

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

Agenda/Agenda

**BOARD MEETING/ REUNIÓN DE LA MESA**

Friday, March 26, 2021/viernes, 26 de marzo del 2021

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

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

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

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

**I. PRELIMINARY/PRELIMINARIO**

**A. CALL TO ORDER/Convocatoria**

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

**B. ROLL CALL/Asistencia**

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

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

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

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

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

- a. February 27, 2021 minutes/minutas del 27 de febrero de 2021
- b. March 5, 2021 minutes/minutas del 5 de marzo de 2021

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

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

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

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

**E. MISSION/Misión**

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

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

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

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

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

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

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

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

**A. LAS Distance Learning (DiLe) Plan - PACT.O 2.0 (Progress, Attendance, Communication, Teamwork, Opportunities) Update & Return to LAS Plan (Part 7)/Actualización del Plan de Aprendizaje a Distancia (DiLe) de LAS – PACT.O 2.0 (Progreso, Asistencia, Comunicación, Trabajo en Equipo, Oportunidades) y Plan de Regreso a LAS (parte 7) –School Leadership/Liderazgo escolar (30 min.)**

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

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

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

**B. LAS Academic Accountability 101: Educational Program: Design, Academic Achievement, Assessment and Accountability/Programa educativo: diseño, logros académicos, evaluaciones y contabilidad – School Leadership (30 min.)**

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

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

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

**C. Anti-Racism at LAS –Anti-racismo en LAS – School Leadership/Liderazgo (10 min.)**

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

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

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

**D. Annual Fiscal Audit/Auditoría fiscal anual – EdTec/Morales (15 min)**

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

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

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

**E. December and February Check Registers/Registros de la cuenta bancaria de diciembre y febrero – School Leadership/Liderazgo (10 min)**

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

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

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

**F. Policy/Bylaws Committee Report/Reporte de comité de estatutos/pólizas – Aceves/de León (5 min)**

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

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

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

**G. Executive Director Evaluation: Evaluation Procedure/Evaluación del Director Ejecutivo: Proceso de Evaluación–Ruíz, de González (10 min.)**

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

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

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

**V. FUTURE MEETINGS/Próxima Junta**

A.) Regular Meeting: Friday, April 23, 2021 at 5:30pm – viernes, 23 de abril de 2021 a las 5:30pm

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

- 2021-2022 Academic Calendar/Calendario académico 2020-2021

**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 RETREAT/RETIRO DE LA MESA DIRECTIVA**  
**Saturday, February 27, 2021/ sábado, 27 de febrero del 2021**  
**9:00 am through Zoom/ 9:00AM a través de Zoom**

**I. PRELIMINARY/PRELIMINARIO**

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

	<b>Agenda/Agenda</b>	<b>Action/Acción</b>
<b>I.C</b>	<b>Approval of Agenda</b> <i>Aprobación de la Agenda</i>	A motion was made to approve the February 27, 2021 agenda. <i>Se hizo una moción para aprobar la agenda del 27 de febrero del 2021</i>  1 <sup>st</sup> Motion/1 <sup>a</sup> Moción: Julissa de González 2 <sup>nd</sup> Motion/2 <sup>a</sup> Moción: Pedro León Absences/Ausencias: Fernando Aceves, Nadeen Ruíz Abstentions/Abstenciones: None/ninguna The motion passed with six votes. / La moción pasó con seis votos.

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

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

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

<b>IV.A</b>	<b>LAS Distance Learning (DiLe) Plan - PACT.O 2.0 (Progress, Attendance, Communication, Teamwork, Opportunities) Update &amp; Return to LAS Plan (Part 6)/Actualización del Plan de Aprendizaje a Distancia (DiLe) de LAS – PACT.O 2.0 (Progreso, Asistencia, Comunicación, Trabajo en Equipo, Oportunidades) y Plan de Regreso a LAS (parte 6)</b>	School Leadership provided the Governing Board with a Return to LAS update. <i>El liderazgo escolar proporcionó a la Mesa Directiva un reporte actualizado sobre el plan de regreso a LAS</i>
	<b>Public Comments</b>	None/Ninguno

	<i>Comentarios Públicos</i>	
<b>IV.B</b>	<b>Academics 101: Educational Program: Design, Academic Achievement and Accountability/Programa educativo: diseño, logros académicos y contabilidad</b>	Teejay Bersola shared the part 1 of Academics 101 <i>Teejay Bersola compartió la primera parte del programa académico</i>
	<b>Public Comments</b> <i>Comentarios Públicos</i>	None/Ninguno
<b>IV.C</b>	<b>Finance 101: Ed Tec, School Leadership/Ed Tec Liderazgo escolar</b>	Brian Holmes, Ed Tec, and Judy Morales presented the Finance 101 training. / <i>Brian Holmes de EdTec y Judy Morales presentaron el entrenamiento de Finanzas.</i>
	<b>Public Comments</b> <i>Comentarios Públicos</i>	None/Ninguno

**VIII. FUTURE MEETINGS/PRÓXIMA JUNTA**

1. Friday, March 5, 2021 Regular Board Meeting/*viernes 5 de marzo del 2021 Junta Regular de la Mesa Directiva*

**V.II FUTURE AGENDA ITEMS/TEMAS PARA AGENDAS FUTURAS**

**VIII. ADJOURNMENT/CLAUSURA**

A motion was made to adjourn the board meeting. / *Se hizo una moción para terminar la reunión de la Mesa.*

1<sup>st</sup> Motion/ *1ª Moción*: Julissa de González

2<sup>nd</sup> Motion / *2ª Moción*: Fernando Aceves

Absences / *Ausencias*: Nadeen Ruíz, Nailah Kokayi, Cristian García, Gemma Jáuregui, Pedro León

Abstentions / *Abstenciones*: None / *Ninguna*

The motion passed with three votes. / *La moción pasó con tres votos.*

The board meeting was adjourned at 12:21PM. / *La reunión de la Mesa se terminó a las 12:21PM.*



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**Minutes/Minutas**  
**BOARD MEETING/REUNIÓN DE LA MESA DIRECTIVA**  
**Friday, March 5, 2021/ viernes, 5 de marzo del 2021**  
**5:30 pm through Zoom/ 5:30PM a través de Zoom**

**I. PRELIMINARY/PRELIMINARIO**

<b>I.A &amp; B</b>	Meeting was called to order by Fernando Aceves at 5:40 PM. Roll call was taken./ La junta fue convocada por Fernando Aceves a las 5:40 PM. Se tomó lista.			
	<b>Name/ Nombre</b>	<b>Role/ Papel</b>	<b>Present/ Presente</b>	<b>Absent/ Ausente</b>
	1. Nailah Kokayi	Parent/Madre (19-20)	X	
	2. Fernando Aceves	Parent/Madre (19-22)	X	
	3. Cristian García	Parent/Madre (20-23)	X	
	4. Gemma Jáuregui	Teacher/Maestra (18-21)Vice President/Vice President		X
	5. Pedro León	Teacher/Maestro (19-22) Secretary/Secretario	X	
	6. Vacant	Staff/Personal (20-23)	X	
	7. Nadeen Ruiz	Community Member/Miembro Comunitario (18-21)		X
	8. Julissa de González	Community Member/Miembro Comunitario (19-22)	X	
	9. Nina Sylvains	Community Member/Miembro Comunitario (20-23)	X	
	10. Student Representative	Student Council President/Presidente del Concilio Estudiantil	X	
	11. Teejay Bersola	Director of Academic Accountability/Directora de Responsabilidad Académica	X	
	12. Judy Morales	Director of Business and Operations/Directora de Negocios y Operaciones	X	
	13. Eduardo de León	Executive Director/Director Ejecutivo	X	
	<b>Agenda/Agenda</b>	<b>Action/Acción</b>		
<b>I.C</b>	<b>Approval of Agenda</b> <i>Aprobación de la Agenda</i>	A motion was made to approve the March 5, 2021 agenda. <i>Se hizo una moción para aprobar la agenda del 5 de marzo del 2021</i>  1 <sup>st</sup> Motion/1 <sup>a</sup> Moción: Julissa de González 2 <sup>nd</sup> Motion/2 <sup>a</sup> Moción: Nailah Kokayi Absences/Ausencias: Nadeen Ruíz, Gemma Jáuregui Abstentions/Abstenciones: None/ninguna The motion passed with six votes. / <i>La moción pasó con seis votos.</i>		
<b>I.D.a.</b>	<b>Approval of January 16, 2021 Board Meeting Minutes</b> <i>Aprobación de los Minutos de la Mesa Directiva</i>	A motion was made to approve the January 16, 2021 minutes <i>Se hizo una moción para aprobar las minutas del 16 de enero del 2021</i>  1 <sup>st</sup> Motion/1 <sup>a</sup> Moción: Cristian García 2 <sup>nd</sup> Motion/2 <sup>a</sup> Moción: Nina Sylvains Absences/Ausencias: Nadeen Ruíz, Gemma Jáuregui Abstentions/Abstenciones: None/ninguna The motion passed with six votes. / <i>La moción pasó con seis votos.</i>		
<b>I.D.b.</b>	<b>Approval of January 22, 2021 Board Meeting Minutes</b> <i>Aprobación de los Minutos de la Mesa Directiva</i>	A motion was made to approve the January 22, 2021 minutes <i>Se hizo una moción para aprobar las minutas del 22 de enero del 2021</i>  1 <sup>st</sup> Motion/1 <sup>a</sup> Moción: Cristian García 2 <sup>nd</sup> Motion/2 <sup>a</sup> Moción: Nina Sylvains Absences/Ausencias: Nadeen Ruíz, Gemma Jáuregui Abstentions/Abstenciones: None/ninguna The motion passed with six votes. / <i>La moción pasó con seis votos.</i>		
<b>I.D.c.</b>	<b>Approval of February 27, 2021 Board Meeting Minutes</b>	The item was tabled and postponed to the next Board Meeting <i>Se pospuso la decisión hasta la próxima junta de la mesa directiva</i>		

