> A motion was made to approve the unaudited actuals report. <i>Se hizo una moción para aprobar el reporte de resumen fiscales reales.</i> 1 st Motion/1 ^a Moción: Laura Lomelí 2 nd Motion/2 ^a Moción: Cristian García Absences/Ausencias: Graham, de González Abstentions/Abstenciones: none/ninguna The motion passed with six votes. / <i>La moción pasó con seis votos.</i>
	Public Comments <i>Comentarios Públicos</i>	None/Ninguno
IV.B.	Consolidation Application/ Solicitud de Consolidación – EdTec/Morales – School Leadership	Judy Morales and Brian Holmes, EdTec, presented the Consolidation Application. <i>Judy Morales y Brian Holmes, EdTec, presentaron la solicitud de consolidación.</i> A motion was made to approve the Consolidated Application. <i>Se hizo una moción para aprobar solicitud de consolidación.</i> 1 st Motion/1 ^a Moción: Brenda Luna 2 nd Motion/2 ^a Moción: Cristian García Absences/Ausencias: Graham, de González Abstentions/Abstenciones: none/ninguna The motion passed with six votes. / <i>La moción pasó con seis votos.</i>
	Public Comments <i>Comentarios Públicos</i>	None/Ninguno
IV.C.	Monthly Financials/ Financieros mensuales - EdTec/Morales – School Leadership	Judy Morales and Brian Holmes, EdTec, presented the Monthly financials. <i>Judy Morales y Brian Holmes, EdTec, presentaron el resumen financiero del mes.</i>
	Public Comments <i>Comentarios Públicos</i>	None/Ninguno
IV.D.	June - August Check Registers/Registros de la cuenta bancaria de junio a agosto – School Leadership/Liderazgo	School Leadership shared the June, July and August check registers with the board. <i>El liderazgo escolar compartió los registros de junio, julio y agosto con la mesa directiva.</i> A motion was made to approve the June check register.

		<p><i>Se hizo una moción para aprobar el registro de junio.</i></p> <p>1st Motion/<i>1ª Moción</i>: Nailah Kokayi 2nd Motion/<i>2ª Moción</i>: Cristian García Absences/<i>Ausencias</i>: Graham, de González Abstentions/<i>Abstenciones</i>: Brenda Luna The motion passed with five votes. / <i>La moción pasó con cinco votos.</i></p> <p>A motion was made to approve the July check register. <i>Se hizo una moción para aprobar el registro de julio.</i></p> <p>1st Motion/<i>1ª Moción</i>: Laura Lomelí 2nd Motion/<i>2ª Moción</i>: Nailah Kokayi Absences/<i>Ausencias</i>: Graham, de González Abstentions/<i>Abstenciones</i>: none/<i>ninguno</i> The motion passed with six votes. / <i>La moción pasó con seis votos.</i></p> <p>A motion was made to approve the August check register. <i>Se hizo una moción para aprobar el registro de agosto.</i></p> <p>1st Motion/<i>1ª Moción</i>: Brenda Luna 2nd Motion/<i>2ª Moción</i>: Fernando Aceves Absences/<i>Ausencias</i>: Graham, de González Abstentions/<i>Abstenciones</i>: none/<i>ninguno</i> The motion passed with six votes. / <i>La moción pasó con seis votos.</i></p>
	<p>Public Comments <i>Comentarios Públicos</i></p>	None/ <i>Ninguno</i>
IV.E.	<p>Board Development: Nominations and Elections Update/ Desarrollo de la mesa directiva: Actualización de nominaciones y elecciones – Aceves, School Leadership/<i>Liderazgo</i></p>	<p>School Leadership shared information with the board. <i>El liderazgo escolar compartió información con la mesa directiva.</i></p>
	<p>Public Comments <i>Comentarios Públicos</i></p>	None/ <i>Ninguno</i>
IV.F.	<p>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</p>	<p>School Leadership shared the resolution with the board. <i>El liderazgo escolar compartió la resolución con la mesa directiva.</i></p> <p>A motion was made to approve the resolution. <i>Se hizo una moción para aprobar la resolución.</i></p> <p>1st Motion/<i>1ª Moción</i>: Brenda Luna 2nd Motion/<i>2ª Moción</i>: Nailah Kokayi Absences/<i>Ausencias</i>: Graham, de González Abstentions/<i>Abstenciones</i>: none/<i>ninguno</i> The motion passed with five votes. / <i>La moción pasó con cinco votos.</i></p>
	<p>Public Comments <i>Comentarios Públicos</i></p>	None/ <i>Ninguno</i>
<p>VII. FUTURE MEETINGS/PRÓXIMA JUNTA a. Regular Meeting: Friday, October 21, 2022 at 5:30pm – <i>viernes, 21 de octubre de 2022 a las 5:30pm</i></p>		
<p>VIII. FUTURE AGENDA ITEMS/TEMAS PARA AGENDAS FUTURAS</p>		
<p>IX. ADJOURNMENT/CLAUSURA A motion was made to adjourn the board meeting. / <i>Se hizo una moción para terminar la reunión de la Mesa.</i> 1st Motion/<i>1ª Moción</i>: Cristian García 2nd Motion/<i>2ª Moción</i>: Fernando Aceves Absences/<i>Ausencias</i>: None/<i>ninguna</i></p>		

Abstentions/Abstenciones: None/*ninguna*

The motion passed with six votes. / *La moción pasó con seis votos.*

The board meeting was adjourned at 6:45 PM. / *La reunión de la Mesa se terminó a las 6:45PM.*



Board Meeting Date: December 2, 2022

Subject: Parent Council

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

Committee: Parent Council, Parent Association

Parent Council: The Parent Council met on Wednesday ,November 3, 2022 @ 6:00 PM

- **Administration Updates-** Funding regarding field trips, and balances for each grade level
- **PC Update-** The budget was shared, along with Box Top Funds. R. Hernaes (President) will lead the Digital Box Tops Initiative in December. PC will work with L. Lomeli regarding a STEM Night event. PC will sell food during this event.
- **Parent Involvement Policy-** A. Mlakar and X. Laredo will review the document and present changes in the next PC Meeting.
- **Winter Festival-** event was approved for December 9th; grade levels will sell food for fundraising for their field trip budgets. 5% of grade-level sales will be donated to PC.
- **Miscellaneous/Reminders/Questions:** There will be a follow-up meeting to distribute the planning task for the festival.

Concilio de Padres: Próxima reunión 7 de diciembre de 2022



Board Meeting Date: 2 de diciembre de 2022

Subject: Parent Council

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

Committee: Parent Council

Parent Council: El Concilio de Padres se reunió el miércoles 3 de noviembre

- **Actualizaciones de administración:** Financiación con respecto a paseos y saldos para cada nivel de grado
- **Actualización de PC:** Se compartió el presupuesto, junto con Box Top Funds. R. Hernaes (Presidente) liderará la Iniciativa Digital Box Tops en diciembre. PC trabajará con L. Lomeli con respecto a un evento STEM Night. PC venderá comida durante este evento.
- **Póliza de participación de los padres:** A. Mlakar y X. Laredo revisarán el documento y presentarán los cambios en la próxima reunión del PC.
- **Festival de Invierno:** El evento fue aprobado para el 9 de diciembre; los niveles de grado venderán alimentos para recaudar fondos para sus presupuestos de excursiones. El 5% de las ventas de nivel de grado se donará a PC.
- **Varios/Recordatorios/Preguntas:** Habrá una reunión de seguimiento para distribuir la tarea de planificación del festival.



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

Agenda Item # III2

Board Meeting Date: November 3rd, 2022

Subject: Student Council

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

Committee/Staff: Student Council

Information:

Student Council Reports:

The Student Council (SC) meeting was called to order with a review of the agenda.

Our SC Treasurer, Anahi Gomez, announced a report of our academic calendar budget (\$1,842.43).

SC advisors G. Castañeda and R. Pérez had the middle school class representatives partner up with the elementary representatives as a bonding activity. This activity was called Big/Little Brother/Sister, and its purpose was to give our younger peers someone to talk to and be guided by. The middle schoolers were the Big Siblings, serving as mentors to the Little Siblings, the elementary school students.

In the October meeting, the Student Council advisors, R. Pérez and G. Castañeda, introduced and discussed the Mission Statement and Bylaws of the Student Council. Members were made aware of their responsibilities, as well as policies regarding participation in the Student Council. Students were divided into groups to create posters of possible Student Council Mission Statements using phrases taken from the LAS Mission.

In the November meeting, students voted on the top three phrases to be added to the Student Council Mission.

Our SC President, Elvira Alvarado, announced the Winter Festival, being a collaboration between the Parent Council (PC) and SC. The Student Council will be in charge of inviting LAS families and organizing the Pop-Up Event.

The SC committee voted on November and December spirit days. The final decision was Squad Day for November 18th and Pajama Day for December 16th. Our SC Vice-President, Henry (Bhima) Meganathan, brought up the idea of changing the system of winning and getting prizes, bringing up a few alternatives, and it became a larger topic that was saved for a later date.

Future items on the agenda:

- Spirit day yearlong plan
- Fundraiser for the community
- Support against bathroom vandalism
- Spirit day winner prizes



Academia de Idiomas de Sacramento
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Agenda Artículo #III2

Fecha de la reunión: 3 de Noviembre, 2022

Tema: Concilio Estudiantil

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

Comité/Personal: Concilio Estudiantil

Información:

Informes del concilio estudiantil:

La reunión del Concilio Estudiantil (SC) fue llamada a orden con una revisión de la agenda.

Nuestra tesorera del SC, Anahi Gómez, anunció un informe de nuestro presupuesto (\$1,842.43).

La maestra Castañeda y maestra Pérez asignaron a un representante de la secundaria con un representante de la primaria. Esta actividad se llamó Hermano/Hermana Mayor/Menor, y su propósito era dar a nuestros compañeros de la primaria alguien con quien hablar y ser guiados. Los alumnos de la secundaria son los Hermanos Mayores, que ayudan como mentores a los Hermanos Menores, los alumnos de la primaria.

En la junta de octubre, la Maestra Pérez y Maestra Castañeda, presentaron y discutieron la Declaración de Misión de LAS. Se informó a los miembros de sus responsabilidades, así como de las regulaciones relacionadas con la participación en el Concilio Estudiantil. Los estudiantes se dividieron en grupos para crear carteles de posibles Declaraciones de Misión del Concilio Estudiantil usando frases similares a los del Misión LAS.

En la junta de noviembre, los miembros votaron sobre las tres frases que formarán parte de nuestra misión del Concilio Estudiantil.

Nuestra Presidenta, Elvira Alvarado, anunció el Festival de Invierno, siendo una colaboración entre el Concilio de Padres (PC) y el Concilio Estudiantil. El Concilio Estudiantil estará a cargo de invitar a las familias de LAS y organizar el remate estilo "Pop-up."

El concilio votó por los días del espíritu de noviembre y diciembre. La decisión final fue el día de SQUAD day el 18 de noviembre y el día del pijama el 16 de diciembre. Nuestro vicepresidente del SC, Henry (Bhima) Meganathan, compartió la idea de cambiar el sistema de ganar y obtener premios, planteando algunas alternativas. Se convirtió en un tema más amplio que se guardó para una fecha posterior.

Futuros puntos en la agenda:

- Calendario para los días del espíritu del año
- Recaudación de fondos para la comunidad
- Apoyo contra el vandalismo en los baños
- Premios para las clases ganadoras de los días de espíritu



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 2, 2022

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:

The 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



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Language Academy of Sacramento

A Two-Way Spanish Immersion Charter School

A California Public School

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

Attachment: Annual Progress Report (APR) (To be submitted to SCUSD)

LAS APR				
Members	Aye	Nay	Abstain	Absent
<i>Vacant</i>				
<i>Vacant</i>				
Sylvains, Nina				
Kokayi, Nailah				
Rodríguez, José Luis				
García, Cristian				
Luna, Brenda				
Graham, Clark				
Lomelí, Laura				
Totals:				

Estimated Time of Presentation: 20 min
Submitted By: Bersola
Date: 112822

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



Fecha de la Reunión: 2 de diciembre de 2022

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



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

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

Tiempo estimado para la presentación: 10 min.
Entregado por: Bersola
Fecha: 11/28/22

Páginas pertinentes en:
() Constitución, páginas _____ () Estatutos, páginas _____
() MOU, páginas _____ () Póliza _____

Read Me

Version: APR, SY 2021-22, Language Academy of Sacramento

Upon completion of this APR no later than each Friday, December 9, 2022, move the file along with the PDF Appendix file to your charter's (not from the General) "3. Share Folder" and send an invite to the Charter Department. Please be sure to keep a copy for your records. After that, the Charter Department will make an archive copy and provide district feedback on the original APR. Upon completion notification from The Charter Department, the Charter School may respond to the district feedback as an option on the original APR. Additionally, please send one APR set bindered and tabbed along with two sets non-bindered.

* Highlighted columns are one-time/infrequent change entries

- Please do not add or remove any row, rows, column, or columns. The current format will be used for reporting purposes and will need all cells to be in the exact same location.
- Cells with "-" will not need to be entered
- All information is for the APR year if not specifically designated

* Notes inserted where possible for entry clarification. (Notes are indicated with a black tick mark on the upper right.)

[illegible]

- Use the comment section of each tab to provide context, clarification, corrections, or remarks as necessary.

Contact the Charter Department if you have any questions or need assistance. If the information pertains to all of the charter schools, the issue and resolution will be emailed to everyone as well as being added to the APR FAQ and Support sheet on Google Drive.

October 14, 2022

Welcome to the digital APR submission format.

The purpose of this APR is to serve as a consistent and reliable tool to effectively and efficiently evaluate SCUSD authorized charter schools. This year's challenge was to develop a system to measure academic performance considering the absence of the Dashboard. To address the lack of the Dashboard, we are developing a process to collect site assessment data, which we will gather with a new tab, **E3b: Pupil Progress, the Assessment Matrix**. The purpose of the Assessment Matrix is to collect basic information on the in-house assessments your school is currently doing, such as the assessment, frequency, and what grade levels participate. Ideally, we can use the results from your internal assessments for the Measurable Student Outcomes section of the APR.

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

<u>Item</u>	<u>Link</u>	<u>Comments</u>
Resource folder	Resource folder	Samples of Dashboard, etc.
Website: California School Dashboard	https://www.caschooldashboard.org	Access to Dashboards
Website: CDE DataQuest	https://dq.cde.ca.gov/dataquest/	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 2021-22)

<u>Item</u>		<u>PDF</u>	
<u>Number</u>	<u>Item</u>	<u>First</u>	<u>Page</u>
1	Assurances (General)		
2	Program Curriculum		
3	Bell Schedule		
4	Academic Calendar		
5	LCAP submitted in 2021 for 2021-24		
6	SPSA, if applicable		
7	California School Dashboard: Home page		
8	Form 700s		
9	Teacher Credential Status		
10	Assurances (Health)		
11	Fire and Earthquake Drills Completed		
12	Application Form		
13	Application Timeline		
14	Enrollment Timeline		
15	Lottery System (Describe Process)		
16	Dispute Resolution Process		
17	Corrective Action Plan from MOU		

Comments
for Appendix:

Coversheet: Site in SY 2021-22

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	Teejay 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, 2026
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	El Dorado County SELPA
Nutrition Svs. Provided by District per AB1871	Yes
Nutrition Svs. Provided by Non-District per AB1871	Provider Name:
Enrollment Cap (Final school year of charter)	613
Enrollment Cap Source/Page	Charter Petition Appendix Page #
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

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.

The Language Academy is based on a two-way immersion educational model. This model stresses the following:

- high academic proficiency in two languages
- high academic achievement
- mastery of the State's content standards
- multiculturalism
- life skills
- community service

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.

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

Charter Petition Deliverable 1/page #

Charter Petition Deliverable 2/page #

Charter Petition Deliverable 3/page #

Charter Petition Deliverable 4/page #

Charter Petition Deliverable 5/page #

Corrective Action Plan from Operational MOU:

Appendix 16

Charter Petition pages 31-34

Charter Petition pages 83-93

Comments for Coversheet-Site:

Coversheet General

	2021-22	2020-21	2019-20	2018-19	2017-18
First School Day	8/16/2021	9/8/2020	8/19/2019	8/13/2018	8/14/2017
Last School Day	5/27/2022	6/11/2021	6/5/2020	5/31/2019	6/1/2018
Instructional Days	175	175	175	178	179
Instructional Minutes - K (36,000)	44550	44025	44025	44835	45030
Instructional Minutes - 1 to 3 (50,400)	55050	54525	54525	55515	55770
Instructional Minutes - 4 to 8 (54,000)	56980	56490	56490	57510	55770
Instructional Minutes - 9 to 12 (64,800)					
Enrollment (As of CBEDs date)	613	614	614	605	587
Enrollment, last day of school year	613	613	613	604	585
Enrollment Retention Rate	97%	99%	99%	99%	98%

Comments for Coversheet General:

E1 - Educational Program																					
	2017-18	2018-19	2019-20	2020-2021	2021-22																
<u>Student Served</u>					<u>TK</u>																
	<u>Total #</u>	<u>Total #</u>	<u>Total #</u>	<u>Total #</u>	<u>Total #</u>	<u>Total %</u>	<u>#</u>	<u>K #</u>	<u>1 #</u>	<u>2 #</u>	<u>3 #</u>	<u>4 #</u>	<u>5 #</u>	<u>6 #</u>	<u>7 #</u>	<u>8 #</u>	<u>9 #</u>	<u>10 #</u>	<u>11 #</u>	<u>12 #</u>	
- Total Enrollment	585	607	614	610	613	100%	No entries required														
- In District	455	465	472	464	471	77%															
- Out of District	130	140	142	146	142	23%															
- English Learner	238	230	235	236	276	45%															
- Students with Disabilities	73	81	81	77	74	12%															
- Socioeconomically Disadvantaged	389	408	407	442	441	72%															
- Foster Youth	2	2	2	0	0	0%															
- Homeless Youth	4	9	3	1	0	0%															
- African American	14	14	13	12	11	2%															
- American Indian or Alaska Native	0	1	0	0	0	0%															
- Asian	1	3	4	4	3	0.80%															
- Filipino	3	3	3	3	0	0%															
- Hispanic or Latino	551	566	564	561	576	94%															
- Pacific Islander	0	0	0	0	0	0%															
- White	15	18	22	24	17	3%															
- Two or More Races	1	1	2	2	6	1%															
- No Race Indicated		1																			

No entries required

General Information

Mission Statement (Same as Coversheet)	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 (Same as Coversheet)	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 of the instruction is in Spanish in the primary grades, and formal English literacy instruction begins in 2nd-3rd grades. English Language Development (ELD) is taught daily from kindergarten through eighth grade for English learners. In practice, LAS teachers have found that in the 90-10 model, English academic performance and test scores in second and third grades often do not reflect students' actual achievement. However, by the sixth and seventh grades, students in dual immersion typically begin to outperform their counterparts in English-only programs. In fact, the real benefits of dual immersion instruction become evident in the middle school grades. This is precisely why the LAS school design incorporates kindergarten through eighth grade and is also the rationale for requesting a long-term commitment from every parent who enrolls his/her child at LAS. Program Duration Research has shown (see graph) that students learning a second language need at least seven years to fully develop both conversational and academic proficiency comparable to that of a native speaker. For this reason, the Language Academy is a self-contained Transitional Kindergarten through 8th grade school.