	<i>Aprobación de los Minutos de la Mesa Directiva</i>	
<b>I.E</b>	<b>Mission</b> <i>Misión</i>	The mission was read aloud. / <i>La misión fue leída en voz alta.</i>
<b>II. COMMUNICATIONS NORMS/NORMAS DE COMUNICACIÓN</b>		
<b>II.A.</b>	<b>Public Comments</b> <i>Comentarios Públicos</i>	None/Ninguno
<b>III. INFORMATIONAL ITEMS/ARTÍCULOS DE INFORMACIÓN:</b>		
<b>III.1</b>	<b>Parent Council/Association Representative</b> <i>Representante del concilio y asociación de padres</i>	Claudia Ochoa shared an update regarding Parent Council and Parent Association. <i>Claudia Ochoa compartió un reporte sobre actividades del Concilio de padres y Asociación de padres.</i>
<b>IV. ITEMS SCHEDULED FOR DISCUSSION AND/OR ACTION</b> <b>ARTÍCULOS PROGRAMADOS PARA DISCUSIÓN Y/O ACCIÓN</b>		
<b>IV.A</b>	<b>LAS Distance Learning (DiLe) Plan - PACT.O 2.0 (Progress, Attendance, Communication, Teamwork, Opportunities) Update &amp; Return to LAS Plan (Part 6)/Actualización del Plan de Aprendizaje a Distancia (DiLe) de LAS – PACT.O 2.0 (Progreso, Asistencia, Comunicación, Trabajo en Equipo, Oportunidades) y Plan de Regreso a LAS (parte 6)</b>	School Leadership provided the Governing Board with a Return to LAS update, including the following topics: Survey data results, Learning Hubs, Senate Bill 86, details about the plan and Intent to Return survey, and next steps.  <i>El liderazgo escolar proporcionó a la Mesa Directiva un reporte actualizado sobre el plan de regreso a LAS, incluyendo los siguientes temas: resultados de encuestas, centros de aprendizaje, la ley del senado 86, detalles sobre el plan de regreso, la encuesta de intento de regreso, y próximos pasos.</i>  A motion was made to approve the Reopening Plan as presented. <i>Se hizo una moción para aprobar el Plan de reapertura presentado.</i>  1 <sup>st</sup> Motion/ <i>1ª Moción</i> : Cristian García 2 <sup>nd</sup> Motion/ <i>2ª Moción</i> : Fernando Aceves Absences/ <i>Ausencias</i> : Nadeen Ruíz, Gemma Jáuregui Abstentions/ <i>Abstenciones</i> : None/ <i>ninguna</i> The motion passed with six votes. / <i>La moción pasó con seis votos.</i>
	<b>Public Comments</b> <i>Comentarios Públicos</i>	None/Ninguno
<b>IV.B</b>	<b>LAS Academic Accountability 101: Single Plan for Student Achievement (SPSA)</b> <i>Plan único para el rendimiento estudiantil (SPSA) de LAS</i>	Teejay Bersola shared the LAS SPSA. In addition, Cynthia Suárez and Andrea Rodríguez shared a summary of after school TK-5 academic interventions. With a focus on the middle school level, Brenda Luna shared a summary of the after school academic interventions.  <i>Teejay Bersola compartió el SPSA de LAS. Además, Cynthia Suárez y Andrea Rodríguez compartieron un resumen de las intervenciones académicas de TK-5 después de la escuela. Con un enfoque en el nivel de la secundaria, Brenda Luna compartió un resumen de las intervenciones académicas después de la escuela.</i>  A motion was made to approve the SPSA. <i>Se hizo una moción para aprobar el SPSA.</i>  1 <sup>st</sup> Motion/ <i>1ª Moción</i> : Pedro León 2 <sup>nd</sup> Motion/ <i>2ª Moción</i> : Cristian García Absences/ <i>Ausencias</i> : Nadeen Ruíz, Gemma Jáuregui Abstentions/ <i>Abstenciones</i> : None/ <i>ninguna</i> The motion passed with six votes. / <i>La moción pasó con seis votos.</i>
	<b>Public Comments</b> <i>Comentarios Públicos</i>	None/Ninguno
<b>IV.C</b>	<b>Anti-Racism at LAS</b> <i>Anti-racismo en LAS</i>	School Leadership provided an update regarding Anti-Racism at LAS, including details about staff professional development and the planned parent workshops. / <i>El liderazgo escolar compartió un reporte sobre el trabajo de anti-racismo que se está llevando a cabo en LAS, incluyendo detalles sobre el desarrollo profesional que está recibiendo el personal y los talleres planeados para familias.</i>
	<b>Public Comments</b> <i>Comentarios Públicos</i>	None/Ninguno

<p><b>IV.D</b></p>	<p><b>Monthly Financials &amp; Proposed Mid-Year Revisions</b>  <i>Estados financieros mensuales y revisiones propuestas a mitad de año</i></p>	<p>Brian Holmes, EdTec, and Judy Morales shared the monthly financials and Finance Committee proposed mid-year revisions.  <i>Brian Holmes, EdTec, y Judy Morales compartieron los estados financieros mensuales y las revisiones propuestas a mitad de año por parte del comité de finanzas.</i></p> <p>A motion was made to approve the mid-year revisions.  <i>Se hizo una moción para aprobar las revisiones propuestas a mitad de año.</i></p> <p>1<sup>st</sup> Motion/<i>1ª Moción</i>: Cristián García  2<sup>nd</sup> Motion/<i>2ª Moción</i>: Julissa de González  Absences/<i>Ausencias</i>: Nadeen Ruíz, Gemma Jáuregui, Nina Sylvains  Abstentions/<i>Abstenciones</i>: None/<i>ninguna</i>  The motion passed with five votes. / <i>La moción pasó con cinco votos.</i></p>
	<p><b>Public Comments</b>  <i>Comentarios Públicos</i></p>	<p>None/<i>Ninguno</i></p>
<p><b>IV.E</b></p>	<p><b>Second Interim Report</b>  <i>Segundo Reporte Intermedio</i></p>	<p>Brian Holmes, EdTec, and Judy Morales shared the Second Interim Report.  <i>Brian Holmes, EdTec, y Judy Morales compartieron el Segundo reporte intermedio.</i></p> <p>A motion was made to approve the Second Interim Report.  <i>Se hizo una moción para aprobar el Segundo reporte intermedio.</i></p> <p>1<sup>st</sup> Motion/<i>1ª Moción</i>: Pedro León  2<sup>nd</sup> Motion/<i>2ª Moción</i>: Cristian García  Absences/<i>Ausencias</i>: Nadeen Ruíz, Gemma Jáuregui, Nina Sylvains  Abstentions/<i>Abstenciones</i>: None/<i>ninguna</i>  The motion passed with five votes. / <i>La moción pasó con cinco votos.</i></p>
	<p><b>Public Comments</b>  <i>Comentarios Públicos</i></p>	<p>None/<i>Ninguno</i></p>
<p><b>IV.F</b></p>	<p><b>December 2020 &amp; January 2021 Check Registers</b>  <i>Registros de la cuenta bancaria del mes de diciembre 2020 y enero 2021</i></p>	<p>The December 2020 item was tabled until the March 26, 2020 meeting.  <i>El registro de diciembre 2020 fue pospuesto hasta la junta de 26 de marzo de 2020.</i></p> <p>A motion was made to approve the January 2021 check register.  <i>Se hizo una moción para aprobar el registro de enero de 2021.</i></p> <p>1<sup>st</sup> Motion/<i>1ª Moción</i>: Julissa de González  2<sup>nd</sup> Motion/<i>2ª Moción</i>: Fernando Aceves  Absences/<i>Ausencias</i>: Nadeen Ruíz, Gemma Jáuregui, Nina Sylvains  Abstentions/<i>Abstenciones</i>: None/<i>ninguna</i>  The motion passed with five votes. / <i>La moción pasó con cinco votos.</i></p>
	<p><b>Public Comments</b>  <i>Comentarios Públicos</i></p>	<p>None/<i>Ninguno</i></p>
<p><b>IV.G</b></p>	<p><b>Policy/Bylaws Committee Report</b>  Reporte del comité de pólizas y estatutos</p>	<p>A report was shared that included the Governing Board elections update, COVID-19 Policies and Procedures, Gender Inclusive Policy development, and a parent application to the committee.  <i>Se compartió un informe que incluía la actualización de las elecciones de la mesa directiva, las pólizas y procedimientos de COVID-19, el desarrollo de Póliza de Inclusión de Género y una solicitud de los padres al comité.</i></p> <p>A motion was made to appoint the parent applicant to the Policy/Bylaws committee.  <i>Se hizo una moción para nombrar al padre de familia al comité de Pólizas y estatutos.</i></p> <p>1<sup>st</sup> Motion/<i>1ª Moción</i>: Cristian García  2<sup>nd</sup> Motion/<i>2ª Moción</i>: Julissa de González  Absences/<i>Ausencias</i>: Nadeen Ruíz, Gemma Jáuregui, Nina Sylvains  Abstentions/<i>Abstenciones</i>: None/<i>ninguna</i>  The motion passed with five votes. / <i>La moción pasó con cinco votos.</i></p>
	<p><b>Public Comments</b></p>	<p>None/<i>Ninguno</i></p>



**VIII. FUTURE MEETINGS/PRÓXIMA JUNTA**

1. Friday, March 26, 2021 Regular Board Meeting/*viernes 26 de marzo del 2021 Junta Regular de la Mesa Directiva*

**V.II FUTURE AGENDA ITEMS/TEMAS PARA AGENDAS FUTURAS**

**VIII. ADJOURNMENT/CLAUSURA**

A motion was made to adjourn the board meeting. / *Se hizo una moción para terminar la reunión de la Mesa.*

1<sup>st</sup> Motion/ *1ª Moción*: Nailah Kokayi

2<sup>nd</sup> Motion / *2ª Moción*: Fernando Aceves

Absences / *Ausencias*: Nadeen Ruíz, Nina Sylvains, Gemma Jáuregui

Abstentions / *Abstenciones*: None / *Ninguna*

The motion passed with five votes / *La moción pasó con cinco votos*

The board meeting was adjourned at 8:25PM. / *La reunión de la Mesa se terminó a las 8:25PM.*



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Agenda Item # IIA1

**Board Meeting Date:** March 26, 2021

**Subject:** Parent Council/Association

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

**Committee:** Parent Council, Parent Association, ELAC Advisory Representatives -Other Parent Items

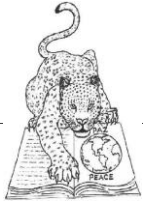
**Parent Council:** The Parent Council did not have a meeting in the month of March.

- **Parent Council has no updates at this time.**

**Parent Council:** Our next meeting will take place on Thursday, April 1<sup>th</sup> at 6pm via Zoom

**Parent Association Meeting:** Meeting was held on March 10<sup>th</sup> @ 5:30pm via Zoom.

- **School Leadership Report-** Updates
  - 1) COVID-19 Testing at LAS with Dr. Ben Williams
  - 2) LAS Return
  - 3) Anti-Racism Parent Workshop Series (see attached flyer)
- **Parent Council Report-**
  - 1) On Monday, March 15<sup>th</sup> the yearly fundraiser with Boon Supply and Charleston Wrap kicked off. Families can shop online and have their orders delivered at home.
  - 2) Families continue to be encouraged to come by the office and pick up their child's LAS scarf if they were not able to attend the February "Friendship and Kindness" event.



**Fecha de la Reunión:** 26 de marzo del 2021

**Tema:** Concilio de padres/Concilio de padres

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

**Comité:** Concilio de padres, Asociación de padres, Representantes para el Comité Asesor de Padres para Aprendices de Inglés (ELAC por sus siglas en Inglés) - Otros artículos para padres

**Concilio de padres:** El concilio de padres no se reunió en el mes de marzo.

- **El Concilio de padres no tiene actualizaciones en estos momentos.**

**Concilio de padres:** La próxima reunión va a tomar lugar el jueves, 1 de abril del 2021 a las 6pm por medio de Zoom.

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

- **Informe del liderazgo escolar-** Actualizaciones
  - 1) Pruebas del COVID-19 en LAS con el Dr. Ben Williams
  - 2) Regreso a LAS
  - 3) Serie de talleres anti-racismo para padres (ver folleto adjunto)
- **Reporte del Concilio de padres-**
  - 1) El lunes, 15 de marzo comenzó la recaudación de fondos anual con Boon Supply y Charleston Wrap. Las familias pueden ordenar sus pedidos y recibir sus órdenes en casa.
  - 2) Se les continúa animando a las familias que pasen a la oficina para recoger la bufanda de LAS de sus hijos si no lo pudieron hacer cuando tuvimos el evento de Amistad y Amabilidad en Febrero.



## **“Let’s Talk About Race & Privilege of Proximities of Power”**

**A courageous conversation about Anti-Blackness in our Community**

### **Parent Engagement Learning Series**

To heal RACISM in our schools, we have to first admit that racism, in all of its forms, exists. This series will empower our parents with the language and concepts to value all students at LAS, while acknowledging the harm, oppression and trauma impacting the most affected by racism.