EL Program Description	<p>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 grade- level content in their native language as they acquire academic English language skills. Families of LAS students decide to enroll their children at the charter school, fully aware of the school's unique pedagogical design. By making the choice to be in a dual language immersion program, families elect to receive the LAS educational program and waive their participation in more traditional options such as Structured English immersion, English language mainstream, etc. In addition to quality instruction in a two-way immersion context, the Language Academy implements a variety of strategies designed to meet the needs of English learners. Many English learners are provided with extended learning opportunities and teachers have received training in strategies designed to effectively teach content and language to English learners. A core of LAS teachers received training in Systematic English Language Development (SELD) through the California Reading and Literature Project in cooperation with Susana Dutro and EL Achieve. SELD training provides teachers with a scope and sequence for English language development and a comprehensive set of strategies for planning, instruction and assessment. During common planning time and professional development time, grade levels work on peer training and instructional planning, which includes student groupings based on ELD diagnostic assessments. Moreover, a core of LAS teachers attended training for Guided Language Acquisition Design (GLAD). GLAD strategies are designed to simultaneously teach grade-level content and academic language for English learners. The majority of LAS faculty members are graduates of the Bilingual Multicultural Education Department (BMED) of Teacher Education at CSU Sacramento. BMED, which is now integrated into the university's entire teacher education program, is dedicated to training teachers to be effective instructors of culturally, linguistically, and socio- economically diverse students. A main focus of the BMED program is training teacher candidates in effective instruction for English learners. All BMED graduates take three units of coursework (forty-five hours of instruction) above and beyond the teacher candidate requirements, focused solely on the instruction of English learners. This course, EDBM 272, trains teachers to use current strategies in English language development, how to scaffold instruction to make content accessible to English learners, and how to advocate for English learning students and their families within the school context. In the past several years, Dr. Sue Baker from CSUS has conducted her university methods course at the LAS site, creating a laboratory field experience for graduate students learning second language development teaching strategies. To supplement the annual California English Language Development Test (CELDT), LAS teachers use two other assessments designed to measure the English-language proficiency of English learners throughout the year. These assessments are A Developmental English Proficiency Test (ADEPT) and the Express assessment. The academic progress of English learners is regularly monitored through the academic conference process LAS has established to gauge student progress. LAS will continue to meet all applicable legal requirements for ELLs as it pertains to annual notification to parents, student identification via Home Language Survey, placement, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and standardized testing requirement. ENGLISH LEARNER RECLASSIFICATION PROCESS LAS English Language Learner (ELL) Student Reclassification policy and procedures are based on the four criteria set forth in the State Board of Education's Reclassification Guidelines (Education Code 313(d)).</p>
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SPED Program Description	<p>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 academic progress, the school utilizes pull-out services to aid the student's academic success. SPED specialists coordinate the direct instruction and inclusion of Special Education students. Classroom teachers are informed of their responsibilities for particular students, trained and guided by the SPED Specialists and/or the Academic Director on how to successfully meet those responsibilities and implement any modifications or accommodations in their classes in accordance with the students' Individualized Education Plans (IEPs). As required (outside of the classroom) tutoring, counseling, physical, occupational, speech and language therapy services is provided for those with special needs. Accommodation Strategies to Ensure Effective Teaching and Learning of Special Education Students • Have students with learning disabilities underline key words or directions on activity sheets • Pace instruction carefully to ensure clarity • Encourage students to practice using technical words in exchanges among peers • Always ask questions in a clarifying manners, then have the students with learning disabilities describe his or her understanding of the questions • Spend more time on building background for the reading selections and creating a mental scheme for the organization of the text • Use the Elmo projector with an outline of the lesson • Suggest that the students use both visual and auditory senses when reading the text • Reduce course load for student with learning disabilities • Review relevant material, preview the material to be presented, present the new material then summarize the material just presented • Provide clear copies of your notes and overhead presentations, is the students need it • Read aloud material that is written on the whiteboard and on the projector • Provide students with chapter outlines or student guides that cure them to key points in their readings • Offer to read written material aloud, when needed • Provide a course syllabus before class begins • Announce readings as well as assignments well in advanced • Ask questions in a ways that helps the student gain confidence • Consider alternate activities that can be utilized with less difficulty for the students, with same objectives • Keep oral instructions logical and concise. Reinforce them with a brief cue words • Clearly label equipment, tools, and materials. Color code for enhanced visual recognition • Repeat or re-word complicated directions • Eliminate classroom distractions such as, excessive noise, flickering lights, etc. • Outline class presentations on the whiteboard • Outline material to be covered during each class period • Establish the clarity of understanding that the students has about class assignment • Give assignments both in written and oral form • Have practice exercises available for lessons, in case the student has problems • Present new and or technical vocabulary on the whiteboard • Provide and teach memory associations (mnemonic strategies) • Support one modality of presentation by following it with instructional then use another modality • Talk distinctly and at a rate that the students with learning disability can follow • Technical content should be presented in small incremental steps • Assist the student, if needed, in borrowing classmates' notes • Use plenty of examples, oral or otherwise • Use straight forward instruction with step by step unambiguous terms • Write legibly, use large type; do not clutter the white board • Use props to make narrative situations more vivid and clear Section 504 of the Rehabilitation Act LAS recognizes its legal responsibility to ensure that no qualified person with disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the charter school. Any student, who has an objectively identified disability, which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by LAS. A 504 team will be assemblies by the Academic Director and shall include the parent/guardian, the student (when appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluate under the Individual with Disabilities in Education Improvement Act (IDEIA) but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's educations. This evaluation will include consideration of any behaviors that interfere with regular participation in the education</p>
Program Curriculum Submitted: Appendix 2 Bell Schedule Submitted: Appendix 3 Academic Calendar Submitted: Appendix 4	

<u>LCAP</u>	LCAP 2022-23	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	Yes
LCAP Board Adoption Date:	6/28/2022	6/25/2021	9/27/2020	6/21/2019	6/15/2018
LCAP Timely SCOE Submission	Yes	Yes	Yes	Yes	Yes
LCAP Timely District Submission	Yes	Yes	Yes	Yes	Yes
LCAP Executive Summary (Page number/s)	Pg 25-28	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	Pgs. 83- 93	NA	Pgs. 83- 93	Pgs. 15,35,44, 51
LCAP on website	Yes	Yes	LCP, Yes	Yes	-
Support Status	NA	NA	NA	NA	-

<u>California School Dashb</u>	2021-2022	2020-21	2019-20	2018-19	
California School Dashboard Submitted: Appendix 6	Yes	Yes	Yes	Yes	Yes

Comments E1:

E2: Measurable Student Outcomes

SBAC ELA	Number of Students Tested 2021-22	% Standard Met/Exceeded 2020-21 Difference from 2016-17	% Standard Met/Exceeded 2016-17	% Standard Met/Exceeded 2017-18	% Standard Met/Exceeded 2018-19	% Standard Met/Exceeded 2019-20	% Standard Met/Exceeded 2020-21	% Standard Met/Exceeded 2021-22	State % Standard Met/Exceeded 2021-22	Comp School 1 (Name: Pacific Elementary) (399 of students) % Standard Met/Exceeded 2021-22	Comp School 2 (Name: Oak Ridge Elementary) (274 of students) % Standard Met/Exceeded 2021-22	Comp School 3 (Name: Will C. Wood Middle) (333 of students) % Standard Met/Exceeded 2021-22
- Site	393	-7	39	35	43		32	35	47	9	16	31
- African American	9	na	45									
- American Indian or Alaska Native	0											
- Asian	0											
- Filipino	0											
- Hispanic or Latino	368	-8	37	34	41		29	33	36	10	16	21
- Pacific Islander	0											
- White	9											
- Two or More Races	4											
- Male	185	-2	30	31	40		28	32	43	7	16	23
- Female	208	-8	46	39	46		34	37	51	10	16	40
- English Learner	147	-3	13	5	8		10	27	12	2	12	9
- Reclassified-Fluent English Proficiency (RFEP)	91	-25	66	52	60		41	51	59	25	69	67
- Students with Disabilities	45	-18	18	12	16		0	9	16	4	6	4
- Economically Disadvantaged	295	-7	30	29	35		23	29	35	8	16	28
- Foster Youth	0											
- Homeless Youth	0											
Grade 3	65	8	11	23	29		19	17	42	7	15	
Grade 4	65	-8	29	25	26		21	20	44	6	15	
Grade 5	65	-4	32	29	27		28	29	47	9	9	
Grade 6	66	-6	48	35	55		34	41	45	13	25	
Grade 7	66	-22	60	52	63		38	47	49			36
Grade 8	66	-23	71	59	58		48	55	47			27
Grade 11												
SBAC Math	Number of Students Tested 2021-22	% Standard Met/Exceeded 2020-21 Difference from 2016-17	% Standard Met/Exceeded 2016-17	% Standard Met/Exceeded 2017-18	% Standard Met/Exceeded 2018-19	% Standard Met/Exceeded 2019-20	% Standard Met/Exceeded 2020-21	% Standard Met/Exceeded 2021-22	State % Standard Met/Exceeded 2021-22	Comp School 1 (Name: Pacific Elementary) (399 of students) % Standard Met/Exceeded 2021-22	Comp School 2 (Name: Oak Ridge Elementary) (274 of students) % Standard Met/Exceeded 2021-22	Comp School 3 (Name: Will C. Wood Middle) (333 of students) % Standard Met/Exceeded 2021-22
- Site	393	-3	31	28	36		28	31	33	6	9	17
- African American	9	na	36									
- American Indian or Alaska Native	0											
- Asian	0											
- Filipino	0											
- Hispanic or Latino	368	-3	29	26	34		26	30	21	8	10	7
- Pacific Islander	0											
- White	9											
- Two or More Races	4											
- Male	185	1	27	28	35		28	36	35	8	13	17
- Female	208	-12	34	28	37		26	26	32	4	5	18
- English Learner	147	-1	11	6	10		10	12	10	1	8	5
- Reclassified-Fluent English Proficiency (RFEP)	91	-16	49	40	54		33	47	36	21	38	40
- Students with Disabilities	45	-5	18	10	17		13	4	11	0	6	1

- Economically Disadvantaged	295	-1	22	22	28		21	24	21	5	9	15
- Foster Youth	0											
- Homeless Youth	0											
Grade 3	65	2	27	28	39		29	31	44	9	14	
Grade 4	65	-18	32	14	26		14	12	38	5	7	
Grade 5	65	2	12	17	14		14	12	32	3	1	
Grade 6	66	-6	35	26	45		29	48	32	8	14	
Grade 7	66	-2	36	53	44		34	41	32			18
Grade 8	66	-4	52	37	50		48	41	29			17
Grade 11												

<u>CAST Science</u>	Number of Students Tested for 2021-22	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	65	66	10	77	87	-		15	25	14	8	
Grade 8	66	60	-8	82	74			38	25			17
Grade 10												

PFT

	% in Levels 3 or 4 2018-19	% in Levels 3 or 4 2017-18
Grade 5	86	71
Grade 8	83	85
High School		

ELPAC

	2021-2022	2020-21	2019-20	2018-19
Number Tested	275	260		229
Reclassified (# of students)	14	2	1	34
Well Developed	48	30		19
Moderately Developed	116	112		96
Somewhat Developed	89	84		94
Minimally Developed	22	34		20

High Schools

	2021-2022	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						

Key Performance Indicators (KPI)

	2021-2022	2020-21	2019-20	2018-19	2017-18	2016-17
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KPI-1: % Secondary Students (9th +) Receiving one or more D's or F's					-	-
KPI-2: % of 8th Grade On Track to Graduate	73%	58%	-	-	-	-
KPI-3: Kindergarten Attendance Rate	95%	96%	96%	96%	-	-
KPI-4: Chronic Absence Rate	7.0%	5.9%		3.5%	-	-
KPI-5: Suspensions Rate	3.0%	0.2%	0.7%	1.2%	-	-
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 page 33	See LCAP pages 11-12	na	See LCAP pages 10-12, 35-36, 50-53	-	-
KPI-9: Participation in Expanded Learning Rate	24%	na	na	60%	-	-
KPI-10: Participation in Advanced Learning Rate		-	-	-	-	-
KPI-A: 3rd Grade Reading	8%	5%	na	12%	-	-

Comments E2:

E2: Measurable Student Outcomes: Dashboard

(Coordinate with Charter Department for submission after October 15 if information is not available by October 1.)

<u>Dashboard Academic Engagement and Conditions & Climate</u>	2020-21 (FY18-19 is the only data available)
- Site: Chronic Absenteeism Color/Percent	3.5%
- Site: Suspension Rate Color/Percent	1.2%

<u>Dashboard ELA</u>	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: Pacific Elementary) Color/Points "Below" or "Above" Standard 2018-19	Comp School 2 (Name: Oak Ridge Elementary) Color/Points "Below" or "Above" Standard 2018-19	Comp School 3 (Name: Will C Wood Middle) Color/Points "Below" or "Above" Standard 2018-19
- Site	-16.6	-2.5	-21.5	-85.1	-69.3	-54.6
- African American	na					
- American Indian or Alaska Native						
- Asian						
- Filipino						
- Hispanic or Latino	-21	-26.6	-39.7	-76	-73.9	-69
- Pacific Islander						
- White	na					
- Two or More Races	na					
- Male						
- Female						
- English Learner	-50.6	-45.1	-58	-97	-76.5	-71.2
- Reclassified-Fluent English Proficiency (RFEP)						
- Students with Disabilities	-90.3	-88.1	-100.5	na	-144.3	-137.9
- Economically Disadvantaged	-32.4	-30.1	-43.9	-86.9	-69.3	-56.5
- Foster Youth	na					
- Homeless Youth	na					

<u>Dashboard Math</u>	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: Pacific Elementary) Color/Points "Below" or "Above" Standard 2018-19	Comp School 2 (Name: Oak Ridge Elementary) Color/Points "Below" or "Above" Standard 2018-19	Comp School 3 (Name: Will C Wood Middle) Color/Points "Below" or "Above" Standard 2018-19
- Site	-31.2	-33.5	-48.8	-88.1	-87.3	-80.8
- African American	na					
- American Indian or Alaska Native						
- Asian						
- Filipino						
- Hispanic or Latino	-35.5	-62.2	-69.8	-81.8	-94.4	-105.5
- Pacific Islander						
- White	na					
- Two or More Races	na					
- Male						
- Female						
- English Learner	-57.9	-68.6	-75.1	-96	-94.5	-92.1
- Reclassified-Fluent English Proficiency (RFEP)						
- Students with Disabilities	-98.2	-119.4	-129.1	na	-138.6	-187.9
- Economically Disadvantaged	-45.9	-63.7	-70.5	-90.5	-87.1	-83.3
- Foster Youth	na					
- Homeless Youth	na					

E3 - Pupil Progress

Description of substantive and normed assessments utilized not including CAASPP, CELDT/ELPAC, CST/CAST, and PFT

Description of how chosen assessments are appropriate for standards and skills they seek to measure

Understanding DRA/EDL Book Levels; NWEA MAP Growth

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 & DRA) Guidelines. Please see below for further description.

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.

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.)

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.

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.

It is expected that the running record (RR) assessments and anecdotal notes will be used to monitor progress throughout the school year.

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.

Plan for collecting, analyzing, and reporting data on pupil achievement to school staff and parents

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: October 29, 2021** **Reporting Window Two - Date Due: February 18, 2022** **Reporting Window Three - Date Due: May 20, 2022**

Plan for utilizing data continuously to monitor and improve the educational program

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.

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 Growth: Spanish, English, and Mathematics- (Math Language: Spanish Gr2-Gr4 and English Gr5-Gr8)	Grade 2-6	3x a year: BOY, MOY, EOY	Gr2 is only 1x at the end of the year	Infinite Campus	Anchored to the NWEA Standard Assessment	na

SAMPLE

Assessment Type	Grade Levels or Student groups	Frequency	Variation in administration or use	Authoritative Source of the Results	Standards Alignment and/or Calibration of Scoring	Link to Performance Report or Data
MAP	Grade 3-6	3x a year	"Not using since 2019. Replaced with local benchmark assessment"	Illuminate Platform Database	Anchored to the NWEA Standard Assessment	N/A
6 Traits Writing Rubric	Grade 4 & 7	2x a year	"2x instead of 3x"	Google Spreadsheet	Teachers receive 2 days of summer PD each year to calibrate writing scoring. National standards-aligned writing exemplars used for benchmarking calibration of scoring.	<< Folder link >>

E4 - Governance

Board 2021-22

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	12 of 12
Governance Training Date	CSDC 11/15/21, LAS 02/25/22
Brown Act Training Date	CSDC 11/15/21
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: 2021-22 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 artistic events include Family Reading Night, Spelling Bee, Science Fair, Book Fair, Art Exhibits, Harvest Festival, Student Performances, Math Conferences, and an annual spring carnival. The goal of these gatherings outside of the school day is to provide families with strategies to support their children academically. In addition, in past years, LAS has collaborated with CSUS professors and Mercy Education to offer parents English as a Second Language (ESL) classes at no cost. All of these components aim to prepare students to be college and career ready.
Parent Involvement, Overview	
Listing of Committees available to Parents	Finance Committee, Facilities Committee, Bylaws and Policy, Curriculum Design Team Committee, ELAC
Conflict of Interest Policy	Yes; adopted and implemented
Form 700s: Appendix 7	Yes
Policy Changes	1. Parent Involvement Policy and School Parent Compact Annual Review 2. Long Term Independent Study Polict for Student with Medical Exemption 2021-22
Site Advisory Committee Name	School Site Council and ELAC
Parent Teacher Organization Name	Parent Council and Parent Association

Comments E4:

E5 - Employee Qualifications (as of April 30, 2022)

<u>Teachers 2021-22</u>	Number of teacher: current	Number of credentials	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	3	3	
9	0	0	0	
10	0	0	0	
11	0	0	0	
12	0	0	0	
Totals	27	27	27	

Credential Status from April 30, 2022 on Google Drive:
Appendix 8

Yes

Master Schedule from April 30, 2022 to include course, teacher, day, time, and room number (Middle and High School only):
Appendix

Comments E5:

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.)

<u>Student Population</u>	<u>2021-22</u>	<u>2021-22</u>	<u>2021-22</u>	<u>2021-22</u>	<u>2020-21</u>	<u>2020-21</u>	<u>2020-21</u>	<u>2020-21</u>	<u>2019-20</u>	<u>2019-20</u>	<u>2019-20</u>	<u>2019-20</u>
	<u>District: #</u>	<u>District: %</u>	<u>Site: #</u>	<u>Site: %</u>	<u>District: #</u>	<u>District: %</u>	<u>Site: #</u>	<u>Site: %</u>	<u>District: #</u>	<u>District: %</u>	<u>Site: #</u>	<u>Site: %</u>
- Total Enrollment	43,830		613	100%	45,078		610	100%	46657		614	100%
- English Learner	8,562	19.50	275	45%	7,820	17.3	236	39%	8381	18	235	39%
- Students with Disabilities			72	12%			77	13%			81	13%
- Socioeconomically Disadvantaged	28,963		444	72%			442	72%			407	67%
- Foster Youth	185	0.42	1	<1%	206	0.46	0	0%	221	0.47	2	<1%
- Homeless Youth							1	<1%			3	<1%
- American Indian or Alaska Native	213	0.50			217	.5	12	2%	238	.5	13	2%
- Asian	7,421	16.90	5	<1%	7,684	17	0	0%	7707	16.5	0	0%
- Black or African American	5,888	13.40	12	2%	6,285	13.9	4	<1%	7272	14.8	4	<1%
- Filipino	574	1.30			611	1.4	3	<1%	626	1.3	3	<1%
- Hispanic or Latino	18,241	41.60	574	94%	18,502	41	561	92%	19029	40.8	564	93%
- Native Hawaiian or Pacific Islander	949	2.20	2		914	2	0	0%	925	2	0	0%
- No Race Indicated	127	0.30			169	.4	24	4%	84	.2	22	4%
- Two or More Races	3,372	7.70			3,322	7.4	2	<1%	3323	7.1	2	<1%
- White	7,045	16.10	19		7,374	16.4	0	0%	7823	16.8	0	0%

Meeting Balance: Y or N Yes

Comments, if not meeting balance: LAS program is designed based on linguistic balance of the dual immersion program. Please see charter for reference.

Plan, if not meeting balance:

Comments: E7

E8 - Admissions Requirements

	2021-2022	2020-21	2019-20	2018-19	2017-18
Waiting list Number of Students on the 5th school day	792	802	814	732	
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:	4/20/2022	4/20/2021	4/21/2019	4/23/2019	-

Comments E8:

E9 - Financial						
Dependent Charters Only	2021-2022	2020-21	2019-20	2018-19	2017-18	2016-17
Dependent General Fund Unrestricted Carryover						
Student Body Account	No	No	No	No	No	No
If Student Body Account, ending balance					-	-
Independent Charters Only	2021-2022	2020-21	2019-20	2018-19	2017-18	2016-17
Annual Revenues:	\$8,845,663.80	\$7,774,260.00	\$7,030,932.89	\$7,475,546.84	\$6,369,152.00	\$5,994,760.00
Annual Expenses	\$7,722,804.33	\$7,000,084.00	\$6,504,906.86	\$6,473,430.51	\$5,985,023.00	\$5,515,992.00
Beginning Cash Balance:	\$5,387,394.00	\$5,933,056.22	\$6,090,438.14	\$5,073,793.56	\$5,006,485.00	\$5,446,625.00
Ending Cash Balance:	\$6,469,836.38	\$5,387,394.00	\$5,933,056.22	\$6,090,438.14	\$5,073,794.00	\$5,006,485.00
Negative Cashflow (Number of Months):	0	0	0	0	0	0
Outstanding Receivables	\$2,682,999.92	\$2,351,984.00	\$1,602,452.56	\$1,469,714.34	\$1,220,489.00	\$814,352.00
Outstanding Payables	\$649,360.52	\$754,623.00	\$653,949.44	\$412,542.74	\$376,635.00	\$86,023.00
Beginning Fund Balance	\$10,479,415.00	\$9,867,340.75	\$9,342,827.33	\$8,340,711.00	\$7,956,584.00	\$7,447,816.00
Ending Fund Balance	\$11,602,272.27	\$10,479,415.00	\$9,867,340.75	\$9,342,827.33	\$5,073,794.00	\$7,956,584.00
Audit Firm - Name (Board Approved):	BakerTilly	BakerTilly	Squarmilner	Squarmilner	Squarmilner	Squarmilner
Number of Outstanding Audit Resolutions:	0	0	0	1	0	0
Student Body Account	No	No	No	No	No	-
If Student Body Account, ending balance	na	na	na	na	-	-
Comments E9:	Based on 1st Interim Unaudited					

E10 - Suspension-Expulsions

<u>Student Population</u>	Suspensions 2021-22	Suspension % 2021-22	Expulsions 2021-22	Expulsion % 2021-22	Suspensions 2020-21	Suspension % 2020-21	Expulsions 2020-21	Expulsion % 2020-21	Suspensions 2019-20	Suspension % 2019-20	Expulsions 2019-20	Expulsions % 2019-20	Suspensions 2018-19	Suspension % 2018-19	Expulsions 2018-19	Expulsions % 2018-19	Suspensions 2017-18	Suspension % 2017-18	Expulsions % 2017-18
- Total Enrollment	613	100	613	100	611	100	611	100	614	100	0	100	607		0		585	18	0
- English Learner	10	4%	0	0%					2		0		2		0		0		0
- Students with Disabilities	4	6%	0	0%					1		0		1		0		2		0
- Socioeconomically Disadvantaged	4	1%	0	0%					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	19	3%	0	0%					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 %	20	3%	0	0%			NA	NA	1.2%		NA		0.8%		NA		1.1%		NA
<u>Exits</u>	2021-22	2019-20	2018-19	2017-18	2016-17	2015-16													
Total Exits	20	1	3	8	12	17													
Districts Notified of All Exits	Yes	Yes	Yes	Yes	Yes	-			-										

Comments E10:

E11 - Staff Retirement

SCUSD CBA/s No

If SCUSD CBA/s: (List All Units)

Retirement Plans

STRS Yes

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:

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.
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Comments E13:

E14 - Dispute Resolution

	2021-2022	2020-21	2019-20	2018-19
Dispute Resolution Process Submitted: Appendix 15	Yes	Yes	Yes	Yes
UC Complaints	0	0	0	2
UC Complaints Resolved	0	0	0	2
Comments Regarding Complaints				
Number of OCR Complaints	0	0	0	0
Number of Other Complaints	0	0	0	0
Comments Regarding OCR and Other Complaints:				
Parent Complaint Process on Website	Yes	Yes	Yes	Yes

Comments E14:

E15 - Procedures for School Closure**Closure Protocol**

in the event that the Language Academy of Sacramento ceases operation and the LAS Governing Board determines that there is no successor charter 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 Authorizer 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 agreement of the Governing Board of the Language Academy of Sacramento and the School Board of the Sacramento City Unified School District. Material revision and amendments shall be made pursuant to the standards, criteria, and timelines detailed in Education Code Section 47605. Severability: The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the Sacramento City Unified School District and the Language Academy of Sacramento Governing Board. The District and School agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith manner.

Comments E15:

Impact to District

Facilities (District owned)

School Facility Conditions

Fair

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.

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).

Facility Improvements for District Consideration

<p>The HVAC system is old and outdated in the core building. The system caught on fire causing a schoolwide shutdown. Roofing in the core building needs to be redone. Annual leaks result in collapsed ceiling tiles which is a danger to students and staff</p>	<p>Site require a number of improvements beginning with, but not limited to,</p> <ol style="list-style-type: none"> 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 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. <p>Rehabilitation and modernization of the Core building, Library, boys bathroom and girls bathroom is currently until further notice.</p>	<p>Site require a number of improvements beginning with, but not limited to,</p> <ol style="list-style-type: none"> 1. Replacement of Mammoth rooftop air handlers. Air chillers are old and in poor condition and should be replaced. 2. Air handlers are old, weathered and in desperate need of replacement. The existing electric resistance heating is very costly to the school. 3. Replacement of single ply roofing is necessary. Serval areas throughout the core site have had water leaks with ceiling collapsing during peak rain months. 4. Poor drainage, as a result grass and weeds grow along the roof top creating a spongy feel under roofing. 5. Increase water efficiency surrounding core building, including replacement of drinking 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. <p>Rehabilitation and modernization of the Core building, Library, boys bathroom and girls bathroom is currently until further notice.</p>	<p>Site require a number of improvements beginning with, but not limited to,</p> <ol style="list-style-type: none"> 1. Replacement of Mammoth rooftop air handlers. Air chillers are old and in poor condition and should be replaced. 2. Air handlers are old, weathered and in desperate need of replacement. The existing electric resistance heating is very costly to the school. 3. Replacement of single ply roofing is necessary. Serval areas throughout the core site have had water leaks with ceiling collapsing during peak rain months. 4. Poor drainage, as a result grass and weeds grow along the roof top creating a spongy feel under roofing. 5. Increase water efficiency surrounding core building, including replacement of drinking 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. <p>Summer 2020, rehabilitation and modernization of the Library, boys bathroom and girls bathroom.</p>
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Process-Support Improvements for District Consideration

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

None at this time

Operations

	<u>2021-22</u>	<u>2020-21</u>	<u>2019-20</u>	<u>2018-19</u>
Timely Submissions of Calendar of Due Date Items	Yes	Yes	Yes	Yes
Timely Submissions of Request for Information Items	Yes	Yes	Yes	Yes
Timely Submissions of Monthly ADA Reporting	-	-	-	-
Timely Submissions of monthly Big 3	-	-	-	-
APR Submission Date	12/13/2022	12/6/2021	11/30/2020	10/25/2019
Timely APR Submission to District	Yes	Yes	Yes	Yes
Lead APR Contributor	Teejay Bersola	Teejay Bersola	Teejay Bersola	Teejay Bersola
Site Visitation Date	-	-	-	-
Operational Process-Support Improvements for District Consideration				

Miscellaneous

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

Comments Impact to District:



A California Public School

Academia de Idiomas de Sacramento

Language Academy of Sacramento

A Two-Way Spanish Immersion Charter School

Agenda Item# IVB

Board Meeting Date: December 2, 2022

Subject: Independent Study Policy 2022-2022

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

Committee: School Leadership

Information: In an effort to continue addressing the needs of LAS students during the ongoing pandemic, LAS is proposing the adoption of a revised Independent Study policy.

The proposed policy includes the additional changes made through Assembly Bill 181, which was signed by the Governor in July 2022. New requirements include:

- Clarification for students with disabilities
 - Requires a designated certificated employee for SPED instruction
- Threshold and triggers for tiered re-engagement strategies
 - Student fails to complete **5 assignments** during any **15-day learning period** or fails to make satisfactory progress as defined below the school
 - Pupils who are not generating attendance for more than **ten percent** of the required minimum instructional time over four continuous weeks of the school's approved instructional calendar
 - Pupils found not participatory in synchronous instructional offerings for more than **50 percent** of the scheduled times of synchronous instruction **in a school month** as applicable by grade span or pupils
- Exemptions to Long-Term Traditional Study Requirements
 - Students receiving care from licensed professionals are exempt from some long-term study requirements
- Independent Study Contracts signature Retirement
 - Written agreement must be signed within 10 days of the student's independent study enrollment

Recommendation: School leadership recommends the adoption of the revised Independent study policy 2022-2023

Attachments: Red-line revised Independent Study Policy#7

Estimated Time of Presentation: 10 min.
Submitted By: School Leadership
Date: 12/02/2022

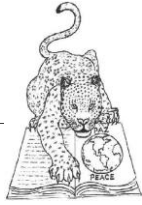
Pertinent Pages in
() Charter, pages
() MOU, pages _____



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

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LAS APR				
Members	Aye	Nay	Abstain	Absent
<i>Vacant</i>				
<i>Vacant</i>				
Sylvains, Nina				
Kokayi, Nailah				
Rodríguez, José Luis				
García, Cristian				
Luna, Brenda				
Graham, Clark				
Lomelí, Laura				
Totals:				



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Academia de Idiomas de Sacramento

Language Academy of Sacramento

A Two-Way Spanish Immersion Charter School

Artículo# IVB

Fecha de la Reunión: 2 de diciembre del 2022

Tema: Póliza de estudios independientes 2022-2023

- ☐ 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: En un esfuerzo por continuar atendiendo las necesidades de los estudiantes de LAS durante la pandemia en curso, LAS está proponiendo la adopción de una póliza revisada de Estudio Independiente.

Los cambios en la póliza incluyen los cambios adicionales realizados a través de la Ley de la Asamblea 181, que fue firmada por el Gobernador en julio de 2022. Los nuevos requisitos incluyen:

- Aclaración para los estudiantes con discapacidades
 - Requiere un empleado certificado designado para programar instrucción de educación especial
- Umbral y activación para las estrategias de reenganche escalonado
 - El alumno no completa **5 tareas** durante cualquier período de aprendizaje de **15 días** o no hace un progreso satisfactorio como se definido por la escuela
 - Alumnos que no generan asistencia durante más del **diez por ciento** del tiempo mínimo de instrucción requerido durante cuatro semanas continuas del calendario de instrucción aprobado por la escuela,
 - Alumnos que no participan en las ofertas de instrucción sincrónica durante más del **50 por ciento** de las horas programadas de instrucción sincrónica **en un mes** escolar, según sea aplicable de grado o alumnos
- Exenciones a los requisitos de estudio tradicional a largo plazo
 - Los alumnos que reciben atención de profesionales con licencia están exentos de algunos requisitos de estudio a largo plazo
- Firma de contratos de estudio independiente Jubilación
 - El acuerdo escrito debe ser firmado dentro de los **10 días** de la inscripción del estudiante en el estudio independiente

Recomendación: La dirección de la escuela recomienda la adopción de la política revisada de estudio independiente 2022-2023

Anexos: Versión con revisiones tachadas Estudio Independiente#7

These policies apply to all pupils participating in independent study at **The Language Academy of Sacramento** (the “School”).

Each student’s independent study shall be coordinated, evaluated, and carried out under the general supervision of an assigned certificated employee or employees.

For students in all programs of independent study, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work shall be as follows:

- For pupils in kindergarten and grades one through three, **2 days or specified due date**
- For pupils in grades four through eight, **2 days or specified due date**

When special or extenuating circumstances justify a longer time for individual students, the director or their designee may approve a period not to exceed **5 days**.

Missed Assignments and Level of Satisfactory Progress: When any student fails to complete **5 missed** assignments during any **15 day learning period** or fails to make satisfactory progress (as defined below) the school will conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study or to return to the regular school program. A written record of the findings of any evaluation made pursuant to this subdivision shall be maintained in the pupil's permanent record and treated as a mandatory interim pupil record. The record shall be maintained for a period of three (3) years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

Satisfactory educational progress shall be based on all of the following indicators, as applicable:

- Pupil achievement and engagement, as measured by all of the following, as applicable:
 - Statewide assessments that are part of the California Assessment of Student Performance and Progress (a.k.a., “CAASPP”, or any other subsequent assessment as certified by the state board of education),
 - The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (“ELPAC” or subsequent assessments of English proficiency certified

by the state board),

- The English learner reclassification rate,
- Pupil engagement, as measured by all of the following, as applicable:
 - School attendance rates,
 - Chronic absenteeism rates,
 - Middle school dropout rates.
- The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
- Learning requirement concepts, as determined by the supervising teacher.
- Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher,

Academic Content: Independent study shall include the provision of content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.

Tiered Reengagement: For all pupils who are not generating attendance for more than ten percent three schooldays or 60 percent of the required minimum instructional time over four continuous weeks of the school's approved instructional calendar, pupils found not participatory in synchronous instructional offerings for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span, or pupils instructional days in a school week, or who are in violation of their written agreement, the school shall have procedures including the following reengagement strategies:

- Verifying current contact information for the pupil,
- Notifying parents or guardians of lack of participation within one school day of the absence or lack of participation,
- A plan for outreach from the school to determine pupil needs, including a connection with health and social services, as necessary,
- A clear standard requiring a pupil-parent-educator conference, as defined below, to review the pupil's written agreement, reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the school's policies

regarding the maximum amount of time allowed between the assignment and completion of pupil's assigned work, satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether the student should be allowed to continue in independent study,

For the purposes of this policy, "pupil-parent-educator conference" means a meeting involving, at a minimum, all parties who signed the pupil's written independent study agreement.

Opportunities for Live Interaction and Synchronous Instruction: The School shall plan to provide opportunities for live interaction and synchronous instruction as follows for all pupils engaged in independent study:

- For pupils in transitional kindergarten through grades 1 to 3 inclusive, the School shall plan to provide opportunities for daily synchronous instruction for all pupils throughout the year,
- For pupils in grades 4 to 8 inclusive, the School shall plan to provide opportunities for both daily live interaction and at least weekly synchronous instruction for all pupils throughout the year,

For the purposes of this policy, "live interaction" means interaction between the pupil and certificated or non-certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including but not limited to wellness checks, progress monitoring, provision of services, and instruction. This live interaction may take place in-person, or in the form of internet or telephonic communication.

For the purposes of this policy, "synchronous instruction" means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications, and involving live two-way communication between the teacher of record and the pupil.

Return to In-Person Instruction: For pupils whose families wish to return to in-person instruction from independent study, the School shall allow the student to return expeditiously, and in no case later than five instructional days,

Written Agreements: (5 C.C.R. § 11702) A current written agreement for each independent study pupil shall be maintained on file for each participating student. Each agreement shall be signed, dated, and in effect prior to the start of reporting attendance (ADA) pursuant to that agreement. The independent study agreement for a student will require and cover a study plan that represents the same amount of study that would be required of a student in the classroom and be consistent with the School curriculum and course of study of students participating in the regular classroom setting.

Agreement Content: Each independent study written agreement shall contain at least all of the following provisions:

- The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding academic progress.
- The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.
- The specific resources, including materials and personnel that will be made available to the pupil. These resources shall include confirming or providing access for all pupils to the connectivity and devices adequate to participate in the academic program and complete assigned work.
- A statement of the policies adopted regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study. The level of satisfactory educational progress and missed assignments shall conform to the requirements specified above in this policy.
- The duration of the independent study agreement, including the beginning and ending dates for participating in independent study, recognizing that no independent study agreement shall be valid for any period longer than one school year.
- A statement of the number of course credits, or for elementary grades pupils, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
- A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas such as English learners, individuals with exceptional needs as needed to be consistent with the student's individualized education program or plan pursuant to Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care, pupils experiencing homelessness, and pupils requiring mental health supports.
- The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate.

Written agreements shall be signed, prior to the commencement of independent study, by the pupil, the pupil's parent/guardian/caregiver if the pupil is less than 18 years of age, the certificated employee designated as responsible for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable~~all persons who have direct responsibility for providing assistance to the pupil~~. Written agreements may be maintained electronically along with and may include subsidiary agreements, such as course contracts and assignment and work records. Written agreements may be signed using electronic signatures that comply with applicable state

and federal standards and are intended by the signatory to have the same effect as a handwritten signature.

Before signing a written agreement pursuant to this section, and upon the request of the parent or guardian of a pupil, the School shall conduct a phone, videoconference, or in-person pupil-parent-educator conference or other school meeting during which the pupil, parent or guardian, and, if requested by the pupil or parent, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the pupil in independent study, before making the decision about enrollment or disenrollment in the various options for learning.

Beginning in the 2022-23 school year, for a pupil that is participating in an independent study program that is scheduled for less than 15 school days, each written agreement shall be signed within 10 school days of the commencement of the first day of the pupil's enrollment in independent study.

~~For the 2021-22 school year only, written agreements may be completed and signed as provided above no later than 30 days after the first day a pupil commences independent study.~~

Adopted: 08/03/21

Amended:



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

A California Public School

Agenda Item# IVC

Board Meeting Date: December 2, 2022

Subject: LAS Universal PreKindergarten (UPK) Plan

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

Background:

The Language Academy of Sacramento (LAS) has the opportunity to receive planning and implementation grant funding for the statewide initiative: Universal Prekindergarten (UPK).

Universal Prekindergarten (UPK) is the expansion of the state's mixed delivery system to meet the early education needs of 3 and 4 year old children and their families, including Transitional Kindergarten which will be available for free to all 4 year olds by 2025-26. UPK is an essential part of transforming California's schools and giving every student in California a great start.

What's included in UPK:

- *Expansion of access to UPK programs for all 4 year olds and more 3 year olds*
- *Access to two free meals each school day for all public education students in TK-Gr12 regardless of income statues*
- *Increase to Early Childhood Mental Health Consultation reimbursement for California State Preschool Programs and other subsidized preschool providers, and expansion of supports for inclusion of more children with disabilities in UPK programs*
- *New expanded learning opportunities available during the summer and before and after school, building on existing programs*
- *Additional support for more bilingual UPK program, and expansion of anti-bias training confronting hate, bigotry, and racism*
- *Funding to support more districts and school to work closely with teachers, students, families, and community partners to reduce barriers and increase access to services*
- *Additional support for UPK educator and leaders to increase early childhood knowledge and expertise across systems*

Attachment: FY23 LAS UPK Planning and Implementation Plan v112922



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

A California Public School

LAS UPK PLAN				
Members	Aye	Nay	Abstain	Absent
<i>Vacant</i>				
<i>Vacant</i>				
Sylvains, Nina				
Kokayi, Nailah				
Rodríguez, José Luis				
García, Cristian				
Luna, Brenda				
Graham, Clark				
Lomeli, Laura				
Totals:				

Estimated Time of Presentation: 10 min
Submitted By: Bersola
Date: 112822

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



Fecha de la Reunión: 2 de diciembre de 2022

Tema: Plan de pre-kínder universal de LAS (UPK, por sus siglas en inglés)

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

Contexto:

La Academia de Idiomas de Sacramento (LAS) tiene la oportunidad de recibir fondos de subvención para la planificación e implementación de la iniciativa estatal de Pre-kínder universal (UPK, por sus siglas en inglés).

El Pre-kínder universal (UPK) es la expansión del sistema de entrega mixto del estado para satisfacer las necesidades de educación temprana de los niños de 3 y 4 años y sus familias, incluyendo el kínder transicional que estará disponible gratuitamente para todos los niños de 4 años para el 2025-26. El UPK es una parte esencial para transformar las escuelas de California y dar a cada estudiante de California un gran comienzo.

Lo que se incluye en el UPK:

- *Ampliación del acceso a los programas UPK para todos los niños de 4 años y más niños de 3 años*
- *Acceso a dos comidas gratuitas cada día escolar para todos los estudiantes de educación pública en TK-Gr12, independientemente de los estatus de ingresos*
- *Aumento del reembolso de la consulta de salud mental en la infancia temprana para los programas preescolares del Estado de California y otros proveedores de preescolar subvencionados, y ampliación de los apoyos para la inclusión de más niños con discapacidades en los programas UPK*
- *Nuevas oportunidades de aprendizaje ampliado disponibles durante el verano y antes y después de la escuela, aprovechando los programas existentes*
- *Apoyo adicional para más programas UPK bilingües, y ampliación de la formación contra los prejuicios para hacer frente al odio, la intolerancia y el racismo*
- *Financiación para apoyar a más distritos y escuelas para que trabajen estrechamente con los maestros, estudiantes, familias y socios de la comunidad para reducir las barreras y aumentar el acceso a los servicios*
- *Apoyo adicional para educadores y líderes de UPK para aumentar el conocimiento y la experiencia de la infancia temprana en todos los sistemas*

Adjunto: Plan de planificación e implementación del UPK del año fiscal 23 de LAS v112922

**The Language Academy of Sacramento (LAS)
Universal PreKindergarten (UPK) Plan
v112922**

CDE Overview:

Universal Prekindergarten (UPK) is the expansion of the state's mixed delivery system to meet the early education needs of 3 and 4 year old children and their families, including Transitional Kindergarten which will be available for free to all 4 year olds by 2025-26. UPK is an essential part of transforming California's schools and giving every student in California a great start.

What's included in UPK:

- *Expansion of access to UPK programs for all 4 year olds and more 3 year olds*
- *Access to two free meals each school day for all public education students in TK-Gr12 regardless of income status*
- *Increase to Early Childhood Mental Health Consultation reimbursement for California State Preschool Programs and other subsidized preschool providers, and expansion of supports for inclusion of more children with disabilities in UPK programs*
- *New expanded learning opportunities available during the summer and before and after school, building on existing programs*
- *Additional support for more bilingual UPK program, and expansion of anti-bias training confronting hate, bigotry, and racism*
- *Funding to support more districts and school to work closely with teachers, students, families, and community partners to reduce barriers and increase access to services*
- *Additional support for UPK educator and leaders to increase early childhood knowledge and expertise across systems*

Section 1

Local Educational Agency Information and Self-Certification

LEA Name: The Language Academy of Sacramento (LAS)

CDS: 34674390106898

Type of Entity: Charter School

Point of Contact: Eduardo deLeón, Executive Director, 916.277.7137, edeleon@lasac.info

County: Sacramento

- Self-Certification
LEAs must self-certify they developed a plan that was presented for consideration by the governing board or body at a public meeting on or before June 30, 2022, for how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meeting the needs of parents, including through partnerships with the LEA's expanding learning offerings, ASSES, CSPP, Head Start programs, and other community-based early learning and care programs.
- Did the LEA develop a join plan with multiple LEA's?
No

Section 2

Focus Area A: Vision and Coherence

Q1: Which of the following model(s) of service delivery does the LEA plan to implement for UPK for all four-year-old children, including classes fully inclusive of children with disabilities, to provide access to the least restrictive environment for learning?

- TK offered at all sites (LAS is a single site charter school)
- TK stand-alone classes

Q2: Does the LEA plan to implement full-day TK, part-day TK, or both?