Join us for a series of conversations to understand how our intersectional struggles have been used to perpetuate further harm against the collective Black community and how by continuing to do so, hurts all of us in our LAS community.

#### **All meetings will take place at 5:30pm via Zoom**

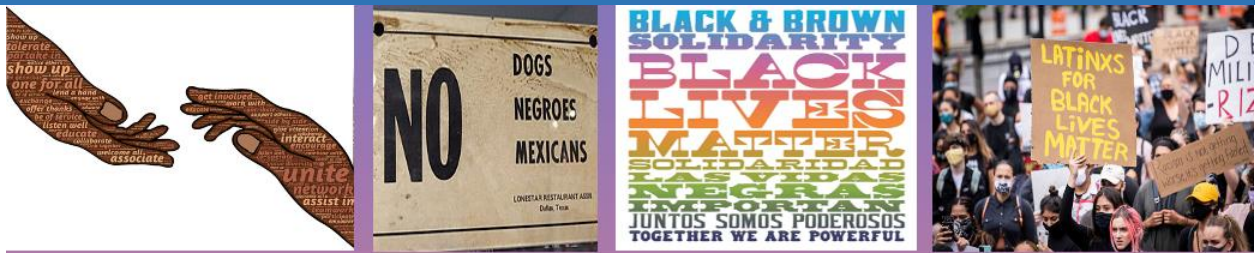
- March 24: History of Racial divides & the manipulation of “model minorities”- Brown Complicity in White Supremacy
- April 28: Where you’re from there are Black Indigenous roots
- May 19: Colorism & Cultural Appreciation
- June 16: Intersectionality: All of Us or None of Us, Immigration is a Black issue too

**LAS is committed to cultivating a safe and brave ANTI-RACIST learning and work environment.**

For more information, check out the LAS website and/or contact Claudia Ochoa, LAS Parent Liaison at [cochoa@lasac.info](mailto:cochoa@lasac.info) or 916-277-7137

**In Collaboration with ASCRIBE Educational Consulting, LLC.**





## **“Hablemos de la raza y el privilegio de las proximidades de poder”**

### **Una conversación valiente sobre el racismo contra los negros en nuestra comunidad**

#### **Serie de talleres de aprendizaje para padres**

Para sanar el RACISMO en nuestras escuelas, primero tenemos que admitir que el racismo existe en todas sus formas. Esta serie empoderará a nuestros padres interesados con el lenguaje y con los conceptos para valorar a TODOS los estudiantes en LAS, al mismo tiempo que se reconoce el daño, la opresión y el trauma que impactan a los más afectados por el racismo.

Únase a nosotros para una serie de conversaciones para comprender cómo nuestras luchas interseccionales se han utilizado para perpetuar un daño mayor contra la comunidad negra colectiva y cómo al continuar haciéndolo, nos lastima a todos en nuestra comunidad de LAS.

#### **Todas las reuniones se llevaran a cabo a las 5:30pm por Zoom**

- marzo 24: Historia de las divisiones raciales y la manipulación de “minorías modelo” – Colorismo y complicidad con la supremacía blanca
- abril 28: De donde eres, hay raíces indígenas negras
- mayo 19: Colorismo y apreciación cultural
- junio 16: Interseccionalidad: todos o ninguno de nosotros, la inmigración también es un problema de los negros

**LAS se compromete a cultivar un entorno de trabajo y aprendizaje ANTI-RACISTA seguro y firme.**

Para más información, visite el sitio web de LAS y/o comuníquese con Claudia Ochoa, Enlace de padres a [cochoa@lasac.info](mailto:cochoa@lasac.info) o al 916-277-7137



**En colaboración con ASCRIBE Educational Consulting, LLC.**



**Board Meeting Date:** March 26, 2021

**Subject:** LAS Distance Learning (DiLe) Plan & Return to LAS Update

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

**Information:**

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

**Key Updates of the Return to LAS Plan:**

During the March 5 board meeting, the board approved the staggered return dates for our TK-8 students that have opted for the Hybrid model on the recent Intent to return Survey. Based on the results, the following table details the return dates by grade level and cohort. Note: Given the number of students that will be returning in this school year, all grade levels will be able to accommodate all students in their classrooms on a weekly basis while continuing to follow health and safety guidelines. In addition, all teachers will be maintaining their rosters.

Grade Level	Cohort A Return Date	Cohort B Return Date	Cohort A+B Return Date
TK, K, 1 <sup>st</sup> , and 2 <sup>nd</sup>	Monday, April 26	Monday, May 3	Monday, May 10

Grade Level	Cohort A+B Return Date
3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup>	Monday, April 12
6 <sup>th</sup> -8 <sup>th</sup>	Monday, May 10

In the coming weeks, school leadership will provide more detailed information to families, including during parent-teacher conferences, regarding the following items:

- Drop-off and pick-up staggered schedules
- COVID-19 student testing schedule
- Daily instructional schedules
- Health and safety updates



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**Return to LAS Plan Next Steps:**

- Continue to monitor the effectiveness of the Extended Distance Learning program for LAS staff, students and families
- Continue with the implementation of Learning Hubs to the extend feasible
- Continue with planning for Reopening Plan
- Provide updates during Parent Association and Parent Council Meetings
- Continue to meet with representatives from SDPH and SCOE, as well as other school leaders to learn about best practices
- Update the Governing Board and community about progress at the April 26 board meeting
- Continue to update the [LAS COVID-19 Dashboard](#)

**Estimated Time of Presentation:** 30 min  
**Submitted By:** School Leadership  
**Date:** 03242021

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



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Agenda Artículo# IVA

**Fecha de la reunión:** 26 de marzo de 2021

**Tema:** Plan de aprendizaje a distancia de LAS (DiLe) y actualización del Plan de regreso

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

**Información:**

La Academia de Idiomas de Sacramento (LAS) se mantiene firme en su compromiso de cumplir con nuestra misión de nuestro chárter. En medio de la crisis de salud pública de Covid-19, LAS continuará buscando formas y medios innovadores para garantizar que los tres pilares del chárter: 1) Académicos, 2) Negocios y operaciones, y 3) Gobernanza funcionen en conjunto de manera eficiente y eficaz, para abordar las necesidades emergentes siempre dinámicas de sus miembros. Durante la reunión de la junta del 18 de diciembre, la mesa directiva votó para anunciar un plan basado en datos y consejo actual durante la primera semana de marzo.

**Aspectos clave del Plan de regreso a LAS:**

Durante la reunión de la junta del 5 de marzo, la junta aprobó las fechas de regreso escalonadas para nuestros estudiantes de TK-8 que han optado por el modelo híbrido en la reciente Encuesta de intención de regresar. Según los resultados, la siguiente tabla detalla las fechas de devolución por nivel de grado y cohorte. Nota: Dada la cantidad de estudiantes que regresarán en este año escolar, todos los niveles de grado podrán acomodar a todos los estudiantes en sus salones de clase semanalmente sin dejar de seguir las pautas de salud y seguridad. Además, todos los maestros mantendrán sus listas.

Nivel de grado	Fecha de regreso (A)	Fecha de regreso (B)	Fecha de regreso (A+B)
TK, K, 1, 2	Lunes, 26 de abril	Lunes, 3 de mayo	Lunes, 10 de mayo

Nivel de grado	Fecha de regreso (A+B)
3, 4 y 5	Lunes, 12 de abril
6, 7 y 8	Lunes, 10 de mayo

En las próximas semanas, el liderazgo escolar proporcionará información más detallada a las familias, incluso durante las conferencias de padres y maestros, con respecto a los siguientes elementos:

- Horarios escalonados de entrega y recogida
- Calendario de exámenes para estudiantes COVID-19
- Horarios de instrucción diarios
- Actualizaciones de salud y seguridad





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**Próximos pasos de Plan de Regreso a LAS:**

- Continuar monitoreando la efectividad del programa de aprendizaje a distancia extendido para el personal, los estudiantes y las familias de LAS
- Continuar con la implementación de centros de aprendizaje en la medida posible
- Continuar con planes de reapertura
- Proporcionar actualizaciones durante las reuniones de la Asociación de Padres y del Concilio de Padres
- Continuar reuniones con representantes de SDPH y SCOE, incluyendo líderes escolares para aprender de la mejores prácticas
- Actualizar a la Mesa Directiva y a la comunidad en la reunión del 26 de abril
- Seguir actualizando la página de web [LAS COVID-19 Dashboard](#)

**Estimated Time of Presentation:** 30 min  
**Submitted By:** School Leadership  
**Date:** 03242021

**Pertinent Pages in**

( ) Charter, pgs \_\_\_\_\_ ( ) Bylaws, pgs \_\_\_\_\_  
( ) MOU, pgs \_\_\_\_\_ ( ) Policy \_\_\_\_\_



**Board Meeting Date:** March 24, 2021

**Subject:** LAS Academic Accountability 101

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

**Background:**

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

Governing Board members are responsible for:

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

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

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

Overview of LAS Accountability System and CAASPP Analysis:

Based on dual immersion and second language acquisition research, it takes approximately five to seven years to develop cognitive academic language proficiency (CALP). With biliteracy in about seven years as an end goal, LAS strategically monitors student achievement at critical grade spans. LAS’ biliteracy grade span progression is divided into three stages: Stage 1: Emerging Biliteracy, Stage 2: Expanding Biliteracy, and Stage 3: Full Biliteracy. Because of its 90-10 dual language immersion model, LAS students in Stage 1 and early Stage 2 receive instruction primarily in Spanish. Concurrently, academic assessments at these levels are predominantly conducted in Spanish. By the end of Stage 2, many students make the linguistic academic transfer as expected in dual language immersion programs. Therefore, it is most appropriate for LAS to utilize the end of Grade 5 English standardized assessment data as the baseline for individual student growth analysis. By Grades 7 and 8 in Stage 3, LAS students’ English proficiency in various subject matters is at least comparable, if not higher than, students in non-dual language immersion schools. At the same time, these same LAS middle school students will have acquired Spanish language proficiency comparable to that of a college student enrolled in an advanced level language class. Reaching full biliteracy, the



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

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

Attachment:

- 1) LAS Charter and Academics/ Chárter y Académica de LAS

Recommendation:

Members	Aye	Nay	Abstain	Absent
<b>Kokayi, Nailah</b>				
<b>Garcia, Cristian</b>				
<b>Aceves, Fernando</b>				
<i>Vacant</i>				
<b>Jáuregui, Gemma</b>				
<b>León, Pedro</b>				
<b>Sylvains, Nina</b>				
<b>de González, Julissa,</b>				
<b>Ruiz, Nadeen</b>				
<b>Totals:</b>				

**Estimated Time of Presentation:** 30 min  
**Submitted By:** Bersola  
**Date:** 032421

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



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Agenda Artículo# IVB

**Fecha de la Reunión:** 26 de marzo de 2021

**Tema: Información básica de responsabilidad académica**

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

**Contexto:**

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

Los miembros de la Mesa Directiva son responsables de:

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

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

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

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

Basado en la investigación de inmersión dual y adquisición de un segundo idioma, toma aproximadamente de cinco a siete años desarrollar la competencia cognitiva del lenguaje académico (CALP). Con la alfabetización bilingüe en aproximadamente siete años como meta final, LAS supervisa estratégicamente el rendimiento de los estudiantes en períodos de grado críticos. La progresión del grado de alfabetización bilingüe de LAS se divide en tres etapas: Etapa 1: Alfabetización bilingüe emergente, Etapa 2: Alfabetización bilingüe en expansión y Etapa 3: Alfabetización bilingüe completa. Debido a su modelo de inmersión en dos idiomas 90-10, los estudiantes de LAS en la Etapa 1 y la Etapa 2 temprana reciben instrucción principalmente en español. Al mismo tiempo, las evaluaciones académicas en estos niveles se realizan principalmente en español. Al final de la Etapa 2, muchos estudiantes realizan la transferencia académica lingüística como se esperaba en los programas de inmersión en dos idiomas. Por lo tanto, es más apropiado que LAS utilice los datos de la evaluación estandarizada de inglés del final del quinto grado como base para el análisis del crecimiento individual del estudiante. Para los grados 7 y 8 en la Etapa 3, el dominio del



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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:**

- 1) LAS Charter and Academics/ Chárter y Académica de LAS

Recomendación:

Miembros	Aye	Nay	Abstain	Absent
<b>Kokayi, Nailah</b>				
<b>García, Cristian</b>				
<b>Aceves, Fernando</b>				
<i>Vacante</i>				
<b>Jáuregui, Gemma</b>				
<b>León, Pedro</b>				
<b>Sylvains, Nina</b>				
<b>de González, Julissa</b>				
<b>Ruiz, Nadeen</b>				
<b>Totales:</b>				

**Tiempo estimado para la presentación:** 30 min.  
**Entregado por:** Bersola  
**Fecha:** 032421

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

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# LAS Charter and Academics

**Teejay Bersola**

Board Retreat

Saturday, 022721

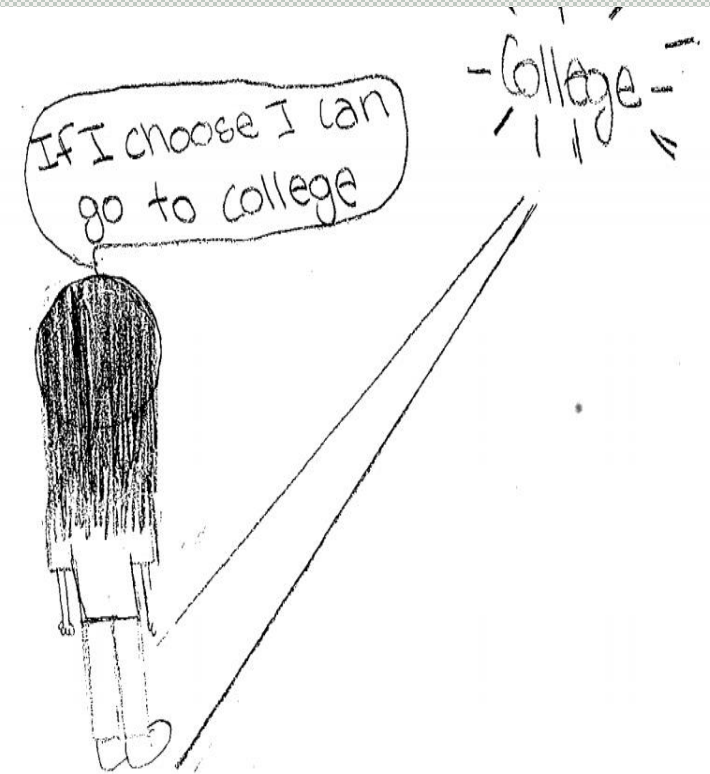
I am a LAS graduate

I can .....

- Speak Spanish and English

- Write argumentative essays in both languages

- Speak in public



# Agenda

**01 LAS Charter**      History      Mission and Vision      The “LAS Graduate”      Charter, *LCAP*, *LCP*, *SPSA* Goals

**02 Renewal**      The 5 year term: 2004-2009      2009-2014      2014-2019      **2019-2024**

Three Charter Renewal Pillars: Governance, Finance, Academics

AB1505:      Academic Performance Level per CA Dashboard

*High (5-7 years)*      *Medium (0-5 years)*      *Low (0-2 years)*

**03 Academics**      Education Program Design: LAS 3 Stages

Achievement Data (FY19 CAASPP): LAS 3 Stages vs CA Dashboard

1) Cohort Trajectory      2) End of Stage 3 Trajectory (Comparative State, District, Other Schools)

**04 What’s Next**      If our long-term goal is to fulfill our charter mission and be renewed under AB 1505, what should be our short-term goals?

*Understand the school-wide ramifications of COVID-19*

*Strengthen our assessments infrastructure for AB1505*

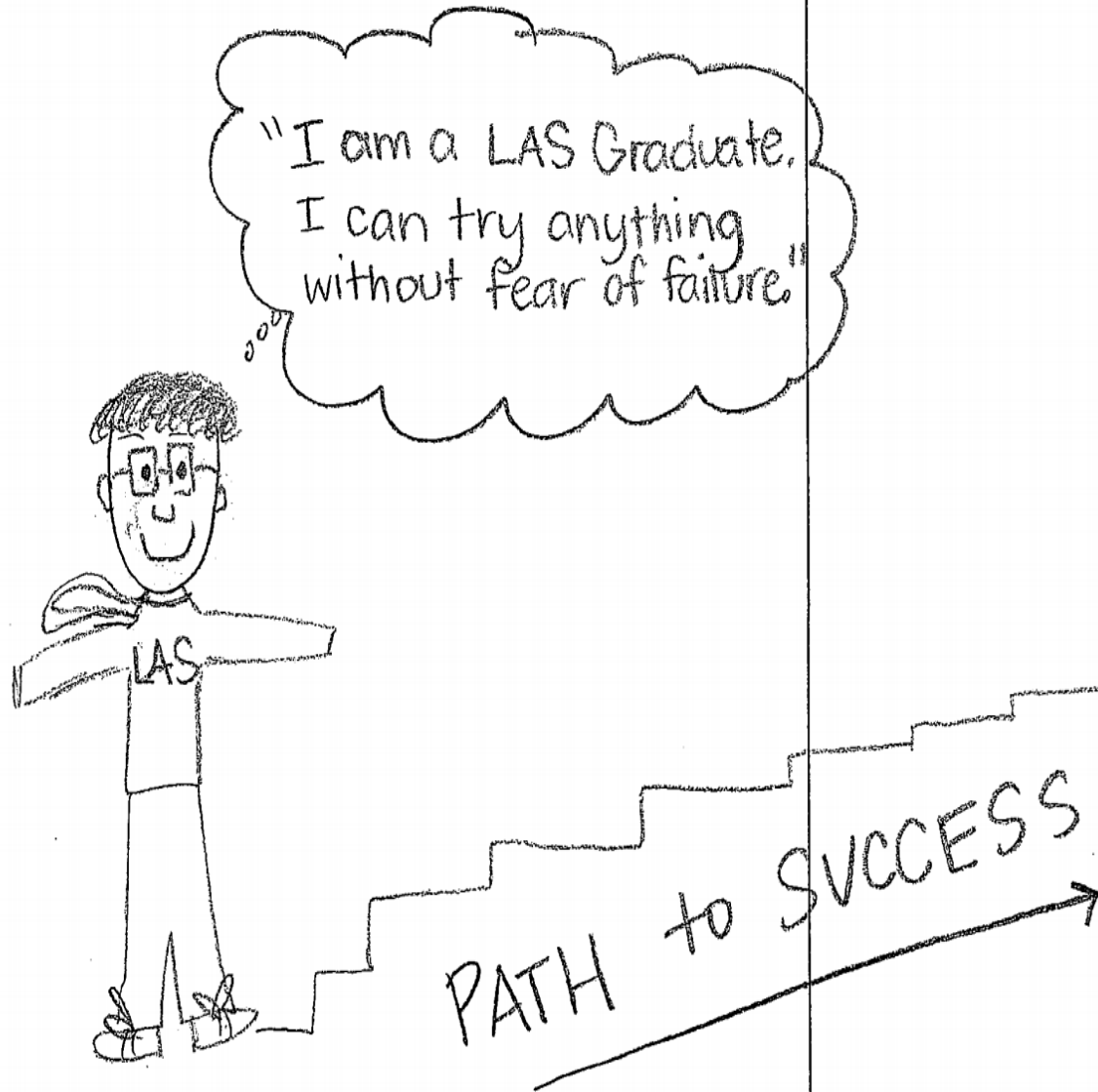
*Harness the stories of our “LAS Graduates” and prepare to retell for our charter renewal*

Write your student's name

(By the end of Gr8)  
I am a LAS Graduate. I can...

(By the end of Senior Year in HS)  
If I choose to I can...

Diego





Escriba el nombre de su estudiante

Mireya

(Al final del Grado 8)  
Soy un graduado de LAS. Puedo ...

2K17 LAS 2K18

High School  
Here I come



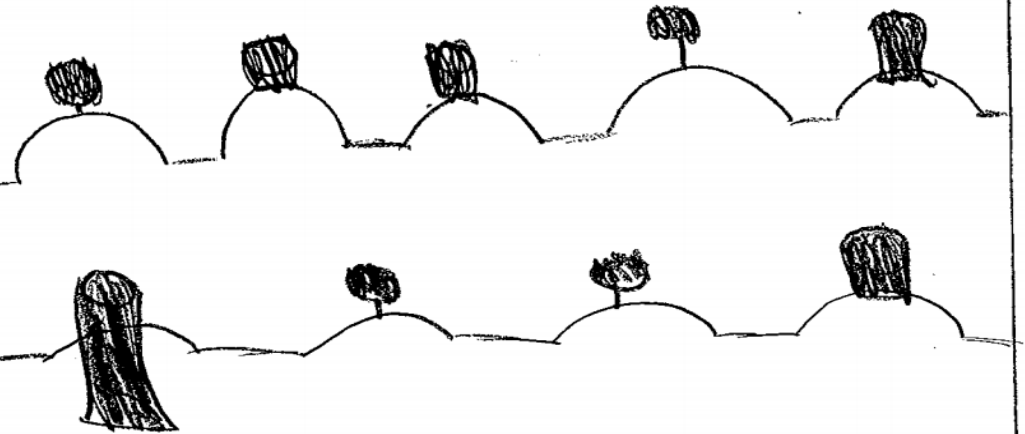
Soy graduado  
de LAS puedo  
Enseñar español

Im bilingual

(Al final del Grado 8)  
Si elijo hacerlo, puedo ...



Si elijo  
puedo tener  
Mi propia  
compañia



---

# 01 LAS Charter

- ❑ History
- ❑ Mission and Vision
- ❑ The “LAS Graduate”
- ❑ Goals in Our Key Documents
  1. Charter 2019-2024
  2. LCAP: Local Control Accountability Plan
  3. LCP: Learning Continuity Plan (COVID-19 FY21)
  4. SPSA: Single Plan for School Achievement (COVID-19 FY21)

# 01 LAS Charter

## □ History

The origins of LAS began at Fruit Ridge Elementary School in 1995, over twenty years ago. Fueled by the desire to address the academic needs of marginalized students, particularly English Learners (ELs), a community of parents and teachers structured a program strand where students, by choice, could learn to become bilingual and biliterate in both Spanish and English. The K-5 Two-Way Spanish Immersion (TWSI) Program existed as a strand at Fruit Ridge Elementary before converting to a K-8 independent charter school.