- Part-day TK

Q3: Describe how the model(s) of service delivery selected in the preceding two questions will be implemented across the LEA's sites and why:

- LAS has offered a part day TK program for since 2013. For the FY23, LAS has increased the number of students enrolled from 18-22 students. Moreover, and in coordination with the LAS ASES Program, the school is set to begin ELOP funded enrichment program for TK students this fall to offer an extended day of learning for these students on site. LAS looks forward to further educational partner meetings and input as it fine-tunes its vision and implementation of UPK.

Q4: Does the LAS plan to begin operating a CSPP or expand its current SCPP contract?

- No- the LEA has no plans to being or expand a CSPP contract in future years

Q5: Not applicable due to “No” response in Q4

Q6: Indicate if the LEA plans to serve students eligible for early admittance TK, for children whose fifth birthday occurs after the enrollment date for the year of implementation.

- 2022-23 (Birthdays February 3 or after): No
- 2023-24 (Birthdays April 3 or after): Maybe
- 2024-25 (Birthdays June 3 o after): Maybe

Section 3

Focus Area B: Community Engagement and Partnerships

Q1: Identify which of the following opportunities the LEA implemented to obtain public input on the UPK Plan:

- Parent Teacher Association Meetings
- Family or parent surveys
- English Learner Advisory Committee
- Special Education Local Plan Area
- School Site Council
- Local Control Accountability Plan (LCAP) education partners input sessions

Q2: Which programs does the LEA plan to combine with the TK instruction day to provide access to full-day learning programs (Instructional plus programming) for children whose families opt in for extended learning and care:

- Expanded learning programs on an LEA site (ASES, ELO-P)

Section 4:

Focus Area C: Workforce Recruitment and Professional Learning

Q1: Which of the following strategies does the LEA intend to use to support diverse and effective prospective TK teachers, including multilingual educators, to earn a preliminary Multiple Subject teaching Credential?

- Partner with one or more local institutions of higher education or COE to help support teachers holding less than a full credential to complete requirements to earn a preliminary Multiple Subject Teaching Credential
- Provide advising on credential requirements and options for how to meet these requirements

Q2: Which of the following strategies does the LEA intend to employ to support diverse and effective prospective TK teachers, including multilingual educators, to meet the requirements under EC Section 48000 (g) (4):

- Provide information on scholarship and grant opportunities
- Provide advising on requirements and how to meet requirements
- Develop or work with an established mentorship program to support new TK teachers

Q3: Not applicable; the LEA is not planning to support prospective CSPP educators in obtaining a Child Development teacher permit

Q4: On which child observation assessment does the LEA intend to offer profession learning to TK, CSPP and other early education teaching during the 2022-23 school year?

- Development reading assessment (DRA)
LEA-based, grade level benchmark and report card
- Other- MAP Foundational Literacy

Q5: On what topics does the LEA intend to offer professional learning regarding early childhood education to site leaders?

- Effective adult-child interactions
- Children’s literacy and language development (*aligned with the Preschool Learning Foundations and Frameworks*)
- Children’s developing math and science (*aligned with the Preschool Learning Foundations and Frameworks*)

- Children’s social-emotional development (*aligned with the Preschool Learning Foundations and Frameworks*)
- Implicit bias and culturally and linguistically responsive practice
- Adverse Childhood Experiences and trauma- healing and informed practice
- Creating developmentally informed environment
- Administration and use of child assessments to inform instruction
- Serving children with disabilities in inclusive settings, including Universal Design for Learning
- Engaging culturally and linguistically diverse families

Section 5:

Focus Area D: Curriculum Instruction and Assessment

Q1: Does the LEA plan to provide any of the following language model(s) for TK students:

- Dual language program with a language allotment of 95/5: Spanish and English at TK level

Q2: Not applicable; LEA will not have a CSPP program

Q3: Identify method the LEA plan to use to support the development of social-emotional learning and executive function skills through specific instruction in these areas and by embedding and reinforcing this instruction in all curriculum areas:

- Designing developmentally appropriate learning environments to allow for individual and group activities that promote social emotional learning and executive function skills (for example, use students’ pictures or words in daily routines, feelings charts)
- Promote learning through play as a context for social and emotional development, including social play with teachers and peers in small or large group settings
- Development of lesson plan or use of a curriculum that include specific and targeted social emotional learning and executive function activities through the day of instruction

Q4: What instruction practices does the LEA plan to implement to support children with disabilities in UPK programming:

- Implement Universal Design for Learning
- Provide adaptations to instructional materials
- Provide specialized services (for example, occupational therapy, physiotherapy, speech and language pathology therapy) in the classroom with peer models
- Provide additional staff to support participation in instruction

Q5: What assessment does the LEA plan to use in TK or kindergarten?

- DRA
- LEA-based grade level benchmarks and report card
- Other- MAP Foundational Literacy

Section 6

Focus Area E: LEA Facilities, Services, and Operations

Q1 To support an overall increase in UPK access, what efforts does the LEA plan to make to prevent the displacement of any early educational programs on LEAS campuses, including both LEA administered and non LEA administered programs?

- LAS has used its full facility capacity in establishing its TK program for several years now. As a charter school, student enrollment is based on an annual public lottery system.

Q2: Does the LEA have adequate classroom space to meet the Projected Enrollment for TK students listed in the Projected Enrollment and Needs Assessment section of their document, for the respective implementation year?

- No; LAS needs at least 1 more classroom

How might the LEA provide classrooms in the time frame needed?

- The projection for expansion of TK will not be applicable possibly until FY24, if not the year after. As a charter school, LAS has a facility agreement with Sacramento City Unified School District, where classroom space negotiations are addressed on an annual basis.

Q3: Does the space meet the kindergarten standards described in CA Code of Regulations, Title 5, Section 14030(h)(2)?

- Yes

Q4: Does the space contain necessary adaptive equipment, assistive technology, or other accommodations to ensure children with disabilities have access to education in the least restrictive environment?

- Yes

Q5: Does the LEA's Facilities Master Plan adequately address the need for UPK programming?

- No

Q6: In which of the following areas does the LEA intend to make updates to facilities?

- Total square feet required

Q7: What transportation will the LEA offer to children enrollment in TK?

- No transportation will be provided

Q8: Will the LEA offer transportation to transport TK children to extended learning and care opportunities that are at other sites than the one the child is enrolled at for TK?

- No

La Academia de Idiomas de Sacramento (LAS)
Plan de Pre-kínder universal (UPK, por sus siglas en inglés)
v112922

Resumen del CDE:

El Pre-kínder universal (UPK, por sus siglas en inglés) es la expansión del sistema de entrega mixta del estado para satisfacer las necesidades de educación temprana de los niños de 3 y 4 años y sus familias, incluyendo el Kinder transicional que estará disponible de forma gratuita para todos los niños de 4 años para el 2025-26. El UPK es una parte esencial para transformar las escuelas de California y dar a cada estudiante de California un gran comienzo.

Qué incluye el UPK:

- *Ampliación del acceso a los programas UPK para todos los niños de 4 años y más niños de 3 años*
- *Acceso a dos comidas gratuitas cada día de clase para todos los estudiantes de educación pública de TK a Gr12, independientemente de estatus de ingresos*
- *Aumento del reembolso de las consultas sobre salud mental en la infancia temprana para los programas preescolares del Estado de California y otros proveedores de preescolar subvencionados, y ampliación de las ayudas para la inclusión de más niños con discapacidades en los programas UPK*
- *Nuevas oportunidades de aprendizaje ampliado disponibles durante el verano y antes y después de la escuela, aprovechando los programas existentes*
- *Apoyo adicional para un programa UPK más bilingüe, y ampliación de la formación contra los prejuicios para hacer frente al odio, la intolerancia y el racismo*
- *Financiación para apoyar a más distritos y escuelas para que trabajen estrechamente con los maestros, los estudiantes, las familias y los socios de la comunidad para reducir las barreras y aumentar el acceso a los servicios*
- *Apoyo adicional a los educadores y líderes de UPK para aumentar el conocimiento y la experiencia de la infancia temprana en todos los sistemas*

Sección 1

Información y autocertificación de la agencia educativa local

Nombre de la LEA: La Academia de Idiomas de Sacramento (LAS)

CDS: 34674390106898

Tipo de entidad: Escuela chárter

Punto de contacto: Eduardo de León, Director Ejecutivo, 916.277.7137, edeleon@lasac.info

Condado: Sacramento

- Autocertificación
Las LEAs deben auto-certificar que desarrollaron un plan que fue presentado para la consideración de la mesa directiva en una reunión pública en o antes del 30 de junio de 2022, de la forma en que todos los niños en el área de asistencia de la LEA tendrán acceso a programas de aprendizaje de día completo el año antes del kínder que satisfagan las necesidades de los padres, incluso a través de asociaciones con las ofertas de aprendizaje en expansión de la LEA, ASES, CSPP, programas de *Head Start*, y otros programas de aprendizaje y cuidado temprano basados en la comunidad.
- ¿Ha desarrollado la LEA un plan de unión con múltiples LEAs?
No

Sección 2

Área de enfoque A: Visión y coherencia

P1: ¿Cuál de los siguientes modelos de entrega de servicios tiene previsto implementar la LEA para el UPK para todos los niños de cuatro años, incluidas las clases que incluyen totalmente a los niños con discapacidades, para proporcionar acceso al entorno menos restrictivo para el aprendizaje?

- El TK se ofrece en todos los sitios (LAS es una escuela chárter de un solo sitio)
- Clases autónomas de TK

P2: ¿Piensa la LEA implementar el TK de día completo, medio día o ambos?

- TK de medio día

P3: Describa cómo se aplicará el modelo o modelos de entrega de servicios seleccionados en las dos preguntas anteriores en todos los sitios de la LEA y por qué:

- LAS ha ofrecido un programa de TK de medio día desde 2013. Para el año fiscal 23, LAS ha aumentado el número de estudiantes matriculados de 18 a 22 estudiantes. Además, y en coordinación con el Programa ASES de LAS, la escuela está lista para comenzar el programa de enriquecimiento financiado por ELOP para los estudiantes de TK este otoño para ofrecer un día extendido de aprendizaje para estos estudiantes en el sitio. LAS espera que se celebren más reuniones con los socios educativos y que se realicen aportaciones a medida que perfecciona su visión y la aplicación del UPK.

P4: ¿Tiene previsto LAS comenzar a operar un CSPP o ampliar su actual contrato SCPP?

- No- la LEA no tiene previsto ser o ampliar un contrato CSPP en los próximos años

P5: No aplicable debido a la respuesta "No" en la P4

P6: Indique si la LEA planea atender a los estudiantes elegibles para el TK de admisión temprana, para los niños cuyo quinto cumpleaños ocurre después de la fecha de inscripción para el año de implementación.

- 2022-23 (Cumpleaños 3 de febrero o posterior): No
- 2023-24 (Cumpleaños 3 de abril o posterior): Tal vez
- 2024-25 (Cumpleaños 3 de junio o posterior): Tal vez

Sección 3

Área de enfoque B: Participación de la comunidad y asociaciones

P1: Identifique cuál de las siguientes oportunidades implementó la LEA para obtener la opinión del público sobre el Plan UPK:

- Reuniones de la Asociación de Padres
- Encuestas a las familias o a los padres
- Comité Asesor para Aprendices de Inglés
- Área del Plan Local de Educación Especial
- Concilio del Sitio Escolar
- Sesiones de aportación de los socios educativos del Plan de Control Local de Responsabilidad (LCAP)

P2: ¿Qué programas planea la LEA combinar con el día de instrucción de TK para proporcionar acceso a programas de aprendizaje de día completo (Instrucción más programación) para los niños cuyas familias optan por el aprendizaje y el cuidado extendido:

- Programas de aprendizaje ampliado en un sitio de la LEA (ASES, ELO-P)

Sección 4:

Área de enfoque C: Contratación de personal y aprendizaje profesional

P1: ¿Cuál de las siguientes estrategias pretende utilizar la LEA para apoyar a los futuros maestros de TK diversos y eficaces, incluidos los educadores multilingües, para que obtengan una credencial preliminar de enseñanza de materias múltiples?

- Asociarse con una o más instituciones locales de educación superior o COE para ayudar a los maestros que no tienen una credencial completa a completar los requisitos para obtener una credencial preliminar de enseñanza de materias múltiples
- Asesorar sobre los requisitos de las credenciales y las opciones para cumplirlos

P2: ¿Cuál de las siguientes estrategias pretende emplear la LEA para apoyar a los futuros maestros de TK diversos y eficaces, incluidos los educadores multilingües, para cumplir con los requisitos de la Sección 48000 (g) (4) de la CE?

- Proporcionar información sobre oportunidades de becas y subvenciones
- Asesorar sobre los requisitos y la forma de cumplirlos
- Desarrollar o trabajar con un programa de tutoría establecido para apoyar a los nuevos maestros de TK

P3: No aplicable; la LEA no tiene previsto apoyar a los futuros educadores de CSPP para que obtengan el permiso de maestro de desarrollo infantil

P4: ¿En qué evaluación de la observación de los niños tiene la LEA la intención de ofrecer el aprendizaje de la profesión a TK, CSPP y otras enseñanzas de educación temprana durante el año escolar 2022-23?

- Evaluación del desarrollo de la lectura (DRA, por sus siglas en inglés)
Punto de referencia del nivel de grado basado en la LEA e informe de calificaciones

- Otro- MAP Lectoescritura Fundamental

P5: ¿Sobre qué temas pretende la LEA ofrecer formación profesional en materia de educación infantil a los líderes de los centros?

- Interacciones eficaces entre adultos y niños
- Desarrollo de la lectoescritura y el lenguaje de los niños (*alineado con los Fundamentos y Marcos de Aprendizaje Preescolar*)
- El desarrollo de los niños en matemáticas y ciencias (*alineado con los Fundamentos y Marcos de Aprendizaje Preescolar*)
- El desarrollo socio-emocional de los niños (*alineado con los Fundamentos y Marcos de Aprendizaje Preescolar*)
- Prejuicios implícitos y prácticas culturalmente y lingüísticamente sensibles
- Experiencias adversas en la infancia y trauma - curación y práctica informada
- Creación de un entorno con información sobre el desarrollo
- Administración y uso de las evaluaciones de los niños para informar la instrucción
- Atender a los niños con discapacidad en entornos inclusivos, incluyendo el Diseño Universal para el Aprendizaje
- Participación de las familias con diversidad cultural y lingüística

Sección 5:

Área de enfoque D: Instrucción y evaluación del plan de estudios

P1: ¿Piensa la LEA ofrecer alguno de los siguientes modelos lingüísticos a los alumnos de TK?

- Programa de dos idiomas con una asignación de idiomas de 95/5: español e inglés en el nivel TK

P2: No aplicable; la LEA no tendrá un programa CSPP

P3: Identificar el método que la LEA planea utilizar para apoyar el desarrollo del aprendizaje socio-emocional y las habilidades de la función ejecutiva a través de la instrucción específica en estas áreas y mediante la incorporación y el refuerzo de esta instrucción en todas las áreas del plan de estudios:

- Diseñar entornos de aprendizaje apropiados para el desarrollo que permitan actividades individuales y grupales que promuevan el aprendizaje socioemocional y las habilidades de la función ejecutiva (por ejemplo, utilizar imágenes o palabras de los estudiantes en las rutinas diarias, gráficos de sentimientos)
- Promover el aprendizaje a través del juego como contexto para el desarrollo social y emocional, incluyendo el juego social con maestros y compañeros en grupos pequeños o grandes
- Desarrollo de un plan de clases o uso de un plan de estudios que incluya actividades específicas y dirigidas al aprendizaje socio-emocional y a la función ejecutiva a lo largo del día de instrucción

P4: ¿Qué prácticas de instrucción planea implementar la LEA para apoyar a los niños con discapacidades en la programación del UPK?

- Aplicar el diseño universal para el aprendizaje
- Proporcionar adaptaciones al material didáctico
- Proporcionar servicios especializados (por ejemplo, terapia ocupacional, fisioterapia, terapia del habla) en el salón con modelos de pares
- Proporcionar personal adicional para apoyar la participación en la instrucción

P5: ¿Qué evaluación tiene previsto utilizar la LEA en el TK o en el kínder?

- DRA
- Puntos de referencia de los niveles de grado basados en la LEA e informe de calificaciones
- Otros- MAP Lectoescritura fundamental

Sección 6

Área de enfoque E: Instalaciones, servicios y operaciones de la LEA

P1 Para apoyar un aumento general en el acceso al UPK, ¿qué esfuerzos planea hacer la LEA para evitar el desplazamiento de cualquier programa de educación temprana en los campus de LEAS, incluyendo tanto los programas administrados por la LEA como los que no lo son?

- LAS ha utilizado toda la capacidad de sus instalaciones para establecer su programa TK desde hace varios años. Como escuela chárter, la inscripción de alumnos se basa en un sistema de sorteo público anual.

P2: ¿Dispone la LEA de espacio suficiente en los salones para satisfacer la previsión de matriculación de alumnos de TK que figura en la sección de previsión de matriculación y evaluación de necesidades de su documento, para el año de aplicación respectivo?

- No; LAS necesita al menos 1 salón más

¿Cómo podría la LEA proporcionar salones en el plazo necesario?

- La proyección para la expansión de TK no será aplicable posiblemente hasta el año fiscal 24, si no el año siguiente. Como escuela chárter, LAS tiene un acuerdo de instalaciones con el Distrito Escolar Unificado de la Ciudad de Sacramento, donde las negociaciones sobre el espacio de los salones se abordan anualmente.

P3: ¿Cumple el espacio con las normas para kínder descritas en el Código de Reglamentos de California, Título 5, Sección 14030(h)(2)?

- Sí

P4: ¿Contiene el espacio el equipo de adaptación, la tecnología de asistencia u otras adaptaciones necesarias para garantizar que los niños con discapacidades tengan acceso a la educación en el entorno menos restrictivo?

- Sí

P5: ¿El Plan Maestro de Instalaciones de la LEA aborda adecuadamente la necesidad de la programación del UPK?

- No

P6: ¿En cuál de las siguientes áreas tiene la LEA la intención de realizar actualizaciones de las instalaciones?

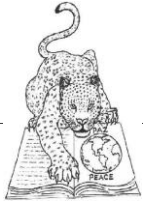
- Total de pies cuadrados requeridos

P7: ¿Qué transporte ofrecerá la LEA a los niños inscritos en TK?

- No se proporcionará transporte

P8: ¿Ofrecerá la LEA transporte para transportar a los niños de TK a oportunidades de aprendizaje y cuidado extendidos que están en otros sitios que el que el niño está inscrito para TK?

- No



Board Meeting Date: December 2, 2022

Subject: Monthly Financials Update

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

Committee: EdTec/School Leadership

Notable changes within the October 2022 Financials

Revenue: There was a \$26K increase in the Local Control Funding Formula (LCFF) due to the slightly higher state Cost of Living Adjustment (COLA)

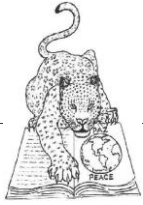
Expenses: None at this time

Documents Attached:

1. October 2022 Budgets v. Actuals

Estimated Time of Presentation: 5 min
Submitted By: School Leadership
Date: 12.2.22

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



Fecha de la Reunión: 2 de diciembre del 2022

Tema: Resumen financiero del mes

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

Comité: EdTec/Liderazgo Escolar

Cambios notables en las finanzas de octubre de 2022

Ingresos: Hubo un aumento de \$26K en la Fórmula de Financiación de Control Local (LCFF) debido al ajuste del costo de vida (COLA) ligeramente más alto del estado

Gastos: Ninguno en este momento

Documentos adjuntos:

1. Finanzas del mes de octubre 2022

Tiempo estimado para la presentación: 5 min.
Entregado por: Liderazgo Escolar
Fecha: 12.2.22

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

Language Academy
Income Statement
As of Oct FY2023

	Actual			YTD	Budget					
	Aug	Sep	Oct	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
SUMMARY										
Revenue										
LCFF Entitlement	-	407,610	-	407,610	6,758,067	7,178,148	7,204,639	26,491	6,797,029	6%
Federal Revenue	-	-	132,590	132,590	954,488	955,665	955,665	-	823,075	14%
Other State Revenues	25,256	139,289	218,127	405,076	1,731,132	1,883,187	1,883,187	-	1,478,111	22%
Local Revenues	5,106	6,494	1,480	13,757	48,300	48,300	48,300	-	34,543	28%
Fundraising and Grants	1,447	64	-	1,511	35,000	35,000	35,000	-	33,489	4%
Total Revenue	31,809	553,457	352,197	960,543	9,526,987	10,100,300	10,126,791	26,491	9,166,247	9%
Expenses										
Compensation and Benefits	172,457	514,052	587,856	1,483,136	5,906,506	6,313,594	6,313,594	-	4,830,458	23%
Books and Supplies	73,625	43,917	29,359	191,986	479,445	479,445	479,445	-	287,459	40%
Services and Other Operating Expenditures	74,637	93,717	141,838	404,818	2,119,834	2,184,992	2,185,295	(304)	1,780,477	19%
Depreciation	-	-	-	-	555,000	508,172	508,172	-	508,172	0%
Other Outflows	8,304	1,652	-	16,248	112,578	112,578	112,578	-	96,330	14%
Total Expenses	329,023	653,339	759,052	2,096,189	9,173,363	9,598,781	9,599,085	(304)	7,502,896	22%
Operating Income	(297,214)	(99,882)	(406,855)	(1,135,646)	353,624	501,519	527,706	26,187	1,663,352	
Fund Balance										
Beginning Balance (Unaudited)					10,999,297	11,602,272	11,602,272			
Operating Income					353,624	501,519	527,706			
Ending Fund Balance					11,352,921	12,103,791	12,129,978			
Fund Balance as a % of Expenses					124%	126%	126%			

Language Academy
Income Statement
As of Oct FY2023

Actual			YTD	Budget					
Aug	Sep	Oct	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
KEY ASSUMPTIONS									
Enrollment Summary									
				286	286	286	-		
				199	199	199	-		
				132	132	132	-		
				617	617	617	-		
ADA %									
				95.0%	95.0%	95.0%	0.0%		
				95.0%	95.0%	95.0%	0.0%		
				95.0%	95.0%	95.0%	0.0%		
				95.0%	95.0%	95.0%	0.0%		
ADA									
				271.70	271.70	271.70	-		
				189.05	189.05	189.05	-		
				125.40	125.40	125.40	-		
				586.15	586.15	586.15	-		

Language Academy
Income Statement
As of Oct FY2023

Actual				YTD	Budget						
					Approved	Previous	Current	Previous	Current	% Current	
		Aug	Sep	Oct	Actual YTD	Budget v1	Forecast	Forecast	Forecast vs. Current Forecast	Forecast Remaining Spent	
REVENUE											
LCFF Entitlement											
8011	Charter Schools General Purpose Entitlement - State Aid	-	407,610	-	407,610	4,342,606	4,455,134	5,640,609	1,185,475	5,232,999	7%
8012	Education Protection Account Entitlement	-	-	-	-	1,134,817	1,276,214	117,230	(1,158,984)	117,230	0%
8096	Charter Schools in Lieu of Property Taxes	-	-	-	-	1,280,644	1,446,800	1,446,800	-	1,446,800	0%
SUBTOTAL - LCFF Entitlement		-	407,610	-	407,610	6,758,067	7,178,148	7,204,639	26,491	6,797,029	6%
Federal Revenue											
8181	Special Education - Entitlement	-	-	-	-	76,625	76,750	76,750	-	76,750	0%
8290	No Child Left Behind	-	-	132,590	132,590	-	-	-	-	(132,590)	-
8291	Title I	-	-	-	-	176,501	177,021	177,021	-	177,021	0%
8292	Title II	-	-	-	-	24,917	25,181	25,181	-	25,181	0%
8294	Title IV	-	-	-	-	13,033	13,301	13,301	-	13,301	0%
8299	All Other Federal Revenue	-	-	-	-	663,412	663,412	663,412	-	663,412	0%
SUBTOTAL - Federal Revenue		-	-	132,590	132,590	954,488	955,665	955,665	-	823,075	14%
Other State Revenue											
8381	Special Education - Entitlement (State	22,404	40,328	40,622	125,758	476,210	476,210	476,210	-	350,452	26%
8382	Special Education Reimbursement (State	2,852	2,567	2,567	7,986	-	47,504	47,504	-	39,518	17%
8550	Mandated Cost Reimbursements	-	-	-	-	10,460	10,460	10,460	-	10,460	0%
8560	State Lottery Revenue	-	-	-	-	139,584	145,094	145,094	-	145,094	0%
8590	All Other State Revenue	-	-	-	-	36,495	36,495	36,495	-	36,495	0%
8593	Expanded Learning Opportunities Program	-	96,394	174,938	271,332	864,901	963,942	963,942	-	692,610	28%
8596	Other State Revenue 6	-	-	-	-	203,482	203,482	203,482	-	203,482	0%
SUBTOTAL - Other State Revenue		25,256	139,289	218,127	405,076	1,731,132	1,883,187	1,883,187	-	1,478,111	22%
Local Revenue											
8636	Uniforms	4,611	579	584	5,935	12,000	12,000	12,000	-	6,065	49%
8638	Merchandise Sales	-	-	-	-	1,300	1,300	1,300	-	1,300	0%
8660	Interest	495	591	896	2,498	9,000	9,000	9,000	-	6,502	28%
8670	Fees and Contracts	-	-	-	-	6,000	6,000	6,000	-	6,000	0%
8693	Field Trips	-	-	-	-	15,000	15,000	15,000	-	15,000	0%
8699	All Other Local Revenue	-	-	-	-	5,000	5,000	5,000	-	5,000	0%
8999	Uncategorized Revenue	-	5,324	-	5,324	-	-	-	-	(5,324)	-
SUBTOTAL - Local Revenue		5,106	6,494	1,480	13,757	48,300	48,300	48,300	-	34,543	28%
Fundraising and Grants											
8801	Donations - Parents	1,447	-	-	1,447	5,000	5,000	5,000	-	3,553	29%
8802	Donations - Private	-	-	-	-	5,000	5,000	5,000	-	5,000	0%
8803	Fundraising	-	64	-	64	25,000	25,000	25,000	-	24,936	0%
SUBTOTAL - Fundraising and Grants		1,447	64	-	1,511	35,000	35,000	35,000	-	33,489	4%
TOTAL REVENUE											
		31,809	553,457	352,197	960,543	9,526,987	10,100,300	10,126,791	26,491	9,166,247	9%

Language Academy
Income Statement
As of Oct FY2023

	Actual			YTD	Budget					
	Aug	Sep	Oct	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
EXPENSES										
Compensation & Benefits										
Certificated Salaries										
1100 Teachers Salaries	10,242	240,893	224,965	476,099	2,156,606	2,488,700	2,488,700	-	2,012,601	19%
1101 Teacher - Stipends	-	-	3,250	3,250	56,788	87,788	87,788	-	84,538	4%
1102 Title I / SES Tutoring	-	-	-	-	22,500	22,500	22,500	-	22,500	0%
1103 Teacher - Substitute Pay	-	880	5,699	6,579	89,593	89,593	89,593	-	83,014	7%
1111 Salary Schedule Adjustment	-	-	-	-	293,827	-	-	-	-	-
1300 Certificated Supervisor & Administrator Salaries	12,294	12,294	12,294	49,176	145,428	145,428	145,428	-	96,252	34%
1311 SPED Certificated	2,847	31,574	34,689	77,064	378,236	408,574	408,574	-	331,510	19%
1920 Other Cert - Summer	-	-	-	14,540	42,100	65,800	65,800	-	51,260	22%
1940 Other Certificated Supervisor & Admin Salaries	-	11,721	12,418	24,138	116,206	116,206	116,206	-	92,067	21%
SUBTOTAL - Certificated Salaries	25,383	297,361	293,314	650,846	3,301,284	3,424,588	3,424,588	-	2,773,742	19%
Classified Salaries										
2100 Classified Instructional Aide Salaries	2,780	8,951	14,045	25,938	119,671	123,150	123,150	-	97,212	21%
2103 SPED Classified	7,546	11,479	18,514	37,539	136,461	137,675	137,675	-	100,135	27%
2200 Classified Support Salaries	2,574	6,441	38,736	47,752	72,748	40,127	40,127	-	(7,624)	119%
2202 Intervention Tutoring	-	-	-	-	50,000	200,144	200,144	-	200,144	0%
2300 Classified Supervisor & Administrator Salaries	10,221	9,735	9,292	38,540	102,207	102,207	102,207	-	63,667	38%
2400 Classified Clerical & Office Salaries	13,682	13,091	19,976	55,586	223,266	223,403	223,403	-	167,817	25%
2601 Classified Stipends	-	-	-	3,175	-	-	-	-	(3,175)	-
2900 Classified Other Salaries	4,717	3,967	5,951	18,602	-	-	-	-	(18,602)	-
2905 Other Classified - After School	11,319	14,422	22,563	51,724	155,641	180,327	180,327	-	128,603	29%
2908 Enrichment - ELO-P	-	-	-	-	-	73,440	73,440	-	73,440	0%
2925 Other Classified - Childcare	-	-	-	-	2,400	1,280	1,280	-	1,280	0%
2930 Other Classified - Maintenance/grounds	13,114	14,478	21,908	59,037	163,448	166,955	166,955	-	107,918	35%
SUBTOTAL - Classified Salaries	65,954	82,563	150,986	337,893	1,025,842	1,248,708	1,248,708	-	910,815	27%
Employee Benefits										
3100 STRS	4,836	56,321	55,441	119,989	630,545	654,096	654,096	-	534,107	18%
3300 OASDI-Medicare-Alternative	5,510	10,973	16,521	36,405	126,346	143,074	143,074	-	106,669	25%
3400 Health & Welfare Benefits	65,131	63,907	64,156	305,112	727,662	740,428	740,428	-	435,316	41%
3500 Unemployment Insurance	56	254	290	652	20,398	21,578	21,578	-	20,926	3%
3600 Workers Comp Insurance	2,995	-	2,995	20,964	51,926	56,080	56,080	-	35,116	37%
3700 Retiree Benefits	2,592	2,673	4,153	11,171	-	-	-	-	(11,171)	-
3900 Other Employee Benefits	-	-	-	105	22,503	25,043	25,043	-	24,938	0%
SUBTOTAL - Employee Benefits	81,120	134,129	143,557	494,397	1,579,380	1,640,299	1,640,299	-	1,145,902	30%
Books & Supplies										
4100 Approved Textbooks & Core Curricula Materials	2,359	456	751	23,338	56,120	56,120	56,120	-	32,782	42%
4101 SPED Textbooks	-	997	-	997	7,700	7,700	7,700	-	6,703	13%
4200 Books & Other Reference Materials	1,320	2,039	2,719	12,972	93,500	93,500	93,500	-	80,528	14%
4201 Library Resources	-	-	47	4,227	15,000	15,000	15,000	-	10,773	28%
4315 Custodial Supplies	2,112	2,909	5,832	11,383	30,000	30,000	30,000	-	18,617	38%
4320 Educational Software	9,468	20,919	3,506	35,979	70,000	70,000	70,000	-	34,021	51%
4325 Instructional Materials & Supplies	6,713	7,171	1,743	16,928	49,475	49,475	49,475	-	32,547	34%

Language Academy
Income Statement
As of Oct FY2023

		Actual			YTD	Budget					
		Aug	Sep	Oct	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
4330	Office Supplies	3,488	1,827	2,313	10,949	32,500	32,500	32,500	-	21,551	34%
4335	PE Supplies	2,241	1,587	127	3,955	9,000	9,000	9,000	-	5,045	44%
4340	Professional Development Supplies	213	-	-	213	3,000	3,000	3,000	-	2,787	7%
4352	Garden	-	-	-	-	2,000	2,000	2,000	-	2,000	0%
4354	ASES Materials	2,180	462	26	2,668	6,000	6,000	6,000	-	3,333	44%
4355	Summer Preschool	-	-	-	-	9,400	9,400	9,400	-	9,400	0%
4356	SPED Consumables	731	1,388	443	2,562	10,000	10,000	10,000	-	7,438	26%
4410	Classroom Furniture, Equipment & Supplies	15,278	6,295	214	22,700	15,750	15,750	15,750	-	(6,950)	144%
4420	Computers: individual items less than \$5k	27,523	(1,071)	-	26,451	50,000	50,000	50,000	-	23,549	53%
4423	Classroom Noncapitalized items 1	-	-	-	-	10,000	10,000	10,000	-	10,000	0%
4430	Non Classroom Related Furniture, Equipment & Supplies	-	(1,061)	11,639	16,666	10,000	10,000	10,000	-	(6,666)	167%
SUBTOTAL - Books and Supplies		73,625	43,917	29,359	191,986	479,445	479,445	479,445	-	287,459	40%
Services & Other Operating Expenses											
5210	Conference Fees	-	-	-	50	25,000	25,000	25,000	-	24,950	0%
5215	Travel - Mileage, Parking, Tolls	163	73	24	311	5,000	5,000	5,000	-	4,689	6%
5220	Travel and Lodging	-	-	-	-	25,000	25,000	25,000	-	25,000	0%
5305	Dues & Membership - Professional	-	-	3,702	3,702	15,000	15,000	15,000	-	11,298	25%
5450	Insurance - Other	9,330	-	9,330	59,395	51,000	51,000	51,000	-	(8,395)	116%
5515	Janitorial, Gardening Services & Supplies	5,000	-	-	9,846	120,000	120,000	120,000	-	110,154	8%
5535	Utilities - All Utilities	-	-	39,231	39,231	100,000	100,000	100,000	-	60,769	39%
5605	Equipment Leases	2,624	3,099	-	8,286	34,640	34,640	34,640	-	26,354	24%
5610	Rent	23,513	15,675	-	39,189	102,000	102,000	102,000	-	62,811	38%
5615	Repairs and Maintenance - Building	16,400	435	485	19,426	75,000	75,000	75,000	-	55,574	26%
5616	Repairs and Maintenance - Computers	-	-	-	-	20,000	20,000	20,000	-	20,000	0%
5617	Repairs and Maintenance - Other Equipment	-	381	-	381	2,550	2,550	2,550	-	2,169	15%
5803	Accounting Fees	-	-	-	-	26,000	26,000	26,000	-	26,000	0%
5804	Parent Trainings	-	-	-	-	1,020	1,020	1,020	-	1,020	0%
5805	Administrative Fees	-	1,500	-	9,163	10,000	10,000	10,000	-	838	92%
5806	Assemblies	-	500	-	500	3,000	3,000	3,000	-	2,500	17%
5809	Banking Fees	-	-	-	-	500	500	500	-	500	0%
5812	Business Services	-	13,400	7,650	21,050	84,420	84,420	84,420	-	63,370	25%
5813	Board Development	-	-	-	-	5,600	5,600	5,600	-	5,600	0%
5818	SPED Legal Fees	-	-	-	-	5,600	5,600	5,600	-	5,600	0%
5824	District Oversight Fees	-	-	-	-	77,480	82,296	82,600	(304)	82,600	0%
5827	ELOP Expenses	-	-	18,156	18,156	864,901	890,502	890,502	-	872,346	2%
5830	Field Trips Expenses	-	4,727	3,123	7,850	56,000	56,000	56,000	-	48,150	14%
5833	Fines and Penalties	17	-	-	17	-	-	-	-	(17)	
5836	Fingerprinting	-	505	528	1,033	3,000	3,000	3,000	-	1,967	34%
5839	Fundraising Expenses	1,445	5,265	25,164	39,466	36,700	36,700	36,700	-	(2,766)	108%
5845	Legal Fees	-	-	120	120	10,200	10,200	10,200	-	10,081	1%
5851	Marketing and Student Recruiting	-	-	-	-	1,224	1,224	1,224	-	1,224	0%
5857	Payroll Fees	1,142	1,299	1,624	5,572	15,300	15,300	15,300	-	9,728	36%
5860	Printing and Reproduction	-	3,287	3,934	7,351	25,000	35,000	35,000	-	27,649	21%
5861	Prior Yr Exp (not accrued	-	252	790	1,137	-	-	-	-	(1,137)	
5863	Professional Development	1,484	250	343	3,162	50,000	55,000	55,000	-	51,839	6%
5869	Special Education Contract Instructors	1,724	33,170	18,256	55,004	163,914	163,914	163,914	-	108,910	34%
5872	Special Education Encroachment	-	-	-	-	-	19,741	19,741	-	19,741	0%
5874	Sports	-	-	-	-	16,000	16,000	16,000	-	16,000	0%

Language Academy
Income Statement
As of Oct FY2023

		Actual			YTD	Budget					
		Aug	Sep	Oct	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
5875	Staff Recruiting	-	-	-	-	1,300	1,300	1,300	-	1,300	0%
5878	Student Assessment	-	1,340	-	12,265	12,485	12,485	12,485	-	220	98%
5881	Student Information System	-	-	-	9,715	11,000	11,000	11,000	-	1,286	88%
5887	Technology Services	7,770	8,490	3,536	21,026	35,000	35,000	35,000	-	13,974	60%
5899	Miscellaneous Operating Expenses	320	-	-	320	-	-	-	-	(320)	
5910	Communications - Internet / Website Fees	1,444	40	56	3,588	7,000	7,000	7,000	-	3,412	51%
5915	Postage and Delivery	270	30	227	958	4,000	4,000	4,000	-	3,042	24%
5920	Communications - Telephone & Fax	1,991	-	5,560	7,551	18,000	18,000	18,000	-	10,449	42%
SUBTOTAL - Services & Other Operating Exp.		74,637	93,717	141,838	404,818	2,119,834	2,184,992	2,185,295	(304)	1,780,477	19%
Capital Outlay & Depreciation											
6900	Depreciation	-	-	-	-	555,000	508,172	508,172	-	508,172	0%
SUBTOTAL - Capital Outlay & Depreciation		-	-	-	-	555,000	508,172	508,172	-	508,172	0%
Other Outflows											
7438	Long term debt - Interest	-	-	-	-	112,578	112,578	112,578	-	112,578	0%
7999	Uncategorized Expense	8,304	1,652	-	16,248	-	-	-	-	(16,248)	
SUBTOTAL - Other Outflows		8,304	1,652	-	16,248	112,578	112,578	112,578	-	96,330	14%
TOTAL EXPENSES		329,023	653,339	759,052	2,096,189	9,173,363	9,598,781	9,599,085	(304)	7,502,896	22%



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

A California Public School

Agenda Item# IVE

Boar Meeting Date: December 2, 2022

Subject: September and October 2022 Check Register

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

Committee: School Leadership

Recommendation:

School Leadership requests that the Governing Board review and approve the September and October 2022 check register.

Documents Attached:

1. September 2022 Check Register
2. October 2022 Check Register

Members	September 2022				October 2022			
	Aye	Nay	Abstain	Absent	Aye	Nay	Abstain	Absent
Vacant								
Sylvains, Nina								
Vacant								
Rodríguez, José Luis								
García, Crisitian								
Kokayi, Nailah								
Vacant								
Lomelí, Laura								
Luna, Brenda								
Totals:								

Estimated Time of Presentation: 5 min
Submitted By: School Leadership
Date: 12/02/22

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



A California Public School

Agenda Artículo# IVE

Fecha de la Reunión: 2 de diciembre del 2022

Tema: Registro de la cuenta bancaria septiembre y octubre 2022

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

Comité: Liderazgo Escolar

Recomendación: El Liderazgo Escolar solicita que la Mesa Directiva revise y apruebe el registro de la cuenta bancaria de septiembre y octubre de 2022.