# 01 LAS Charter

## □ Mission and Vision

### MISSION STATEMENT

The LAS 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)**

### VISION STATEMENT

The LAS vision is to provide an exceptional Spanish-English bilingual education for all students.

---

# 01 LAS Charter

## □ The “LAS Graduate”

Share your vision of the ideal the **“LAS Graduate”**

- 1) Kindly take a minute to envision your ideal **“LAS Graduate.”** (Maybe a representative of past, present, or future graduate pool)
  - 2) Think of a way you would like to share your "LAS Graduate" with the group. (In 1-3 min., share orally, written (read aloud), drawing (screen share or place on camera), singing, signing, and/or combination of any creative expressions).
  - 3) Please be prepared to turn-on your camera **and** to keep it on until everyone has finished sharing.
- Thank you so much!

---

# 01 LAS Charter

## □ Goals in Our Key Documents

(All of them are posted on our website <https://www.lasac.info/> ).

1. Charter 2019-2024
2. LCAP: Local Control Accountability Plan
3. LCP: Learning Continuity Plan (COVID-19 FY21)
4. SPSA: Single Plan for School Achievement (COVID-19 FY21)

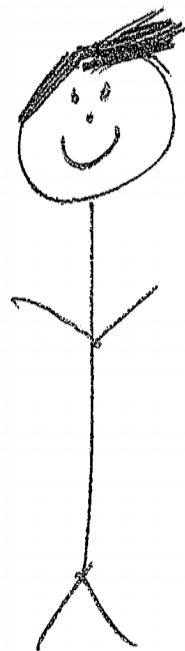
The State Board of Education just released the new LCAP template which will require us to integrate and report on all our past assessments from the previous LCAP (June 2019), the LCP (October 2020), and the SPSA (March 2021) and set new LCAP goals for the next three school years (2022, 2023, 2024).

Write your student's name

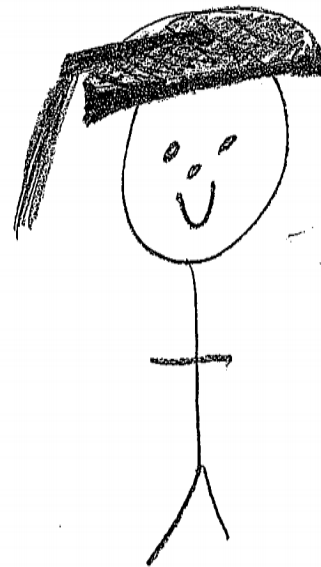
(By the end of Gr8)  
I am a LAS Graduate. I can...

(By the end of Senior Year in HS)  
If I choose to I can...

Emmanuel Juarez



- be a leader in student council or above
- read at grade level in Spanish and English
- be



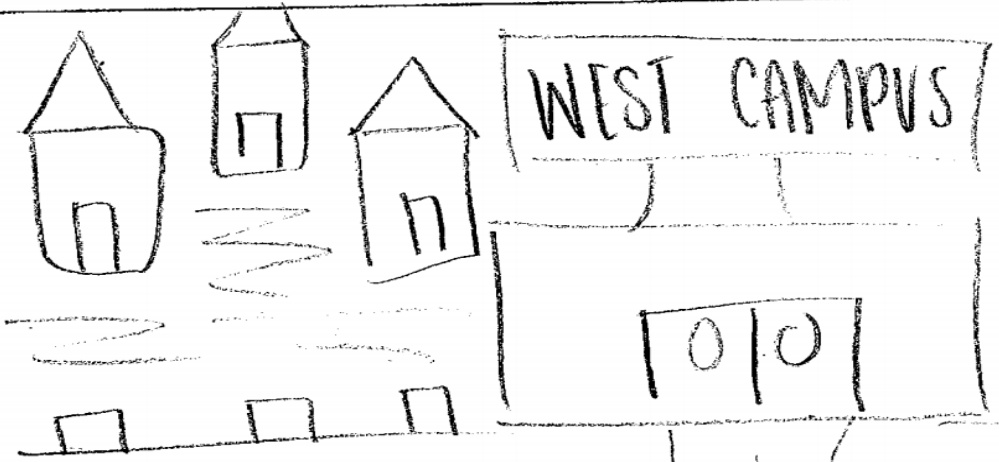
- get a job as a bilingual/biliterate person
- get into any university I want
- be a professional
- be an engineer
- go all over the world
- Read anything!
- Be ok with myself

Write your student's name

(By the end of Gr8)  
I am a LAS Graduate. I can...

If I choose to I can...

ISABELLA J

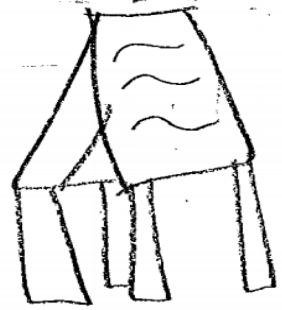


Siendo  
graduate de  
Las puedo  
ser un graduador

de la universidad  
(una buena)

STANFORD

welcome to ... ↑





# 02 Renewal

- ❑ The 5 year term: 2004-2009 2009-2014 2014-2019 **2019-2024**
- ❑ Three Charter Renewal Pillars: Governance, Finance, Academics
- ❑ AB1505: Academic Performance Level per CA Dashboard  
*High (5-7 years) Medium (0-5 years) Low (0-2 years)*

# 02 Renewal

□ The 5 year term:

2004-2009

2009-2014

2014-2019

**2019-2024** *How old is LAS today?*

*How old will LAS be by our next renewal cycle?*

# 02 Renewal

## ☐ Three Charter Renewal Pillars:

1. Governance

2. Finance

3. Academics

# 02 Renewal

- ❑ AB1505: Academic Performance Level per CA Dashboard
- ❑ Three Charter Renewal Tracks [CSDC-AB1505-Renewal-Guide-20210218 \(1\).pdf](#)
  1. *High (5-7 years)*
  2. *Low (0-2 years)*
  3. *Medium (0-5 years. **LAS is currently here.**)*
- ✓ *To prepare for renewal, in addition to CAASPP data (aka CA Dashboard), medium track charters should have multiple measures to show academic growth. Only state adopted verified data measures are allowed. Currently, LAS is using NWEA MAP for Math Gr3-Gr8. We need a state adopted measurement for English and for Spanish Reading and Language Arts. Moreover, the concept of DFS (Distance from Standards) analysis to monitor growth progress will play a more significant role for renewal of middle performing charter schools. (Example in the following slide).*

3. Element for Renewal Response v022019  
a.ii. Specific annual goals for each subgroup of pupils

Academic Achievement by Subgroup:  
Increases in pupil academic achievement for all groups served by the school must be considered as **the most important factor** in determining whether to grant a charter renewal. (Ed Code 47607, subd. (a)(3)(A).)

**Prerequisite understanding:**

- 1) LAS is a bilingual Spanish and English immersion program.
- 2) Aggregate Gr3-8 CAASPP scores are not suitable for analysis since English literacy instruction does not begin until Gr3 at LAS.
- 3) For program progress monitoring, LAS uses the End of Stage 3 Biliteracy Trajectory Gr8 cohort performance for comparative achievement analysis.

**Grade 8 Cohort Performance: 2017 and 2018**  
**Distance from Level Met (DFM): Comparative from Baseline Gr6 to End of Stage 3: Gr8**

LAS End of Stage 3 Gr8 Cohort: All Students and Major Subgroups	ELA				Mathematics				LAS Subgroup Goals and Actions (Please refer to UPDATED Charter Goals from Charter Response Appendix for more details)
	Gr8 Cohort in 2017		Gr8 Cohort in 2018		Gr8 Cohort in 2017		Gr8 Cohort in 2018		
	Baseline: Gr6	EndofStage3: Gr8	Baseline: Gr6	EndofStage3: Gr8	Baseline: Gr6	EndofStage3: Gr8	Baseline: Gr6	EndofStage3: Gr8	
All Students (Gr8)	-40.7	18	-19.4	18.5	-44	-14.7	-49.4	-32.1	Overall, by the End of Stage 3 Gr8, LAS Gr8 in 2017 and Gr8 in 2018 cohorts show an upward growth trajectory in achievement for both ELA and Math; this is a historical cohort trend in longitudinal performance of LAS students.
Latino (Gr8)	-45.4	11.5	-19.8	19.8	-49.1	-17.9	-46.8	-29.1	<b>Latino subgroup:</b> Continue cohort improvement trajectory by End of Stage 3 Gr8. Action plan: Close monitoring of literacy and math benchmark data for the subgroup.
Socioeconomic Disadvantaged (Gr8)	-59.7	-10.9	-32.9	-3.7	-60	-47.6	-59.8	-49.1	<b>Socioeconomic disadvantaged subgroup:</b> Continue cohort improvement trajectory by End of Stage 3 Gr8. Action plan: Close monitoring of literacy and math benchmark data for the subgroup and research implication of digital access divide between home and school learning.
*Students with Disabilities (Gr8)	-163.7	-109.2	-67.6	-16	-131.7	-114	-89.6	-145.5	* By End of Stage 3 Gr8, the cohort typically has 10 or fewer students tested for this subgroup. In order to protect student privacy, CAASPP does not publish this data and hence, making it not suitable for comparative analysis of % of students who met or exceeded standards. <b>Students with disabilities subgroup:</b> Continue cohort improvement trajectory in ELA. In 2018 Gr8 SWD showed a decrease in DFM for math. Action plan: Implementation of a computer adaptive MAP Math benchmark for closer monitoring of student progress during the school year and collaborative planning between General Ed. and Education Specialist on strategies, intervention and support in order to meet IEP math goals. Include internal analysis of IEP profile: Student meeting 80% of stated IEP goals.
*English Learners (Gr8) <i>Analyze in tandem with RFEP subgroup below</i>	-97.4	-97.8	-59.7	-82.3	-83.8	-122	-94.7	-146	* By End of Stage 3 Gr8, the cohort typically has 10 or fewer students tested for this subgroup. In order to protect student privacy, CAASPP does not publish this data and hence, making it not suitable for comparative analysis of % of students who met or exceeded standards. <b>English learners subgroup:</b> Caveat: By End of Stage 3 Gr8, the majority of students are in RFEP status, which aligns with the LAS EL reclassification rate goal. Action plan: Implementation of a computer adaptive MAP Math benchmark for closer monitoring of student progress during the school year. Closer analysis of ELs with IEPs for alternative reclassification qualifier status.
RFEP (Gr8) <i>Analyze in tandem with EL subgroup above</i>	-11.2	31.6	-19	10.4	-27.2	1.6	-26.6	-28.7	<b>RFEP subgroup:</b> This End of Stage 3 Gr8 data must be analyzed in tandem with the EL subgroup data in order to get a full picture of EL cohort growth and achievement in the LAS immersion program. In most scenario, RFEP students have shown positive DFM growth. In 2018, Gr8 RFEP students showed a small decrease in DFM for math. Action plan: Implementation of a computer adaptive MAP Math benchmark for closer monitoring of student progress during the school year.

**Note:**  
\* By End of Stage 3 Gr8, the cohort typically has 10 or fewer students tested for this subgroup. In order to protect student privacy, CAASPP does not publish this data and hence, it is not suitable for comparative analysis of % of students who met or exceeded standards.

**Color Codes:**  
Growth points above DFM  
Growth points toward DFM  
Maintained DFM points  
Decrease DFM points

Write your student's name

I am a LAS Graduate. I can...

If I choose to I can...