Documento adjunto:

1. Registro de la cuenta bancaria del mes de septiembre 2022
2. Registro de la cuenta bancaria del mes de octubre 2022

Tiempo estimado para la presentación: 5 min.
Entregado por: Liderazgo Escolar
Fecha: 12/02/2022

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

Language Academy of Sacramento
Check Register
September 2022

Check Date	Check Number	Vendor	Inv Description (Bill)	Amount
9/7/2022	9908	ABDO	Classroom libraries	91.34
9/7/2022	9909	AP fbo Edlogical Group Corp	SPED Services	115.50
9/7/2022	9910	B Street Theatre	Fieldtrip fees: Third Grade	1,014.00
9/7/2022	9911	Perla Campos	Reimb: Instructional materials	119.21
9/7/2022	9912	Claudia Corona	Conference Travel Fees	15.00
9/7/2022	9913	CPM Educational Program	Curriculum Materials: M.S.	314.57
9/7/2022	9914	Department of Justice	Fingerprinting fees	32.00
9/7/2022	9915	Edpuzzle	Educational software	1,950.00
9/7/2022	9916	EdTec Inc.	Back Office Services	13,400.00
9/7/2022	9917	Ana Luna Franco	Reimb: Instructional Materials	217.59
9/7/2022	9918	Erica Frederiksen	Reimb: Instructional materials, conference travel, PD	291.46
9/7/2022	9919	Guadalupe Arroyo	Reimb: Fingerprinting Fees	15.00
9/7/2022	9920	Adriana Gutierrez	Reimb: Classroom libraries / instructional materials	87.53
9/7/2022	9921	Junior Library Guild	Library books	596.52
9/7/2022	9922	Lectorum Publications Inc.	Library Books	278.23
9/7/2022	9923	Marisela Lemus De Herrera	Reimb: Custodial Supplies	108.62
9/7/2022	9924	Cristina Meza	Reimb: Instructional supplies/ Classroom libraries	403.01
9/7/2022	9925	Michael's Transportation Service	Fieldtrip transportation: Kinder 21/22	2,764.25
9/7/2022	9926	NCS Pearson Inc	SPED Curriculum	240.00
9/7/2022	9927	Ana Novoa	Reimb: Conference travel fees/ instructional materials	586.06
9/7/2022	9928	NWEA	Student Assessments	1,340.00
9/7/2022	9929	Office Depot	Printing supplies: Ink	6,654.88
9/7/2022	9930	Okapi Educational Publishing, Inc.	Intervention books	2,590.93
9/7/2022	9931	One Stone Apparel	School Uniforms	5,264.61
9/7/2022	9932	Pacific Office Automation	Printing supplies	532.63
9/7/2022	9933	Rosio Perez	Reimb: Instructional Materials	259.42
9/7/2022	9934	Priscilla Chapa	Reimb: Instructional materials	246.54
9/7/2022	9935	Sacramento County Office of Education	Annual Retirement Processing Fees	1,500.00
9/7/2022	9936	Sacramento History Alliance	Fieldtrip fees (3rd Grade)	436.00
9/7/2022	9937	The Home Depot Pro	Custodial Supplies	2,078.24
9/7/2022	9938	ULINE	Office Furniture	1,815.38
9/16/2022	9939	ABDO	Classroom libraries	206.60
9/16/2022	9940	Andrea Fernandez	Fingerprinting fees	15.00
9/16/2022	9941	De Lage Landen Financial Services	Printer lease (September-October 2022)	2,623.55
9/16/2022	9942	Elevator Industries	Elevator Maintenance (September 2022)	105.00
9/16/2022	9943	Heinemann Library	Reference books	43.30
9/16/2022	9944	Isabela de la Rosa	Fingerprinting fees	43.00
9/16/2022	9945	K12 Health	SPED Health Services	1,264.00
9/16/2022	9946	Learning Solutions Kids, Inc	SPED Services	128.24
9/16/2022	9947	Office Depot	SPED Instructional Supplies	1,453.33
9/16/2022	9948	Pantoja, Ariana	Conference Travel Fees/ SPED Instructional Materials	36.83
9/16/2022	9949	Sacramento City Unified School District	Facility lease: October 2022	7,837.73
9/16/2022	9950	Evelyn Sandoval	Conference Travel Fees	17.57
9/16/2022	9951	Stuttering Therapy Resources, Inc.	SPED Materials	217.77
9/16/2022	9952	T-Mobile	Student Internet fees	31.92
9/16/2022	9953	The Home Depot Pro	Custodial Supplies	244.82
9/16/2022	9954	Total Education Solutions	SPED Services	20,000.00
9/16/2022	9955	Veronica Kovats	Fingerprinting fees	30.00
9/23/2022	9956	B Street Theatre	Fieldtrip admission fees: Second Grade	975.00
9/23/2022	9957	Charter Safe	Workman's Audit (2021/2022)	18,440.11
9/23/2022	9958	Corona, Veronica	Reimb: Fingerprinting fees	15.00
9/23/2022	9959	Cruz-Llamas, Luis	Reimb: Instructional materials	92.38
9/23/2022	9960	De Lage Landen Financial Services	Copier supplies	474.96
9/23/2022	9961	Department of Justice	Fingerprinting Fees	224.00
9/23/2022	9962	Diverse Network Associates, Inc. (CatapultK12)	Educational Software	2,242.38
9/23/2022	9963	Eduardo Galera Pena	Reimb: Fingerprinting fees	30.00
9/23/2022	9964	Elevator Industries	Elevator maintenance: July 2022 and annual test	330.00
9/23/2022	9965	Expanding Expression LLC	Supplemental Materials (SPED)	304.00
9/23/2022	9966	Fog Willow Farms	Field trip fees: Kindergarten	552.00
9/23/2022	9967	Gopher	Physical Education Instructional Materials	104.85
9/23/2022	9968	Great Minds	Math Curriculum	43.67

9/23/2022	9969	hand2mind, Inc.	Instructional Materials (Middle School)	184.85
9/23/2022	9970	JCL Electronics, LLC	Technical Support / Technical Repairs	8,870.63
9/23/2022	9971	Lakeshore Learning Materials	Classroom furniture	679.39
9/23/2022	9972	Liminex, Inc.	Educational Software	10,831.86
9/23/2022	9973	Melina Maravilla	Reimb: Fingerprinting fees	43.00
9/23/2022	9974	Natalie Perez	Reimb: Fingerprinting fees	15.00
9/23/2022	9975	Nature Watch	Instructional Materials: Middle School	274.20
9/23/2022	9976	Network Office Systems	Printer lease (August, September 2022)	962.59
9/23/2022	9977	Newsela	Educational Software	3,300.00
9/23/2022	9978	Office Depot	Instructional Materials: Campos	198.44
9/23/2022	9979	Really Good Stuff, LLC	Instructional Materials: First Grade	697.68
9/23/2022	9980	Rene Orozco	Assemblies: Music Presentation and Discussion	500.00
9/23/2022	9981	Riverside Insights	Curriculum Materials: SPED	757.35
9/23/2022	9982	Ruby Santana Isidro	Reimb: Fingerprinting fees	43.00
9/23/2022	9983	Sacramento City Unified School District	Facility lease: November 2022	7,837.73
9/23/2022	9984	SchoolPass, Inc.	Educational Software	2,225.00
9/23/2022	9985	SYNCB/AMAZON	Technology supplies	7,699.77
9/23/2022	9986	Mayra Tejada	Instructional Materials	260.81
9/23/2022	9987	The Home Depot Pro	Custodial Supplies	397.20
9/23/2022	9988	Total Education Solutions	SPED Services	11,662.50
9/27/2022	9989	Bishop's Pumpkin Farm Inc	Fieldtrip admission fees: 1st grade	960.00
9/28/2022	ACH	Mutual of Omaha	Dental Health Insurance	5,266.79
9/28/2022	ACH	Kaiser Foundation Health Plan, Inc.	Medical Health Insurance	34,190.98
9/28/2022	ACH	Vision Service Plan - CA	Vision Health Insurance	1,121.76
9/28/2022	ACH	California Credit Union	Credit Card Payment - Various	1,960.34
9/2/2022	ACH	California Credit Union	Credit Card Payment - Various	7,301.88
9/28/2022	ACH	Sutter Health Plus	Medical Health Insurance	17,438.46
9/28/2022	ACH	Western Health Advantage	Medical Health Insurance	8,110.10
Total				237,276.84

Language Academy of Sacramento
Check Register
October 2022

Check Date	Check Number	Vendor	Inv Description (Bill)	Amount
10/18/2022	9990	Veronica Kovats	Enrichment Classes: Art	636.25
10/20/2022	9991	916 Ink	Enrichment Class	5,000.00
10/20/2022	9992	ABDO	Classroom libraries: Conant	45.67
10/20/2022	9993	Pedro Aguilera	Reimb: Instructional supplies	13.62
10/20/2022	9994	IntelliBricks	Enrichment Class	2,520.00
10/20/2022	9995	B Street Theatre	Fieldtrip admission fees: 1st Grade	1,131.00
10/20/2022	9996	CareSolace	SPED Services	1,525.00
10/20/2022	9997	Graciela Castaneda	Reimb: Conference travel fees/ Instructional materials	36.50
10/20/2022	9998	Center for the Collaborative Classroom	Supplemental Materials	274.36
10/20/2022	9999	Charter Safe	November: Package Premium/ Workers Comp	12,325.00
10/20/2022	VOIDED	Charter Schools Development Center	Membership fees	1,851.00
10/20/2022	10001	Cruz-Llamas, Luis	Reimb: Instructional materials	132.50
10/20/2022	10002	DEMCO	Library: Label protectors	315.40
10/20/2022	10003	Department of Justice	Fingerprinting fees	448.00
10/20/2022	10004	EdTec Inc.	Back Office Services	7,650.00
10/20/2022	10005	Eduardo Galera Pena	Mandated Training	105.00
10/20/2022	10006	Elevator Industries	Elevator Maintenance Fees	485.00
10/20/2022	10007	Fagen Friedman & Fulfroft LLP	Legal services	31.50
10/20/2022	10008	Fitness Finders	P.E. Instructional Materials	36.98
10/20/2022	10009	Giselle Juarez	Reimb: Fingerprinting fees	25.00
10/20/2022	10010	Jacqueline Castillo	Reimb: Fingerprinting fees	30.00
10/20/2022	10011	Gemma Jauregui	Reimb: Instructional materials/ teacher appreciation	108.31
10/20/2022	10012	JCL Electronics, LLC	Technical support	7,105.95
10/20/2022	10013	K12 Health	SPED Services	1,264.00
10/20/2022	10014	Karl Johnson	Reimb: Fingerprinting fees	25.00
10/20/2022	10015	Law Office of Jennifer McQuarrie	Legal Fees	88.00
10/20/2022	10016	Learning Solutions Kids, Inc	SPED Services	726.77
10/20/2022	10017	Literacy Resources, LLC.	Supplemental Materials: Kindergarten	97.00
10/20/2022	10018	Mariana Alvarez	Mandated Training	87.50
10/20/2022	10019	Mercado, Susana	Reimb: Instructional Materials (P.E.)	176.15
10/20/2022	10020	NCS Pearson Inc	Educational software: Sandoval	33.00
10/20/2022	10021	Office Depot	Office supplies	4,340.23
10/20/2022	10022	One Stone Apparel	P.E. Uniforms	12,230.00
10/20/2022	10023	Perez, Miguel (ee)	Reimb: Classroom library/ Field trip fees	97.38
10/20/2022	10024	Sacramento City Unified School District	Utility fees (July, August 2022)	39,230.80
10/20/2022	10025	Sacramento Theatre Company	Enrichment Class: Theatre	10,000.00
10/20/2022	10026	Savvas Learning Company LLC	Supplemental materials: 4th Grade	2,230.92
10/20/2022	10027	Scholastic Inc	Classroom libraries: Anguiano	1,083.14
10/20/2022	10028	Screaming Squeegie	School Uniforms	8,957.74
10/20/2022	10029	Central Printing Services	Printing services	557.34
10/20/2022	10030	SYNCB/AMAZON	Schoolwide Instructional Materials	4,262.66
10/20/2022	10031	T-Mobile	Communication services	47.92
10/20/2022	10032	The Home Depot Pro	Custodial Supplies	5,294.59
10/20/2022	10033	The Speech Pathology Group	SPED Services	450.00
10/20/2022	10034	Total Education Solutions	SPED Services	14,290.00
10/20/2022	10035	Rosario Adriana Yanez-Gutierrez	Reimb: Office services	50.00
10/25/2022	10036	SMUD Museum of Science and Curiosity	Fieldtrip admission fees: 4th Grade	950.00
10/21/2022	ACH	California Credit Union	Credit Card Payment - Various	7,403.47
10/21/2022	ACH	Vision Service Plan - CA	Vision Health Insurance	1,174.70
10/21/2022	ACH	Western Health Advantage	Medical Health Insurance	8,110.10
10/21/2022	ACH	Sutter Health Plus	Medical Health Insurance	16,794.28
10/21/2022	ACH	Mutual of Omaha	Dental Health Insurance	5,315.39
10/21/2022	ACH	Kaiser Foundation Health Plan, Inc.	Medical Health Insurance	36,688.49
10/20/2022	ACH	Windstream Communication Inc	Telephone Service	1,652.48
10/21/2022	ACH	California Credit Union	Credit Card Payment - Various	225.00
10/25/2022	ACH	Employment Development Department	Payroll Disability Taxes - 3rd Quarter	7,006.42
10/25/2022	ACH	Employment Development Department	Payroll Unemployment Taxes - 3rd Quarter	3,184.74
Total				235,957.25



A California Public School

Academia de Idiomas de Sacramento

Language Academy of Sacramento

A Two-Way Spanish Immersion Charter School

Agenda Item# IVF

Board Meeting Date: December 2, 2022

Subject: CALSTRS Pension2

- ☐ Information Item Only
- ☐ Approval on Consent Agenda
- ☒ Conference/First Reading (Action Anticipated: January 2023)
- ☐ Conference
- ☐ Conference/Action
- ☐ Action

Committee: School Leadership

Background: Currently, the Language Academy of Sacramento has six (6) investment funds to which employees can contribute to a supplemental pension plan. A 403(b) plan is a retirement account that public school employees, employees of tax-exempt organizations and certain ministers can enroll in.

LAS seeks to add a seventh pension plan with CALSTRS (Pension2) 403(b) plan to provide a broader range of plans accessible to employees.

Fiscal Implication: None. Plan is based on employee contributions. However, LAS would be responsible for the administration of the plan as well as any required federal reporting.

Recommendation: None at this time

Attachments: CALSTRS Pension2 403(b) Plan

Estimated Time of Presentation: 10 min.
Submitted By: School Leadership
Date: 12/02/2022

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



Fecha de la Reunión: 2 de diciembre del 2022

Tema: CALSTRS Pension2

- ☐ Artículo de información
- ☐ Aprobación en la Agenda de Consentimiento
- ☐ Conferencia (solo para discutir)
- ☒ Conferencia/Primera lectura (Acción Anticipado: enero 2023)
- ☐ Conferencia/Acción
- ☐ Acción

Comité: Dirección de la escuela

Antecedentes: Actualmente, la Academia de Idiomas de Sacramento tiene seis (6) fondos de inversión a los que los empleados pueden contribuir a un plan de pensiones complementario. Un plan 403(b) es una cuenta de jubilación en la que pueden inscribirse los empleados de escuelas públicas, los empleados de organizaciones exentas de impuestos y ciertos ministros.

LAS pretende añadir un séptimo plan de pensiones con el plan 403(b) de CALSTRS (Pension2) para ofrecer una gama más amplia de planes accesibles a los empleados.

Implicación fiscal: Ninguna. El plan se basa en las contribuciones de los empleados. Sin embargo, la LAS sería responsable de la administración del plan, así como de cualquier informe federal requerido.

Recomendación: Ninguna en este momento

Anexos: Plan CALSTRS Pension2 403(b)

CALSTRS

pension
personal wealth plan

2[®]



Offer Your Employees a Better Way to Save.

Table of Contents

Plan Provisions Section	1
Section 1: Definition of Terms Used	6
Section 2: Participation and Contributions	6
Section 3: Limitations on Amounts Deferred	7
Section 4: Loans	8
Section 5: Benefit Distributions	8
Section 6: Rollovers to the Plan and Transfers	9
Section 7: Investment of Contributions	11
Section 8: Amendment and Plan Termination	12
Section 9: Miscellaneous	12
Section 10: Employer Contributions	13
Section 11: Roth 403(b) Contributions	14

403(b) Plan for a Public School

Plan Provisions Section

1. Employer Information

Employer name: _____
Employer address: _____
Person at Employer to contact: _____
Contact's telephone number: _____
Contact's email address: _____

2. Plan Name: _____

3. Plan Effective/Restatement date: _____

Note: is this the first document for your plan? If yes, insert date established. If no, enter date plan was restated to this document.

4. State where Employer is located: _____

5. The Administrator (see Section 1.3) shall mean the following person(s) or organization and shall perform the following administrative service functions for the Plan:

Name	Administrative Services Performed
_____	_____
_____	_____
_____	_____
_____	_____

NOTE: If the Employer chooses not to delegate any administrative services, this section should be left blank.

6. Valuation Date (see Section 1.22) shall mean:

- ☐ Each business day
- ☐ The last business day of each month

7. List of Funding Vehicles that are authorized to receive Elective Deferrals :

- ☐ CalSTRS Pension2

8. List of Vendors that can receive Contract Exchanges :

- ☐ CalSTRS Pension2

9. Roth 403(b) Contributions (see Section 11)

- ☐ shall be permitted under the Plan
- ☐ shall not be permitted under the Plan

10. (a) Employer Discretionary Contributions (see Section 10):

- ☐ shall be permitted under the Plan
- ☐ shall not be permitted under the Plan

If permitted, for each Plan Year, the Employer Discretionary Contribution shall be:

- ☐ _____ % of each Participant's Compensation contributed to the Employer Contributions Account of each Participant.
- ☐ \$ _____ contributed to the Employer Contributions Account of each Participant.
- ☐ An amount, determined uniformly with respect to each Employee classification within the applicable collective bargaining agreement, to the Employer Contributions Account of each Participant as specified in the applicable collective bargaining agreement.

(b) If permitted, Employer Discretionary Contributions shall be made to the following Participants:

- ☐ All Employees
- ☐ Collectively bargained employees who participate in the following unions:

☐ Employees whose employment is NOT governed by a collective bargaining agreement between the Employer and employee representatives
- ☐ Management employees
- ☐ Superintendent
- ☐ Principals
- ☐ Treasurer
- ☐ Administrator
- ☐ Other (specify): _____

11. (a) Employer Matching Contributions (see Section 10):

- ☐ shall be permitted under the Plan
- ☐ shall not be permitted under the Plan

If permitted, Employer Matching Contributions shall match a Participant's (select all that apply):

- ☐ Elective Deferrals
- ☐ Roth 403(b) Contributions

If permitted, the amount of Employer Matching Contributions for each Plan Year shall be:

- ☐ A matching contribution equal to ____ % of each Participant's contribution to the Plan.
- ☐ A matching contribution equal to ____ % of the first ____ % of each Participant's Compensation that is contributed to the Plan for the Plan Year.
- ☐ A matching contribution equal to \$ ____ of each Participant's contribution to the Plan.
- ☐ A matching contribution equal to a percentage of each Participant's contribution to the Plan in an amount to be determined each Plan Year by the Employer or the applicable collective bargaining agreement.

(b) If permitted, Employer Matching Contributions shall be made to the following Participants:

- ☐ All Employees
- ☐ Collectively bargained employees who participate in the following unions:

- ☐ Employees whose employment is NOT governed by a collective bargaining agreement between the Employer and employee representatives
- ☐ Management employees
- ☐ Superintendent
- ☐ Principals
- ☐ Treasurers
- ☐ Administrator
- ☐ Other (specify): _____

12. Signature and acknowledgement

- a 403(b) plan document for public schools intended to meet the requirements of the final 403(b) regulations issued on July 24, 2007 (Federal Register (72 FR 41128));
- a plan document substantially similar to the IRS model plan language under Rev. Proc. 2007-71. Additional features in this 403(b) plan document are the ability to offer Roth 403(b) and/or Employer Contributions under your 403(b) plan, which are not addressed by the IRS model plan language. The document has not been reviewed or approved by the Internal Revenue Service.

A plan sponsor should review this plan document, together with legal counsel to the extent appropriate, to determine whether additional modifications to the plan document may be necessary to address specific facts, circumstances, and applicable law.

If a plan sponsor elects to adopt this plan document, it must complete the Plan Provisions Section and return the Section to CalSTRS Pension2 to the following address:

CalSTRS Pension2
P.O. Box 15275, MS-44
Sacramento, CA 95851-0275

If CalSTRS Pension2 does not receive a copy of the completed Plan Provisions Section from the plan sponsor, we cannot provide future updates to this plan document as they become available.

IN WITNESS WHEREOF, the undersigned individual, as authorized by the Employer, has caused this Plan to be executed this ____ day of _____, ____.

Employer: _____

By: _____

Title: _____

SECTION 1: Definition of Terms Used

The following words and terms, when used in the Plan, have the meaning set forth below.

- 1.1 **"Account"**: The account or accumulation maintained for the benefit of any Participant or Beneficiary under an Annuity Contract or a Custodial Account.
- 1.2 **"Account Balance"**: The bookkeeping account maintained for each Participant which reflects the aggregate amount credited to the Participant's Account under all Accounts, including the Participant's Elective Deferrals, any Employer Contributions, and Roth 403(b) Contributions, the earnings or loss of each Annuity Contract or a Custodial Account (net of expenses) allocable to the Participant, any transfers for the Participant's benefit, and any distribution made to the Participant or the Participant's Beneficiary. If a Participant has more than one Beneficiary at the time of the Participant's death, then a separate Account Balance shall be maintained for each Beneficiary. The Account Balance includes any account established under Section 6 for rollover contributions and plan-to-plan transfers made for a Participant, the account established for a Beneficiary after a Participant's death, and any account or accounts established for an alternate payee (as defined in Section 414(p)(8) of the Code).
- 1.3 **"Administrator"**: means the person(s) or organization, such as the Vendor, third party administrator or other designee, approved by the Employer to administer the Plan and perform administrative functions for the Plan as identified in the Plan Provisions Section.
- 1.4 **"Annuity Contract"**: A nontransferable contract as defined in Section 403(b)(1) of the Code, established for each Participant by the Employer, or by each Participant individually, that is issued by an insurance company qualified to issue annuities in the State in which the Employer is located as indicated in the Plan Provisions Section and that includes payment in the form of an annuity.
- 1.5 **"Beneficiary"**: The designated person who is entitled to receive benefits under the Plan after the death of a Participant, subject to such additional rules as may be set forth in the Individual Agreements.
- 1.6 **"Custodial Account"**: The group or individual custodial account or accounts, as defined in Section 403(b)(7) of the Code, established for each Participant by the Employer, or by each Participant individually, to hold assets of the Plan.
- 1.7 **"Code"**: The Internal Revenue Code of 1986, as now in effect or as hereafter amended. All citations to Sections of the Code are to such Sections as they may from time to time be amended or renumbered.
- 1.8 **"Compensation"**: All cash compensation for services to the Employer, including salary, wages, fees, commissions, bonuses, and overtime pay, that is includible in the Employee's gross income for the calendar year, plus amounts that would be cash compensation for services to the Employer includible in the Employee's gross income for the calendar year but for a compensation reduction election under Section 125, 132(f), 401(k), 403(b), or 457(b) of the Code (including an election under Section 2 made to reduce compensation in order to have Elective Deferrals under the Plan).
- 1.9 **"Disabled"**: The definition of disability provided in the applicable Individual Agreement.
- 1.10 **"Elective Deferral"**: The Employer contributions made to the Plan at the election of the Participant in accordance with Section 2 in lieu of receiving cash compensation. Elective Deferrals are limited to pre-tax salary reduction contributions.
- 1.11 **"Employee"**: Each individual, whether appointed or elected, who is a common law employee of the Employer performing services for a public school as an employee of the Employer. This definition is not applicable unless the employee's compensation for performing services for a public school is paid by the Employer. Further, a person occupying an elective or appointive public office is not an employee performing services for a public school unless such office is one to which an individual is elected or appointed only if the individual has received training, or is experienced, in the field of education. A public office includes any elective or appointive office of a State or local government.
- 1.12 **"Employer"**: The public school adopting this Plan indicated in the Plan Provisions Section.
- 1.13 **"Funding Vehicles"**: The Annuity Contracts or Custodial Accounts issued for funding amounts held under the Plan and specifically approved by the Employer for use under the Plan and are identified in the Plan Provisions Section.
- 1.14 **"Includible Compensation"**: An Employee's actual wages in box 1 of Form W2 for the most recent one year period of service for the Employer, but increased (up to the dollar maximum) by any compensation reduction election under Section 125, 132(f), 401(k), 403(b), or 457(b) of the Code (including any Elective Deferral under the Plan). The amount of Includible Compensation is determined without regard to any community property laws. Pursuant to Reg. Section 1.415(c).2(e)(3) of the Income Tax Regulations, Includible Compensation will include any payments made to a Participant who has had a Severance from Employment, provided that the Includible Compensation is paid by the later of 2 months after the Participant's

Severance from Employment or the end of the Plan Year that contains the date of such Participant's Severance from Employment. In addition, pursuant to Reg. Section 1.415(c).2(e)(4) of the Income Tax Regulations, Includible Compensation will include payments made to an individual who does not currently perform services for the Employer by reason of qualified military service (as defined in Section 414(u)(5) of the Code) to the extent those payments do not exceed the amount the individual would have received if the individual had continued to perform services for the Employer rather than enter qualified military service. If the Plan permits Employer Contributions pursuant to Section 10, then such Employer Contributions shall be subject to a maximum of \$200,000 (or such higher maximum as may apply under Section 401(a)(17) of the Code).