Alessandra



- ♥ Speak, read, write in English + Spanish
- ♥ Have confidence
- ♥ Love learning
- ♥ be exposed to many cultures
- ♥ be persistent

Volunteer at the zoo

Volunteer at the office



If I choose to I can love, sing, learn in both languages. I am confident and can talk to a large audience. I can make change in my community. I know how to plan, set goals and achieve them. I'm compassionate. Gender does not stop me.

Write your student's name

(By the end of Gr8)  
I am a LAS Graduate. I can...

(By the end of Senior Year in HS)  
If I choose to I can...

Adrián Gutiérrez



be the President  
of the United  
States.



# 03 Academics

- ❑ Education Program Design: LAS 3 Stages
- ❑ Achievement Data (FY19 CAASPP):

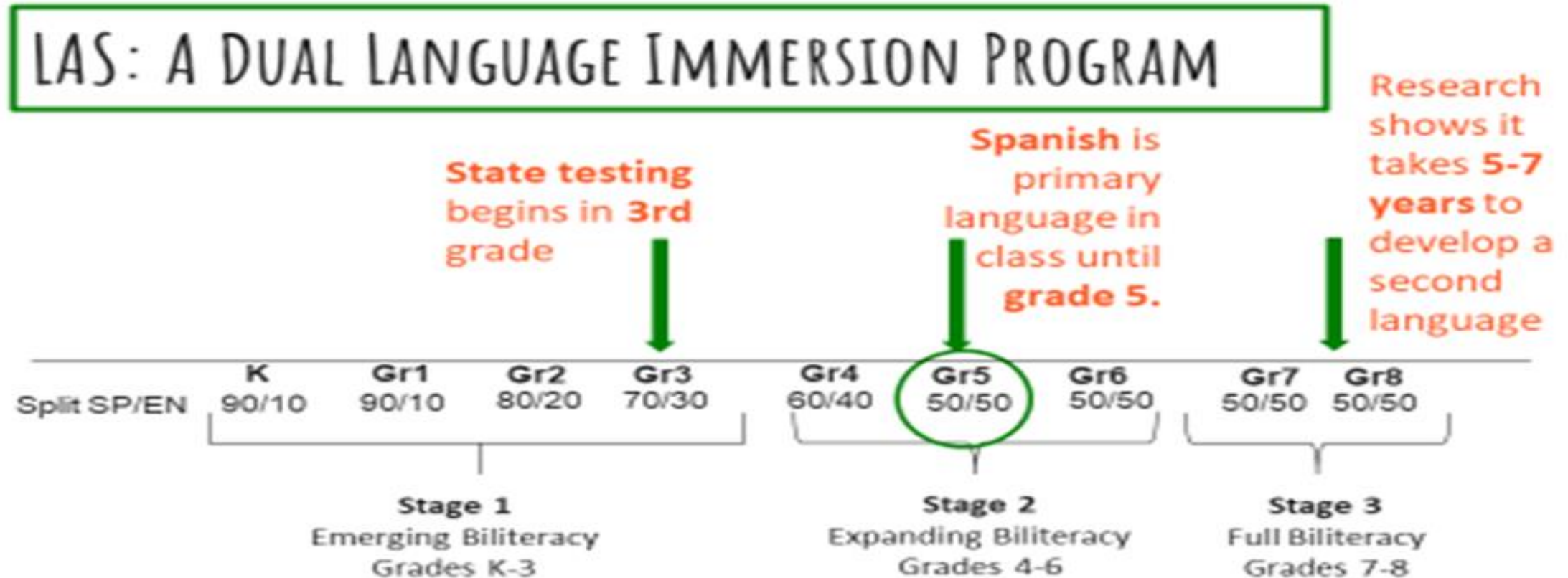
## LAS 3 Stages vs CA Dashboard

- 1) Cohort Trajectory
- 2) End of Stage 3 Trajectory (Comparative State, District, Other Schools)



# 03 Academics

## Education Program Design: LAS 3 Stages



# 03 Academics

☐ Achievement Data (FY19 CAASPP):

LAS 3 Stages vs CA Dashboard

<https://www.caschooldashboard.org/>

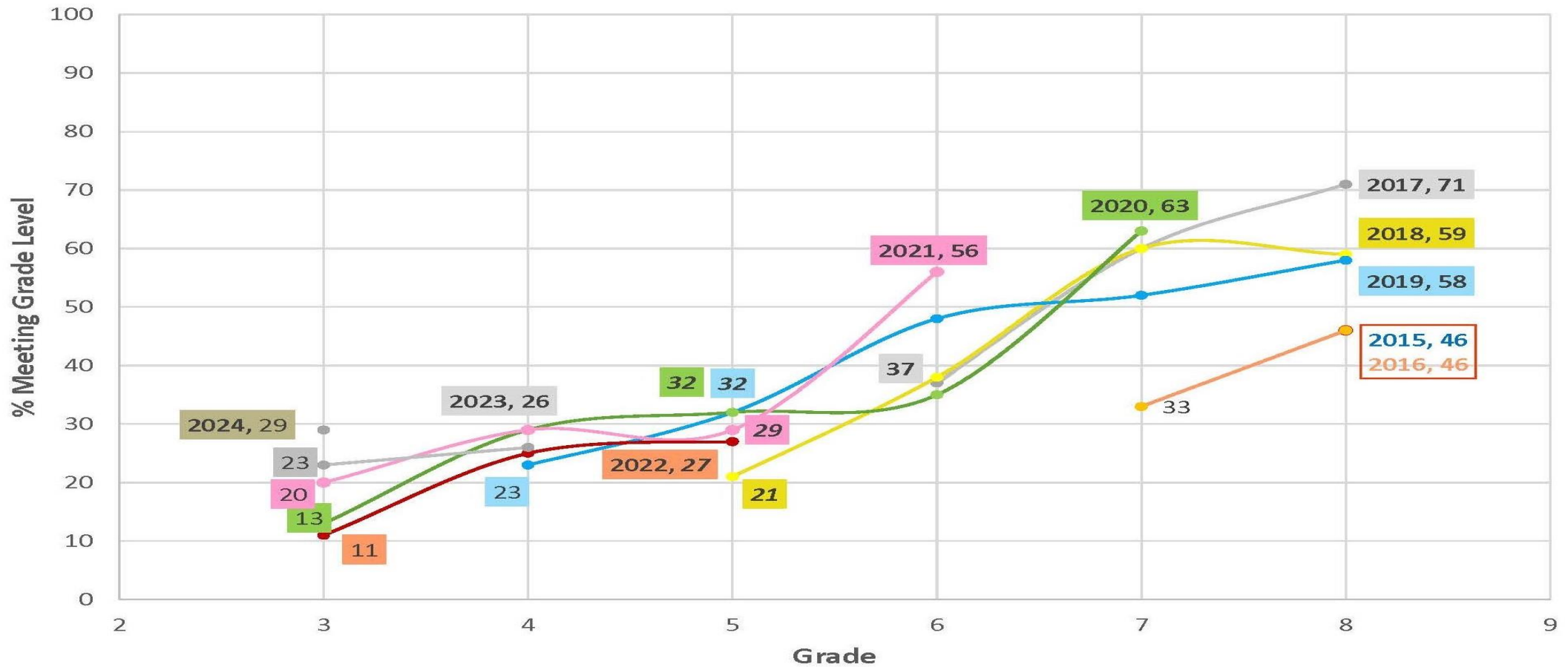
- 1) Cohort Trajectory
- 2) End of Stage 3 Trajectory (Comparative State, District, Other Schools)

# Looking at LAS Data: *What is the story?*

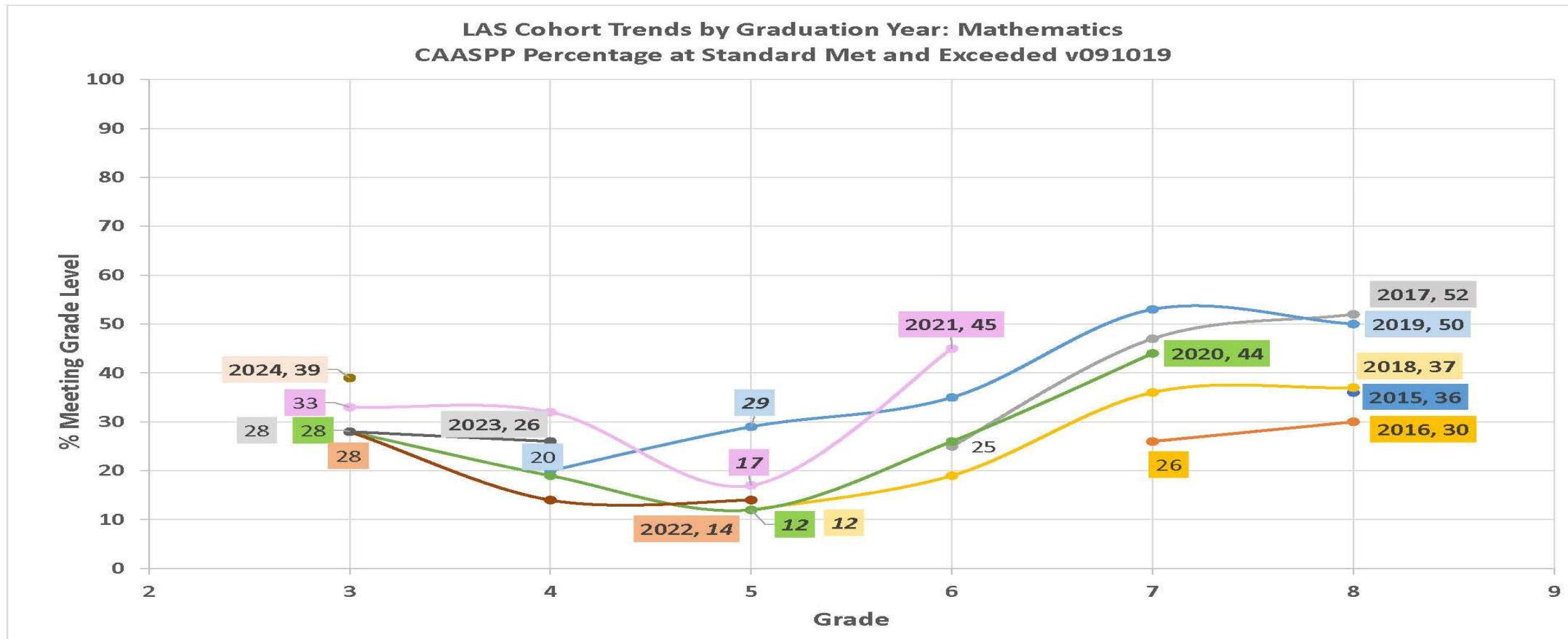
- Our aggregate scores do NOT tell our story!
- We must **examine our scores** to understand what they mean for LAS **students** and to demonstrate how our program works:
  - By **all grades** over one year - *to show our model is effective*
  - By **each graduating cohort group** - *to see how each cohort is progressing*
  - By **subgroups** (as defined by state)

# COHORT Group Trends: ELA

LAS Cohort Trends by Graduation Year: English Language Arts (ELA)  
CAASPP Percentage at Standard Met and Exceeded v091019



# COHORT Group Trends: MATH



# 03 Academics

- ❑ Achievement Data (FY19 CAASPP):  
End of Stage 3 Trajectory (Comparative State, District, Other Schools)
- ✓ Achievement Data Presentation from 2019  
(Power point #2, time permitting)

Write your student's name

Aminah

(By the end of GR8)  
I am a LAS Graduate. I can...