- 1.15 **"Individual Agreement"**: The agreements between a Vendor and the Employer or a Participant that constitutes or governs a Custodial Account or an Annuity Contract with respect to that Participant's Account.
- 1.16 **"Participant"**: An individual for whom Elective Deferrals (or Roth 403(b) Contributions) are currently being made, or for whom Elective Deferrals (or Roth 403(b) Contributions) have previously been made, under the Plan and who has not received a distribution of his or her entire benefit under the Plan.
- 1.17 **"Plan"**: The name of the plan as indicated in the Plan Provisions Section.
- 1.18 **"Plan Year"**: The calendar year.
- 1.19 **"Related Employer"**: The Employer and any other entity which is under common control with the Employer under Section 414(b) or (c) of the Code. For this purpose, the Employer shall determine which entities are Related Employers based on a reasonable, good faith standard and taking into account the special rules applicable under Notice 89.23, 1989-1 C.B. 654.
- 1.20 **"Severance from Employment"**: For purpose of the Plan, Severance from Employment means Severance from Employment with the Employer and any Related Entity. However, a Severance from Employment also occurs on any date on which an Employee ceases to be an employee of a public school, even though the Employee may continue to be employed by a Related Employer that is another unit of the State or local government that is not a public school or in a capacity that is not employment with a public school (e.g., ceasing to be an employee performing services for a public school but continuing to work for the same State or local government employer).
- 1.21 **"Vendor"**: The provider of an Annuity Contract or Custodial Account.
- 1.22 **"Valuation Date"**: The date(s) selected in the Plan Provisions Section.

SECTION 2: Participation and Contributions

- 2.1 **Eligibility**. Each Employee shall be eligible to participate in the Plan and elect to have Elective Deferrals or Roth 403(b) Contributions in accordance with Section 11 made on his or her behalf hereunder immediately upon becoming employed by the Employer.
- 2.2 **Compensation Reduction Election General Rule**.
An Employee elects to become a Participant by executing an election to reduce his or her Compensation (and have that amount contributed as an Elective Deferral and/or Roth 403(b) Contributions in accordance with Section 11 on his or her behalf) and filing it with the Administrator. This Compensation reduction election shall be made on the agreement provided by the Administrator under which the Employee agrees to be bound by all the terms and conditions of the Plan. The Administrator may establish an annual minimum deferral amount no higher than \$200, and may change such minimum to a lower amount from time to time. The participation election shall also include designation of the Funding Vehicles and Accounts therein to which Elective Deferrals (and/or Roth 403(b) Contributions) are to be made and a designation of Beneficiary. Any such election shall remain in effect until a new election is filed. Only an individual who performs services for the Employer as an Employee may reduce his or her Compensation under the Plan. Each Employee will become a Participant in accordance with the terms and conditions of the Individual Agreements. All Elective Deferrals shall be made on a pre-tax basis. All Roth 403(b) Contributions shall be made in accordance with the terms of Section 11. An Employee shall become a Participant as soon as administratively practicable following the date applicable under the Employee's election.
- 2.3 **Information Provided by the Employee**. Each Employee enrolling in the Plan should provide to the Administrator at the time of initial enrollment, and later if there are any changes, any information necessary or advisable for the Administrator to administer the Plan, including any information required under the Individual Agreements.
- 2.4 **Change in Elective Deferrals Election**. Subject to the provisions of the applicable Individual Agreements, an Employee may at any time revise his or her participation election, including a change of the amount of his or her Elective Deferrals (and/or Roth 403(b) Contributions), his or her investment direction, and/or his or her designated Beneficiary. A change in the amount of Elective Deferrals (and/or Roth 403(b) Contributions) investment direction shall take effect as of the date provided by the Administrator on a uniform basis for all Employees. A change in the Beneficiary designation shall take effect when the election is accepted by the Vendor.

2.5 **Contributions Made Promptly.** All contributions under the Plan shall be transferred to the applicable Funding Vehicle within 15 business days following the end of the month in which the amount would otherwise have been paid to the Participant.

2.6 **Leave of Absence.** Unless an election is otherwise revised, if an Employee is absent from work by leave of absence, Elective Deferrals (and/or Roth 403(b) Contributions) under the Plan shall continue to the extent that Compensation continues.

SECTION 3: Limitations on Amounts Deferred

3.1 **Basic Annual Limitation.** Except as provided in Sections 3.2 and 3.3, the maximum amount of the Elective Deferrals (and/or Roth 403(b) Contributions to the extent permitted under Section 11) under the Plan for any calendar year shall not exceed the lesser of (a) the applicable dollar amount or (b) the Participant's Includible Compensation for the calendar year. The applicable dollar amount is the amount established under Section 402(g)(1)(B) of the Code, which is \$15,500 for 2008, and is adjusted for cost-of-living thereafter to the extent provided under Section 415(d) of the Code.

3.2 **Special Section 403(b) Catch-up Limitation for Employees With 15 Years of Service.** Because the Employer is a qualified organization (within the meaning of Section 1.403(b)-4(c)(3)(ii) of the Income Tax Regulations), the applicable dollar amount under Section 3.1(a) for any "qualified employee" is increased (to the extent provided in the Individual Agreements) by the least of:

- (a) \$3,000;
- (b) The excess of:
 - (1) \$15,000, over
 - (2) The total special 403(b) catch-up elective deferrals made for the qualified Employee by the qualified organization for prior years; or
- (c) The excess of:
 - (1) \$5,000 multiplied by the number of years of service of the Employee with the qualified organization, over
 - (2) The total Elective Deferrals and, if applicable, Roth 403(b) Contributions made for the Employee by the qualified organization for prior years made pursuant to this subsection.

For purposes of this Section 3.2, a "qualified employee" means an Employee who has completed at least 15 years of service taking into account only employment with the Employer.

3.3 **Age 50 Catch-up Elective Deferral Contributions.** An Employee who is a Participant who will attain age 50

or more by the end of the calendar year is permitted to elect an additional amount of Elective Deferrals (and/or Roth 403(b) Contributions), up to the maximum age 50 catch-up Elective Deferrals (or Roth 403(b) Contributions) for the year. The maximum dollar amount of the age 50 catch-up Elective Deferrals (or Roth 403(b) Contributions) for a year is \$5,000 for 2008, and is adjusted for cost-of-living thereafter to the extent provided under the Code.

3.4 **Coordination.** Amounts in excess of the limitation set forth in Section 3.1 shall be allocated first to the special 403(b) catch-up under Section 3.2 and next as an age 50 catch-up contribution under Section 3.3.

3.5 **Special Rule for a Participant Covered by Another Section 403(b) Plan.** For purposes of this Section 3, if the Participant is or has been a participant in one or more other plans under Section 403(b) of the Code (and any other plan that permits elective deferrals under Section 402(g) of the Code), then this Plan and all such other plans shall be considered as one plan for purposes of applying the foregoing limitations of this Section 3. For this purpose, the Administrator shall take into account any other such plan maintained by any Related Employer and shall also take into account any other such plan for which the Administrator receives from the Participant sufficient information concerning his or her participation in such other plan. Notwithstanding the foregoing, another plan maintained by a Related Entity shall be taken into account for purposes of Section 3.2 only if the other plan is a Code Section 403(b) plan.

3.6 **Correction of Excess Elective Deferrals.** If the Elective Deferrals (or Roth 403(b) Contributions) on behalf of a Participant for any calendar year exceeds the limitations described above, or the Elective Deferrals (and/or Roth 403(b) Contributions) on behalf of a Participant for any calendar year exceeds the limitations described above when combined with other amounts deferred by the Participant under another plan of the employer under Section 403(b) of the Code (and any other plan that permits elective deferrals under Section 402(g) of the Code for which the Participant provides information that is accepted by the Administrator), then the Elective Deferral (and to the extent applicable, Roth 403(b) Contributions), to the extent in excess of the applicable limitation (adjusted for any income or loss in value, if any, allocable thereto), shall be distributed to the Participant. Excess Deferrals (and, if applicable, Roth 403(b) Contributions) will be distributed to the Participant, with allocable net income, no later than April 15 of the following taxable year or otherwise in accordance with Section 402(g) of the Code.

3.7 **Protection of Persons Who Serve in a Uniformed Service.** An Employee whose employment is interrupted by qualified military service under Section 414(u) of the Code or who is on a leave of absence for qualified military service under Section 414(u) of the Code

may elect to make additional Elective Deferrals upon resumption of employment with the Employer equal to the maximum Elective Deferrals that the Employee could have elected during that period if the Employee's employment with the Employer had continued (at the same level of Compensation) without the interruption or leave, reduced by the Elective Deferrals, if any, actually made for the Employee during the period of the interruption or leave. Except to the extent provided under Section 414(u) of the Code, this right applies for five years following the resumption of employment (or, if sooner, for a period equal to three times the period of the interruption or leave).

SECTION 4: Loans

- 4.1 **Loans.** Loans shall be permitted under the Plan to the extent permitted by the Individual Agreements controlling the Account assets from which the loan is made and by which the loan will be secured.
- 4.2 **Information Coordination Concerning Loans.** Each Vendor is responsible for all information reporting and tax withholding required by applicable federal and state law in connection with distributions and loans. To minimize the instances in which Participants have taxable income as a result of loans from the Plan, the Administrator shall take such steps as may be appropriate to coordinate the limitations on loans set forth in Section 4.3, including the collection of information from Vendors, and transmission of information requested by any Vendor, concerning the outstanding balance of any loans made to a Participant under the Plan or any other plan of the Employer. The Administrator shall also take such steps as may be appropriate to collect information from Vendors, and transmission of information to any Vendor, concerning any failure by a Participant to repay timely any loans made to a Participant under the Plan or any other plan of the Employer.
- 4.3 **Maximum Loan Amount.** No loan to a Participant under the Plan may exceed the lesser of:
- (a) \$50,000, reduced by the greater of (i) the outstanding balance on any loan from the Plan to the Participant on the date the loan is made or (ii) the highest outstanding balance on loans from the Plan to the Participant during the one-year period ending on the day before the date the loan is approved by the Administrator (not taking into account any payments made during such one-year period); or
 - (b) one half of the value of the Participant's vested Account Balance (as of the Valuation Date immediately preceding the date on which such loan is approved by the Administrator). For purposes of this Section 4.3, any loan from any other plan maintained by the Employer

and any Related Employer shall be treated as if it were a loan made from the Plan, and the Participant's vested interest under any such other plan shall be considered a vested interest under this Plan; provided, however, that the provisions of this paragraph shall not be applied so as to allow the amount of a loan to exceed the amount that would otherwise be permitted in the absence of this paragraph.

SECTION 5: Benefit Distributions

- 5.1 **Benefit Distributions At Severance from Employment or Other Distribution Event.** Except as permitted under Section 3.6 (relating to excess Elective Deferrals), Section 5.3 (relating to withdrawals of amounts rolled over into the Plan), Section 5.4 (relating to hardship), or Section 8.3 (relating to termination of the Plan), distributions from a Participant's Account may not be made earlier than the earliest of the date on which the Participant has a Severance from Employment, dies, becomes Disabled, or attains age 59.. Distributions shall otherwise be made in accordance with the terms of the Individual Agreements. Notwithstanding the foregoing, Elective Deferrals made to an Annuity Contract and corresponding earnings as of December 31, 1988 are "grandfathered" and withdrawal restrictions do not apply to the extent that such amounts can be appropriately identified by the Vendor.
- 5.2 **Minimum Distributions.** Each Individual Agreement shall comply with the minimum distribution requirements of Section 401(a)(9) of the Code and the regulations thereunder. For purposes of applying the distribution rules of Section 401(a)(9) of the Code, each Individual Agreement is treated as an individual retirement account (IRA) and distributions shall be made in accordance with the provisions of Section 1.408-8 of the Income Tax Regulations, except as provided in Section 1.403(b)-6(e) of the Income Tax Regulations.
- 5.3 **In-Service Distributions From Rollover Account.** If a Participant has a separate account attributable to rollover contributions to the Plan, to the extent permitted by the applicable Individual Agreement, the Participant may at any time elect to receive a distribution of all or any portion of the amount held in the rollover account.
- 5.4 **Hardship Withdrawals.**
- (a) Hardship withdrawals shall be permitted under the Plan in accordance with the financial need safe harbor rules described in Section 1.401(k)-1(d)(3)(iii)(B) of the Income Tax Regulations to the extent permitted by the Individual Agreements controlling the Account assets to be withdrawn to satisfy the hardship. If applicable under an Individual Agreement, no Elective Deferrals (or Roth 403(b) Contributions) shall be allowed under the Plan during the 6-month period beginning on the date the Participant receives a distribution on account of hardship.

(b) The Individual Agreements shall provide for the exchange of information among the Employer and the Vendors to the extent necessary to implement the Individual Agreements, including, in the case of a hardship withdrawal that is automatically deemed to be necessary to satisfy the Participant's financial need (pursuant to Section 1.401(k)-1(d)(3)(iv)(E) of the Income Tax Regulations), the Vendor notifying the Employer of the withdrawal in order for the Employer to implement the resulting 6-month suspension of the Participant's right to make Elective Deferrals (or Roth 403(b) Contributions) under the Plan.

(c) An Individual Agreement may make distributions to a Participant for expenses described in Section 1.401(k)-1(d)(3)(iii)(B)(1), (3), or (5) of the Income Tax Regulations for a primary Beneficiary. For this purpose, a "primary Beneficiary" is an individual who is named as a Beneficiary and has an unconditional right to all or a portion of the Account balance upon the death of the Participant.

5.5 Rollover Distributions.

(a) A Participant or the Beneficiary of a deceased Participant (or a Participant's spouse or former spouse who is an alternate payee under a domestic relations order, as defined in Section 414(p) of the Code) who is entitled to an eligible rollover distribution may elect to have any portion of an eligible rollover distribution (as defined in Section 402(c)(4) of the Code) from the Plan paid directly to an eligible retirement plan (as defined in Section 402(c)(8)(B) of the Code) specified by the Participant in a direct rollover. In the case of a distribution to a Beneficiary who at the time of the Participant's death was neither the spouse of the Participant nor the spouse or former spouse of the participant who is an alternate payee under a domestic relations order, a direct rollover is payable only to an individual retirement account or individual retirement annuity (IRA) that has been established on behalf of the Beneficiary as an inherited IRA (within the meaning of Section 408(d)(3)(C) of the Code).

(b) Each Vendor shall be separately responsible for providing, within a reasonable time period before making an initial eligible rollover distribution, an explanation to the Participant of his or her right to elect a direct rollover and the income tax withholding consequences of not electing a direct rollover.

(c) A Participant or a spouse who is the designated Beneficiary of the Participant may elect to roll over amounts in accordance with Section 408A(e) of the Code directly to a Roth IRA.

SECTION 6: Rollovers to the Plan and Transfers

6.1 Eligible Rollover Contributions to the Plan.

(a) Eligible Rollover Contributions. To the extent provided in the Individual Agreements, an Employee who is a Participant who is entitled to receive an eligible rollover distribution from another eligible retirement plan may request to have all or a portion of the eligible rollover distribution paid to the Plan. Such rollover contributions shall be made in the form of cash only. The Vendor may require such documentation from the distributing plan as it deems necessary to effectuate the rollover in accordance with Section 402 of the Code and to confirm that such plan is an eligible retirement plan within the meaning of Section 402(c)(8)(B) of the Code. However, in no event does the Plan accept a rollover contribution from a Roth elective deferral account under an applicable retirement plan described in Section 402A(e)(1) of the Code or a Roth IRA described in Section 408A of the Code.

(b) Eligible Rollover Distribution. For purposes of Section 6.1(a), an eligible rollover distribution means any distribution of all or any portion of a Participant's benefit under another eligible retirement plan, except that an eligible rollover distribution does not include (1) a payment if it is part of a series of equal (or almost equal) payments that are made at least once a year and that will last for (i) the life of the Participant (or the joint lives of the Participant and the Participant's Beneficiary), (ii) the life expectancy of the Participant (or the joint life and last survivor expectancy of the Participant and the Participant's Beneficiary), or (iii) any installment payment for a period of 10 years or more; (2) any distribution made as a result of an unforeseeable emergency or other distribution which is made upon hardship of the Participant; (3) for any other distribution, the portion, if any, of the distribution that is a required minimum distribution under Section 401(a)(9) of the Code; (4) corrective distributions of excess contributions under a qualified cash or deferred arrangement described in Section 1.401(k).2(b)(2) of the Income Tax Regulations and excess aggregate contributions described in Section 1.401(m).2(b)(2) of the Income Tax Regulations, together with the income allocable to these distributions; (5) loans that are treated as deemed distributions pursuant to Section 72(p) of the Code and (6) similar items designated by the Commissioner in revenue rulings, notices, and other guidance published in the Internal Revenue Bulletin. In addition, an eligible retirement plan means an individual retirement account described in Section 408(a) of the Code, an individual retirement annuity described in Section 408(b) of the Code, a qualified trust described in Section 401(a) of

the Code, an annuity plan described in Section 403(a) or 403(b) of the Code, or an eligible governmental plan described in Section 457(b) of the Code, that accepts the eligible rollover distribution.

(c) **Separate Accounts.** The Vendor shall establish and maintain for the Participant a separate account for any eligible rollover distribution paid to the Plan.

6.2 Plan-to-Plan Transfers to the Plan.

(a) At the direction of the Employer, for a class of Employees who are participants or beneficiaries in another plan under Section 403(b) of the Code, the Administrator may permit a transfer of assets to the Plan as provided in this Section 6.2. Such a transfer is permitted only if the other plan provides for the direct transfer of each person's entire interest therein to the Plan and the participant is an employee or former employee of the Employer. The Administrator and any Vendor accepting such transferred amounts may require that the transfer be in cash or other property acceptable to it. The Administrator or any Vendor accepting such transferred amounts may require such documentation from the other plan as it deems necessary to effectuate the transfer in accordance with Section 1.403(b).10(b)(3) of the Income Tax Regulations and to confirm that the other plan is a plan that satisfies Section 403(b) of the Code.

(b) The amount so transferred shall be credited to the Participant's Account Balance, so that the Participant or Beneficiary whose assets are being transferred has an accumulated benefit immediately after the transfer at least equal to the accumulated benefit with respect to that Participant or Beneficiary immediately before the transfer in accordance with Section 1.414(l)(1) of the Code.

(c) To the extent provided in the Individual Agreements holding such transferred amounts, the amount transferred shall be held, accounted for, administered and otherwise treated in the same manner as an Elective Deferral by the Participant under the Plan, except that

(1) the Individual Agreement which holds any amount transferred to the Plan must provide that, to the extent any amount transferred is subject to any distribution restrictions required under Section 403(b) of the Code, the Individual Agreement must impose restrictions on distributions to the Participant or Beneficiary whose assets are being transferred that are not less stringent than those imposed on the transferor plan and (2) the transferred amount shall not be considered an Elective Deferral under the Plan in determining the maximum deferral under Section 3.