This is just the beginning of it all I still have a long way to go until I get to the finish line

I can talk in front of an audience

Puedo hablar en inglés y español

If I choose to I can...



I can't wait to go to college

New experiences await

Write your student's name

(By the end of Gr8)  
I am a LAS Graduate. I can...

(By the end of Senior Year in HS)  
If I choose to I can...

ALEX

I am a LAS graduate. I can... make educated choices about my FUTURE!



I am a LAS graduate. I can speak, read, and write in 2 Languages

I am a LAS graduate... I can develop my writing through a process and at my pace!

Write a book!

If I choose to I can... Travel the world!

If I choose to I can... Travel and learn abroad.



If I choose to I can... Change the World!

If I choose to I can... go to any college or University.



# 04 What's Next

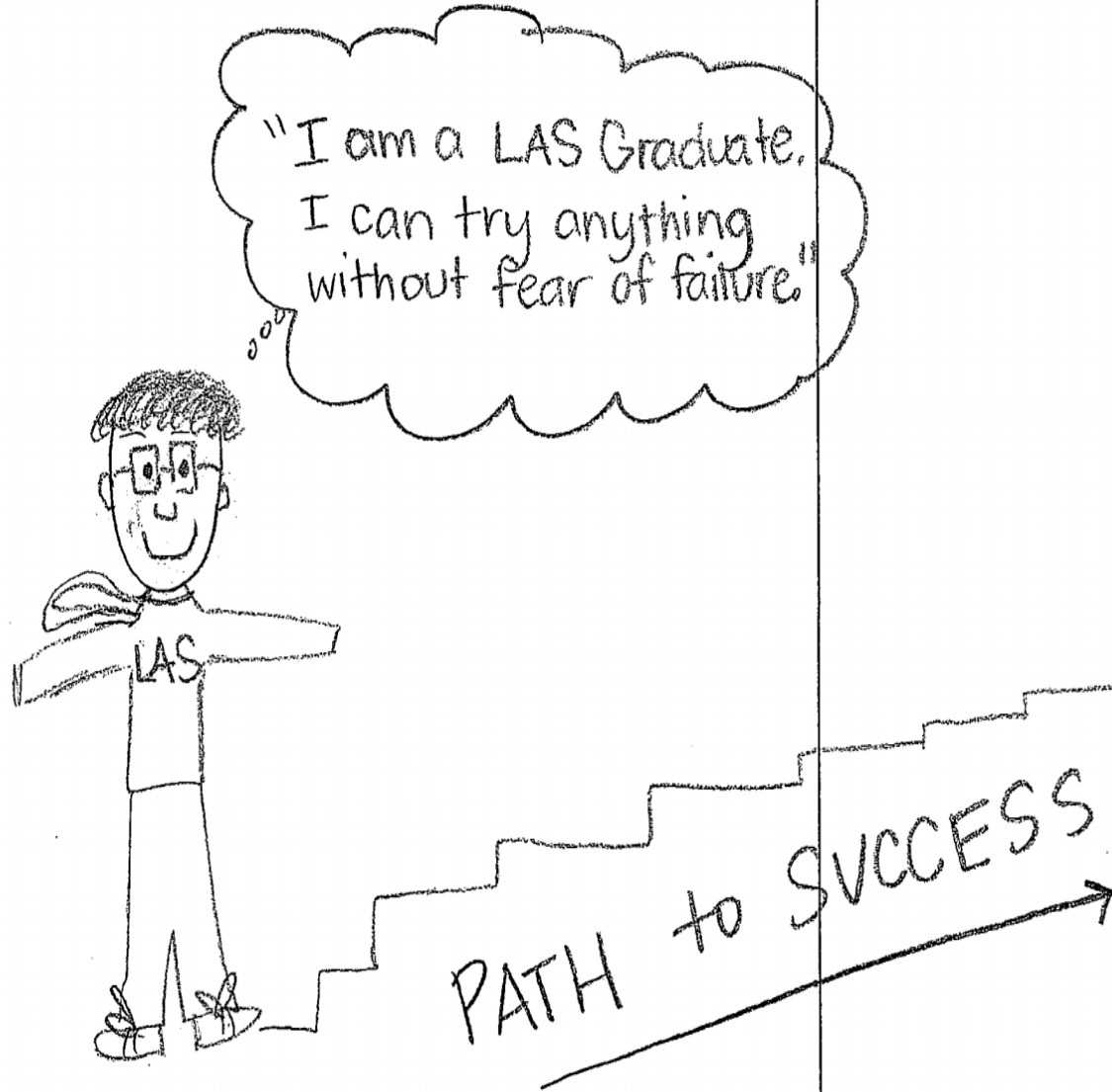
- If our long-term goal is to fulfill our charter mission and be renewed under AB 1505, what should be our short-term goals?
  1. **Understand** the schoolwide ramifications of COVID-19 year **and build support** structures to mitigate learning loss
  2. **Strengthen** our assessments infrastructure for AB1505; **Be strategic** during this spring's state testing; **Consider** new baseline data for achievement growth monitoring
  3. **Harness** the stories of our "LAS Graduates" and in the next two years, **prepare** our community **to retell** them to various stakeholders, including SCUSD, our charter authorizing agency.

Write your student's name

(By the end of Gr8)  
I am a LAS Graduate. I can...

(By the end of Senior Year in HS)  
If I choose to I can...

Diego



# Agenda

**01 LAS Charter**      History      Mission and Vision      The “LAS Graduate”      Charter, *LCAP*, *LCP*, *SPSA* Goals

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**04 What’s Next**      If our long-term goal is to fulfill our charter mission and be renewed under AB 1505, what should be our short-term goals?

*Understand the school-wide ramifications of COVID-19*

*Strengthen our assessments infrastructure for AB1505*

*Harness the stories of our “LAS Graduates” and prepare to retell for our charter renewal*

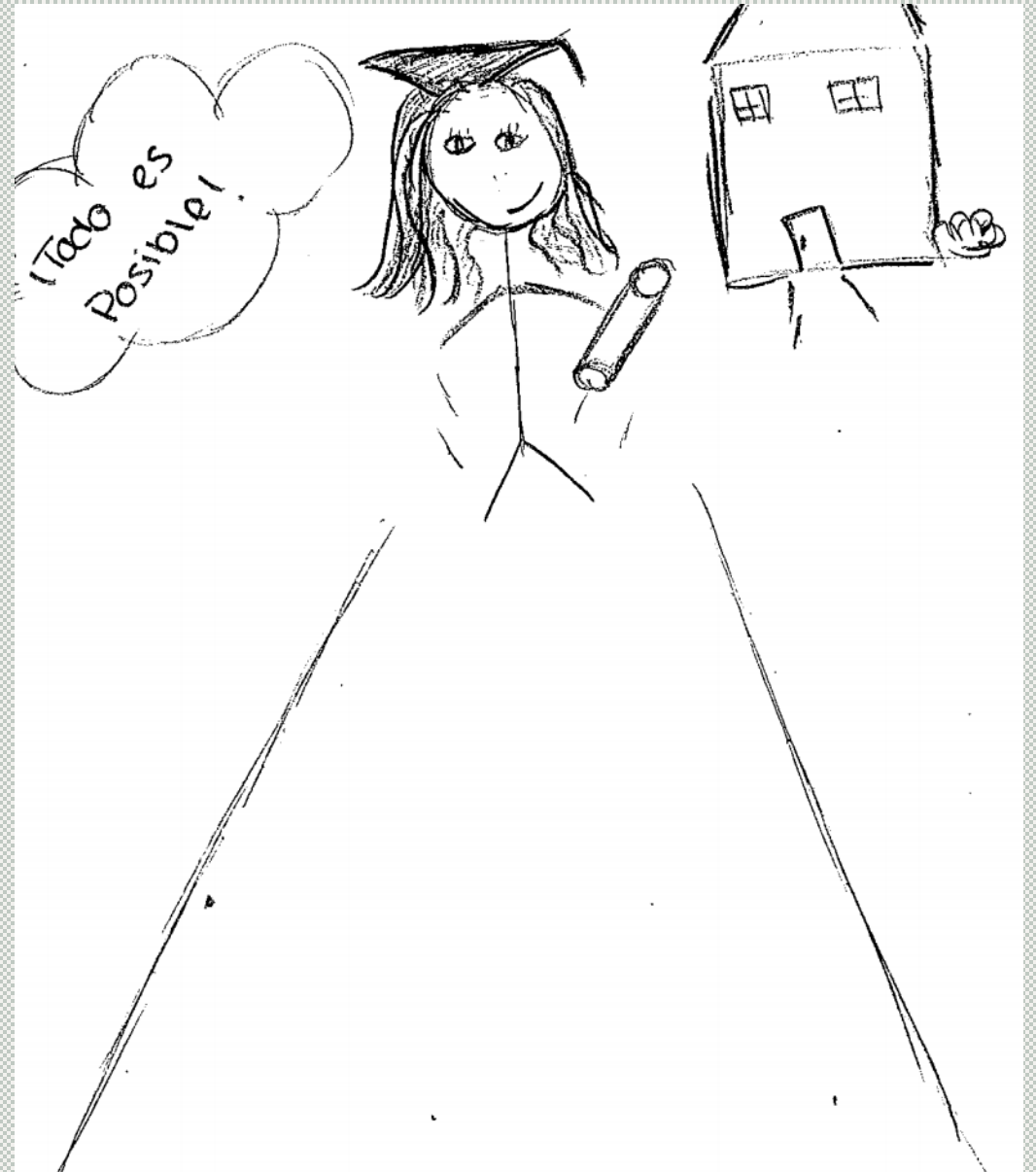
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# LAS Academics 101

## *Thank you!*

Board Retreat

Saturday, 022721



# Chárter y Académica de LAS

Teejay Bersola

Retiro de la Mesa

sábado, 022721

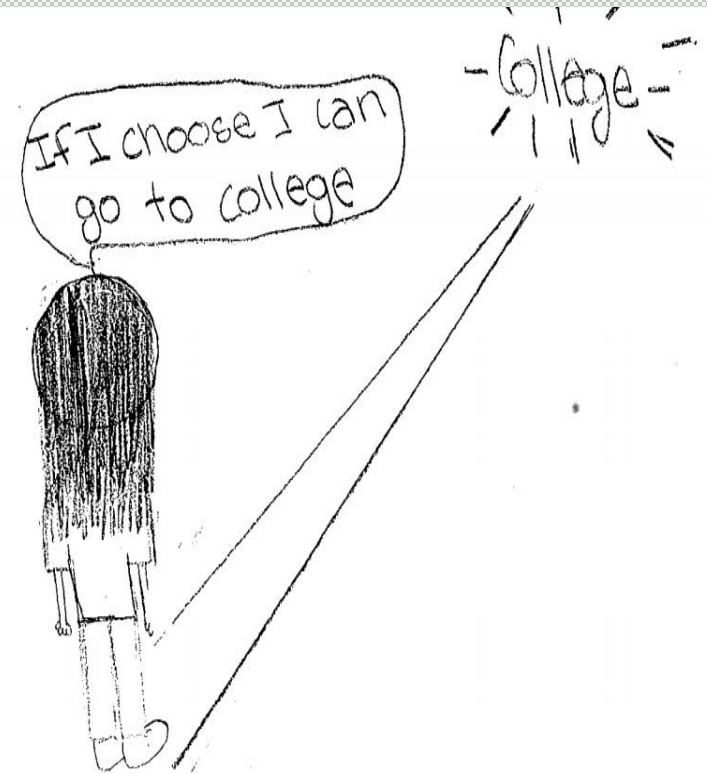
I am a LAS graduate

I can .....