6.3 Plan-to-Plan Transfers from the Plan.

(a) At the direction of the Employer, the Administrator may permit a class of Participants and Beneficiaries to elect to have all or any portion of their Account Balance

transferred to another plan that satisfies Section 403(b) of the Code in accordance with Section 403(b).10(b)(3) of the Income Tax Regulations. A transfer is permitted under this Section 6.3(a) only if the Participants or Beneficiaries are employees or former employees of the employer (or the business of the employer) under the receiving plan and the other plan provides for the acceptance of plan-to-plan transfers with respect to the Participants and Beneficiaries and for each Participant and Beneficiary to have an amount deferred under the other plan immediately after the transfer at least equal to the amount transferred in accordance with Section 1.414(l)(1) of the Code.

(b) The other plan must provide that, to the extent any amount transferred is subject to any distribution restrictions required under Section 403(b) of the Code, the other plan shall impose restrictions on distributions to the Participant or Beneficiary whose assets are transferred that are not less stringent than those imposed under the Plan. In addition, if the transfer does not constitute a complete transfer of the Participant's or Beneficiary's interest in the Plan, the other plan shall treat the amount transferred as a continuation of a pro rata portion of the Participant's or Beneficiary's interest in the transferor plan (e.g., a pro rata portion of the Participant's or Beneficiary's interest in any after tax employee contributions).

(c) Upon the transfer of assets under this Section 6.3, the Plan's liability to pay benefits to the Participant or Beneficiary under this Plan shall be discharged to the extent of the amount so transferred for the Participant or Beneficiary. The Administrator may require such documentation from the receiving plan as it deems appropriate or necessary to comply with this Section 6.3 (for example, to confirm that the receiving plan satisfies Section 403(b) of the Code and to assure that the transfer is permitted under the receiving plan) or to effectuate the transfer pursuant to Section 1.403(b)-10(b)(3) of the Income Tax Regulations.

6.4 Contract and Custodial Account Exchanges.

(a) A Participant or Beneficiary is permitted to change the investment of his or her Account Balance among the Vendors identified in the Plan Provisions Section. However, an investment change that includes an investment with a Vendor that is not eligible to receive contributions under Section 2 (referred to below as an exchange) is not permitted unless the conditions in paragraphs (b) through (d) of this Section 6.4 are satisfied.

(b) The Participant or Beneficiary must have an Account Balance immediately after the exchange that is at least equal to the Account Balance of that Participant or Beneficiary immediately before the exchange (taking into account the Account Balance of that Participant or Beneficiary under both Section 403(b) contracts or

custodial accounts immediately before the exchange).

(c) The Individual Agreement with the receiving Vendor has distribution restrictions with respect to the Participant that are not less stringent than those imposed on the investment being exchanged.

(d) The Employer enters into an agreement with the receiving Vendor for the other contract or custodial account under which the Employer and the Vendor will from time to time in the future provide each other with the following information:

(1) Information necessary for the resulting contract or custodial account, or any other contract or custodial accounts to which contributions have been made by the Employer, to satisfy Section 403(b) of the Code, including the following: (i) the Employer providing information as to whether the Participant's employment with the Employer is continuing, and notifying the Vendor when the Participant has had a Severance from Employment (for purposes of the distribution restrictions Section 5.1); (ii) the Vendor notifying the Employer of any hardship withdrawal under Section 5.4 if the withdrawal results in a 6-month suspension of the Participant's right to make Elective Deferrals (and, if applicable, Roth 403(b) Contributions) under the Plan; and (iii) the Vendor providing information to the Employer or other Vendors concerning the Participant's or Beneficiary's Section 403(b) contracts or custodial accounts or qualified employer plan benefits (to enable a Vendor to determine the amount of any plan loans and any rollover accounts that are available to the Participant under the Plan in order to satisfy the financial need under the hardship withdrawal rules of Section 5.4); and

(2) Information necessary in order for the resulting contract or custodial account and any other contract or custodial account to which contributions have been made for the Participant by the Employer to satisfy other tax requirements, including the following:

(i) the amount of any plan loan that is outstanding to the Participant in order for a Vendor to determine whether an additional plan loan satisfies the loan limitations of Section 4.3, so that any such additional loan is not a deemed distribution under Section 72(p)(1); and (ii) information concerning the Participant's or Beneficiary's after-tax employee contributions in order for a Vendor to determine the extent to which a distribution is includible in gross income.

(e) If any Vendor ceases to be eligible to receive Elective Deferrals (or Roth 403(b) Contributions) under the Plan as indicated in the Plan Provisions Section, the Employer will enter into an information sharing agreement as described in Section 6.4(d) to the extent the Employer's contract with the Vendor does not provide for the exchange of

information described in Section 6.4(d)(1) and (2) in order for such Vendor to be listed in the Plan Provisions Section.

6.5 Permissive Service Credit Transfers.

(a) If a Participant is also a participant in a tax-qualified defined benefit governmental plan (as defined in Section 414(d) of the Code) that provides for the acceptance of plan-to-plan transfers with respect to the Participant, then the Participant may elect to have any portion of the Participant's Account Balance transferred to the defined benefit governmental plan. A transfer under this Section 6.5(a) may be made before the Participant has had a Severance from Employment.

(b) A transfer may be made under Section 6.5(a) only if the transfer is either for the purchase of permissive service credit (as defined in Section 415(n)(3)(A) of the Code) under the receiving defined benefit governmental plan or a repayment to which Section 415 of the Code does not apply by reason of Section 415(k)(3) of the Code.

(c) In addition, if a plan-to-plan transfer does not constitute a complete transfer of the Participant's or Beneficiary's interest in the transferor plan, the Plan shall treat the amount transferred as a continuation of a pro rata portion of the Participant's or Beneficiary's interest in the transferor plan (e.g., a pro rata portion of the Participant's or Beneficiary's interest in any after-tax employee contributions).

SECTION 7: Investment of Contributions

7.1 **Manner of Investment.** All Elective Deferrals or other amounts contributed to the Plan, all property and rights purchased with such amounts under the Funding Vehicles, and all income attributable to such amounts, property, or rights shall be held and invested in one or more Annuity Contracts or Custodial Accounts. Each Custodial Account shall provide for it to be impossible, prior to the satisfaction of all liabilities with respect to Participants and their Beneficiaries, for any part of the assets and income of the Custodial Account to be used for, or diverted to, purposes other than for the exclusive benefit of Participants and their Beneficiaries.

7.2 **Investment of Contributions.** Each Participant or Beneficiary shall direct the investment of his or her Account among the investment options available under the Annuity Contract or Custodial Account in accordance with the terms of the Individual Agreements. Transfers among Annuity Contracts and Custodial Accounts may be made to the extent provided in Section 6.4 of the Plan, the Individual Agreements and permitted under applicable Income Tax Regulations.

7.3 **Current and Former Vendors.** The Administrator shall maintain a list of all Vendors under the Plan, including those eligible to receive Elective Deferrals, Roth 403(b) Contributions, and Employer Contributions, as applicable, and, those only eligible to receive contract exchanges made under Section 6.4, if applicable, which shall be listed in the Plan Provisions Section. Such list is hereby incorporated as part of the Plan. Each Vendor and the Administrator shall exchange such information as may be necessary to satisfy Section 403(b) of the Code or other requirements of applicable law. In the case of a Vendor which is not eligible to receive Elective Deferrals (or Roth 403(b) Contributions) under the Plan (including a Vendor which has ceased to be a Vendor eligible to receive Elective Deferrals (or Roth 403(b) Contributions) under the Plan and a Vendor holding assets under the Plan in accordance with Section 6.2 or 6.4), the Employer shall keep the Vendor informed of the name and contact information of the Administrator in order to coordinate information necessary to satisfy Section 403(b) of the Code or other requirements of applicable law.

SECTION 8: Amendment and Plan Termination

- 8.1 **Termination of Contributions.** The Employer has adopted the Plan with the intention and expectation that contributions will be continued indefinitely. However, the Employer has no obligation or liability whatsoever to maintain the Plan for any length of time and may discontinue contributions under the Plan at any time without any liability hereunder for any such discontinuance.
- 8.2 **Amendment and Termination.** The Employer reserves the authority to amend or terminate this Plan at any time.
- 8.3 **Distribution upon Termination of the Plan.** The Employer may provide that, in connection with a termination of the Plan and subject to any restrictions contained in the Individual Agreements, all Accounts will be distributed as soon as administratively practicable under the Plan, provided that the Employer and any Related Employer on the date of termination do not make contributions to an alternative Section 403(b) contract that is not part of the Plan during the period beginning on the date of plan termination and ending 12 months after the distribution of all assets from the Plan, except as permitted by the Income Tax Regulations.

SECTION 9: Miscellaneous

- 9.1 **Non-Assignability.** Except as provided in Section 9.2 and 9.3, the interests of each Participant or Beneficiary under the Plan are not subject to the claims of the Participant's or Beneficiary's creditors; and neither the Participant nor any Beneficiary shall have any right to sell, assign, transfer, or otherwise convey the right to receive any payments hereunder or any interest under the Plan, which payments and interest are expressly declared to be non-assignable and non-transferable.
- 9.2 **Domestic Relation Orders.** Notwithstanding Section 9.1, if a judgment, decree or order (including approval of a property settlement agreement) that relates to the provision of child support, alimony payments, or the marital property rights of a spouse or former spouse, child, or other dependent of a Participant is made pursuant to the domestic relations law of any State ("domestic relations order") and Section 414(p) of the Code, then the amount of the Participant's Account Balance shall be paid in the manner and to the person or persons so directed in the domestic relations order. Such payment shall be made without regard to whether the Participant is eligible for a distribution of benefits under the Plan. The Administrator shall establish reasonable procedures for determining the status of any such decree or order and for effectuating distribution pursuant to the domestic relations order.
- 9.3 **IRS Levy.** Notwithstanding Section 9.1, if a Participant or Beneficiary is entitled to a distribution in accordance with Section 5, the Administrator may pay from a Participant's or Beneficiary's Account Balance the amount that the Administrator finds is lawfully demanded under a levy issued by the Internal Revenue Service with respect to that Participant or Beneficiary or is sought to be collected by the United States Government under a judgment resulting from an unpaid tax assessment against the Participant or Beneficiary.
- 9.4 **Tax Withholding.** Contributions to the Plan are subject to applicable employment taxes (including, if applicable, Federal Insurance Contributions Act (FICA) taxes with respect to Elective Deferrals (and, if applicable, Roth 403(b) Contributions), which constitute wages under Section 3121 of the Code). Any benefit payment made under the Plan is subject to applicable income tax withholding requirements (including Section 3401 of the Code and the Employment Tax Regulations thereunder). A payee shall provide such information as the Administrator may need to satisfy income tax withholding obligations, and any other information that may be required by guidance issued under the Code.

9.5 Payments to Minors and Incompetents. If a Participant or Beneficiary entitled to receive any benefits hereunder is a minor or is adjudged to be legally incapable of giving valid receipt and discharge for such benefits, or is deemed so by the Administrator, benefits will be paid to such person as the Administrator may designate for the benefit of such Participant or Beneficiary. Such payments shall be considered a payment to such Participant or Beneficiary and shall, to the extent made, be deemed a complete discharge of any liability for such payments under the Plan.

9.6 Mistaken Contributions. If any contribution (or any portion of a contribution) is made to the Plan by a good faith mistake of fact, then within one year after the payment of the contribution, and upon receipt in good order of a proper request approved by the Administrator, the amount of the mistaken contribution (adjusted for any income or loss in value, if any, allocable thereto) shall be returned directly to the Participant or, to the extent required or permitted by the Administrator, to the Employer.

9.7 Procedure When Distributee Cannot Be Located. The Administrator shall make all reasonable attempts to determine the identity and address of a Participant or a Participant's Beneficiary entitled to benefits under the Plan. For this purpose, a reasonable attempt means (a) the mailing by certified mail of a notice to the last known address shown on the Employer's or the Administrator's records, (b) notification sent to the Social Security Administration or the Pension Benefit Guaranty Corporation (under their program to identify payees under retirement plans), and (c) the payee has not responded within 6 months. If the Administrator is unable to locate such a person entitled to benefits hereunder, or if there has been no claim made for such benefits, the funding vehicle shall continue to hold the benefits due such person.

9.8 Incorporation of Individual Agreements. The Plan, together with the Individual Agreements, is intended to satisfy the requirements of Section 403(b) of the Code and the Income Tax Regulations thereunder. Terms and conditions of the Individual Agreements are hereby incorporated by reference into the Plan, excluding those terms that are inconsistent with the Plan or Section 403(b) of the Code.

9.9 Governing Law. The Plan will be construed, administered and enforced according to the Code and the laws of the State in which the Employer has its principal place of business.

9.10 Headings. Headings of the Plan have been inserted for convenience of reference only and are to be ignored in any construction of the provisions hereof.

9.11 Gender. Pronouns used in the Plan in the masculine or feminine gender include both genders unless the context clearly indicates otherwise.

SECTION 10: Employer Contributions

10.1 Definitions.

(a) "Employer Contributions Account" means the account established and maintained by the Administrator for each Participant with respect to his total vested interest (including any earnings and losses attributable thereon) under the Plan resulting from Employer Discretionary Contributions and/or Employer Matching Contributions.

(b) "Employer Discretionary Contributions" means the Employer's discretionary contributions to the Plan in accordance with the formula selected by the Employer in the Plan Provisions Section.

(c) "Employer Matching Contribution" means the Employer's contributions to the Plan that match a Participant's Elective Deferrals or Roth 403(b) Contributions in accordance with the formula selected in the Plan Provisions Section.

(d) "Vested" means the nonforfeitable portion of any Account maintained on behalf of a Participant.

10.2 Employer Contributions. For each Plan Year, the Employer will contribute to the Plan the amount and form of contributions as specified in the Plan Provisions Section, subject to any limitations imposed under applicable law or under any applicable collective bargaining agreement. Such contributions will be allocated to the Participant's Employer Contributions Account.

10.3 Maximum Annual Additions.

(a) The maximum permissible Annual Additions that may be contributed or allocated to each Participant's Account under the Plan for any Plan Year will not exceed the lesser of:

- (i) \$40,000, as adjusted for increases in the cost of living under Section 415(d) of the Code, or
- (ii) 100 percent of the Participant's Includible Compensation for the Plan Year.

(b) For purposes of this Section, "Annual Additions" means, for any Plan Year, the sum of Elective Deferrals, Roth 403(b) Contributions, and Employer Contributions to the Plan made to the Participant's Account and the sum of any employee and employer contributions made on behalf of such individual under any other 403(b) plan, whether or not sponsored by the Employer.

(c) If a Participant has a "controlling interest" in another employer and participates in that employer's qualified 401(a) defined contribution plan, a welfare benefit fund (as defined in Section 419(e) of the Code), an individual medical account (as defined in Section 415(l)(2) of the Code) or a simplified employee pension (as

defined in Section 408(k) of the Code) which provides Annual Additions, the amount of Annual Additions which may be credited to a Participant's Account for any Plan Year will not exceed the maximum permissible amount described in subsection (a), taking into account employer contributions that have been allocated to such other plans as described in this subsection. a complete discharge of any liability for such payments under the Plan.

(d) If the Annual Additions are greater than the maximum permissible amount described in subsection (a) in a Plan Year, no amount will be contributed to the Participant's Account under the Plan for that Plan Year. If there is any such excess amount under the Plan, the Employer or its delegate will direct the Vendor as to the appropriate method of correction of such excess amounts in accordance with the Income Tax Regulations. If timely correction of such excess is not made, such excess will remain in the Plan and will be separately accounted for in accordance with Section 403(c) of the Code.

10.4 **Vesting.** A Participant will be 100% Vested in any Employer Discretionary Contributions and Employer Matching Contributions.

SECTION 11: Roth 403(b) Contributions

11.1 Definitions.

- (a) "Roth 403(b) Contributions" means, if so elected by the Employer in the Plan Provisions Section, contributions that are:
- (i) made by the Employer to the Plan pursuant to a Compensation reduction agreement entered into by a Participant, which qualifies as a "designated Roth contribution" within the meaning of Code Section 402A;
 - (ii) irrevocably designated by the Participant at the time of the cash or deferred election as a Roth elective deferral that is being made in lieu of all or a portion of the Elective Deferrals the Participant is otherwise eligible to make under the Plan; and
 - (iii) treated by the Employer as includible in the Participant's income at the time the Participant would have received that amount in cash if the Participant had not made a cash or deferred election.
- (b) "Roth 403(b) Contributions Account" means the account established and maintained by the Administrator for each Participant with respect to his total interest (including and earnings and losses attributable thereon) under the Plan resulting from Roth 403(b) Contributions.

11.2 **Roth 403(b) Contributions.** For each Plan Year, each Participant may elect to make Roth 403(b) Contributions to the Plan up to the applicable limit under Code Section 402(g) and as aggregated with Elective Deferrals as described in Section 3.1, 3.2, and 3.3, and subject to any limitations imposed under applicable law or under any applicable collective bargaining agreement. Such contributions will be allocated to the Participant's Roth 403(b) Contributions Account.

11.3 Distribution of Roth 403(b) Contributions.

- (a) **Qualified Distributions:** Distributions from a Roth 403(b) Contributions Account will be tax free for federal income tax purposes if:
- (i) The amounts are held for a 5 year holding period, measured from the first year that the initial Roth 403(b) Contribution was made on behalf of the Participant to a Roth 403(b) Contributions Account, and
 - (ii) The distribution is due to a Participant's attainment of age 59 ½, death, or in the event of the Participant's becoming Disabled.
- (b) **Nonqualified Distributions:** Amounts distributed from a Roth 403(b) Contributions Account that are not considered "Qualified Distributions" as defined in Section 11.3(a), may be distributed from a Roth 403(b) Contributions Account subject to the distribution rules applicable to Elective Deferrals as described in Section 5.1. Such nonqualified distributions shall be subject to federal income tax to the extent that the amount distributed exceeds the value of the Roth 403(b) Contributions.
- (c) In no event shall amounts held in a Roth 403(b) Contributions Account shall be used for a loan in accordance with Section 4, distributed due to a hardship withdrawal under Section 5.4, transferred in accordance with Sections 6.3 or 6.5, or exchanged in accordance with Section 6.4.
- (d) Participant may elect to have certain portions of the Participant's Vested Account Balance under the Plan treated as being distributed to the Participant as an eligible rollover distribution that is credited via an in-Plan direct rollover to a Roth After-Tax Employee Contribution Account under this Plan.



For more information, contact:

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A California Public School

Agenda Item IVG

Board Meeting Date: December 2, 2022

Subject: Board Development: Nomination & Elections Update

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

Board Development: Nomination & Elections Update

The following are the vacancies that need be filled in the current year and the number of applications that have been received to date:

- Community Vacancy (2022-2025): 0 applications
- Certificated Staff (2022-2025): 0 applications

Estimated Time of Presentation: 10 min
Submitted By: Bylaws/Policy Committee
Date: 11/30/2022

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



A California Public School

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

Agenda Artículo# IVG

Fecha de la Reunión: 2 de diciembre de 2022

Tema: Desarrollo de la mesa directiva: Actualización de nominaciones y elecciones

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

Desarrollo de la mesa directiva: Actualización de nominaciones y elecciones

Las siguientes son las vacantes que deben cubrirse en el año siguiente y el número de solicitudes que se han recibido hasta la fecha:

- Vacante de comunidad (2022-2025): 0 aplicaciones
- Vacante de personal certificado (2022-2025): 0 aplicaciones

Tiempo estimado para la presentación: 10 min.
Entregado por: Comité de Estatutos/Pólizas
Fecha: 11/30/2022

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



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

A California Public School

Agenda Item #IVH

Board Meeting Date: December 2, 2022

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

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

Committee: School Leadership

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

Attachments:

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

Resolution				
Members	Aye	Nay	Abstain	Absent
<i>Vacant</i>				
<i>Vacant</i>				
Sylvains, Nina				
Kokayi, Nailah				
Rodríguez, José Luis				
García, Cristian				
Luna, Brenda				
Graham, Clark				
Lomelí, Laura				
Totals:				

Estimated Time of Presentation: 5 min
Submitted By: de León
Date: 12022022

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



A California Public School

Agenda Artículo #IVH

Fecha de la Reunión: 2 de diciembre de 2022

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

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

Comité: Liderazgo escolar

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

Documentos adjunto:

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

Estimated Time of Presentation: 5 min
Submitted By: de León
Date: 12022022

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 2nd day of December 2022, by the following vote:

AYES	_____
NOES	_____
ABSENT	_____
ABSTAIN	_____

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

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

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

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

1. Cuando la junta se tiene durante un estado de emergencia proclamado, y los funcionarios estatales o locales hayan impuesto o recomendado medidas para promover el distanciamiento social;
 2. Cuando la junta se tiene durante un estado de emergencia proclamado y la junta se tenga con el fin de determinar, por mayoría, si como resultado de la emergencia, la junta en persona presentaría riesgos inminentes para la salud o la seguridad de los asistentes; O
 3. Cuando la junta se tenga durante un estado de emergencia proclamado y la mesa haya determinado, por mayoría de votos, que, como resultado de la emergencia, la junta en persona presentaría riesgos inminentes para la salud o la seguridad de los asistentes.
- (Sección del código de gobierno 54953(e)(1).)

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

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

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

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

PASADO Y APROBADO por la Mesa Directiva de LAS en este día 2 de diciembre de 2022, por la siguiente votación:

SÍ	_____
NO	_____
AUSENTE	_____
ABSTENCIÓN	_____