- Speak Spanish and English

- Write argumentative essays in both languages

- Speak in public



# Agenda

## 01 Chárter de LAS

Historia      Misión y Visión      El “Graduado de LAS”      Chárter, Metas de *LCAP, LCP, SPSA*

## 02 Renovación

El termino de 5 años: 2004-2009    2009-2014    2014-2019    **2019-2024**

Tres pilares de renovación del chárter: Gobernanza, Finanzas, Académica

AB1505: Nivel de rendimiento académico según el Tablero de CA

*Alto (5-7 años)    Mediano (0-5 años)    Bajo (0-2 años)*

## 03 Académicos

Diseño del programa educativo: 3 etapas de LAS

Datos de logros (CAASPP del año fiscal 2019): LAS 3 etapas de LAS vs Tablero de CA

1) Trayectoria de grupos    2) Trayectoria del final de la etapa 3 (comparativo al estado, distrito, otras escuelas)

## 04 Que sigue

Si nuestro objetivo a largo plazo es cumplir con nuestra misión del chárter y renovarnos bajo AB 1505, ¿cuáles deberían ser nuestros objetivos a corto plazo?

*Comprender las ramificaciones de COVID-19 a nivel escolar*

*Fortalecer nuestra infraestructura de evaluaciones para AB1505*

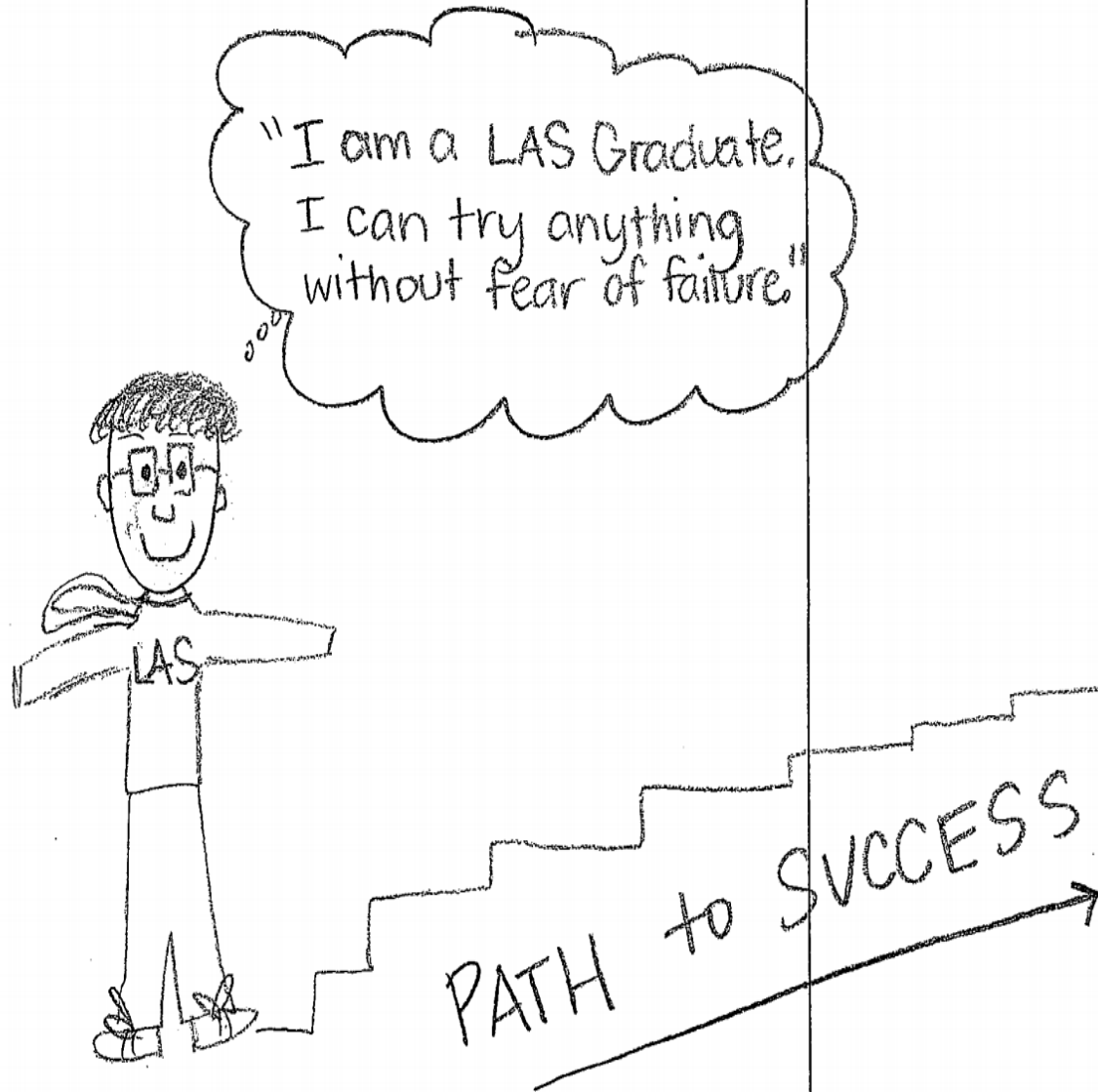
*Aprovechar las historias de nuestros “Graduados de LAS” y prepararse para volver a contar la renovación de nuestro chárter*

Write your student's name

(By the end of Gr8)  
I am a LAS Graduate. I can...

(By the end of Senior Year in HS)  
If I choose to I can...

Diego



Escriba el nombre de su estudiante

Mireya

(Al final del Grado 8)  
Soy un graduado de LAS. Puedo ...

2K17 LAS 2K18

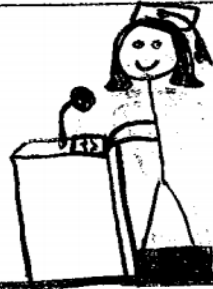
High School  
Here I come



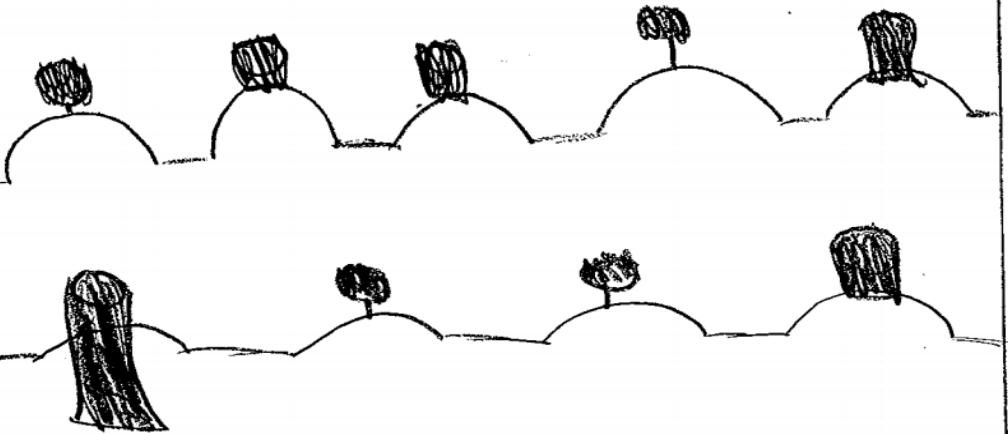
Soy graduado  
de LAS puedo  
Enseñar español

Im bilingual

(Al final del Grado 8)  
Si elijo hacerlo, puedo ...



Si elijo  
puedo tener  
Mi propia  
compañia





---

# 01 Chárter de LAS

- ❑ Historia
- ❑ Misión y Visión
- ❑ El “El Graduado de LAS”
- ❑ Objetivos en nuestros documentos clave
  1. Chárter 2019-2024
  2. LCAP: Plan de control local y rendición de cuentas
  3. LCP: Plan de continuidad del aprendizaje (COVID-19 FY21)
  4. SPSA: Plan único para el rendimiento estudiantil (COVID-19 FY21)

# 01 Chárter de LAS

## □ Historia

Los orígenes de LAS comenzaron en la escuela primaria Fruit Ridge en 1995, hace más de veinte años. Impulsada por el deseo de abordar las necesidades académicas de los estudiantes marginados, en particular los aprendices de inglés (EL), una comunidad de padres y maestros estructuró un programa en el que los estudiantes, por elección, podrían aprender a ser bilingües tanto en español como en inglés. El programa de inmersión dual en español K-5 (TWSI) existía como una rama en Fruit Ridge Elementary antes de convertirse en una escuela autónoma independiente K-8.

# 01 Chárter de LAS

## ☐ Misión y Visión

### DECLARACION DE LA MISION

La misión de LAS es crear un entorno de aprendizaje donde los estudiantes: 1) Utilizan el bilingüismo y la alfabetización bilingüe (español e inglés) para lograr la excelencia académica y aplicar habilidades en situaciones del mundo real y entornos diversos. **(ALFABETIZACION BILINGUE)**; 2) Desarrollar y exhibir una autoestima positiva, orgullo, confianza y respeto por ellos mismos y los demás. **(CONFIANZA Y DESTREZAS DE LA VIDA)**; y, 3) Demostrar habilidades de liderazgo para construir puentes entre comunidades y aplicar habilidades de pensamiento crítico para resolver problemas, promover la justicia social y generar cambios en la sociedad. **(LIDERAZGO Y PENSAMIENTO CRÍTICO)**

### DECLARACIÓN DE LA VISIÓN

La visión de LAS es proporcionar una educación bilingüe español-inglés excepcional para todos los estudiantes.

---

# 01 Chárter de LAS

## □ El “Graduado de LAS”

Comparta su visión del ideal **“Graduado de LAS”**

1) Por favor, tómese un minuto para visualizar su **“Graduado de LAS”** ideal. (Tal vez un representante del grupo de graduados pasados, presentes o futuros)

2) Piense en una forma en que le gustaría compartir su "Graduado de LAS" con el grupo. (En 1-3 min., Comparta oralmente, escrito (leído en voz alta), dibujo (pantalla compartida o poner en cámara), cantando, haciendo señas y / o combinación de cualquier expresión creativa).

3) Esté preparado para encender su cámara y mantenerla encendida hasta que todos hayan terminado de compartir. ¡Muchas gracias!

---

# 01 Chárter de LAS

## □ Objetivos en nuestros documentos clave

(Todos están publicados en nuestro sitio web <https://www.lasac.info/> ).

1. Chárter 2019-2024
2. LCAP: Plan de control local y rendición de cuentas
3. LCP: Plan de continuidad del aprendizaje (COVID-19 FY21)
4. SPSA: Plan único para el rendimiento estudiantil (COVID-19 FY21)

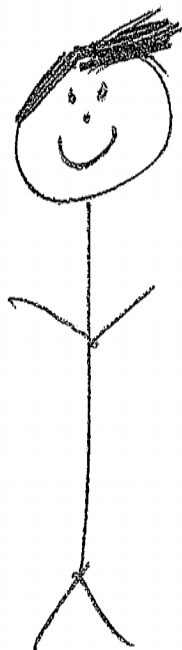
La Mesa Estatal de Educación acaba de publicar la nueva plantilla de LCAP que requerirá que integremos e informemos sobre todas nuestras evaluaciones posteriores del LCAP anterior (junio de 2019), el LCP (octubre de 2020) y el SPSA (marzo de 2021) y establezcamos nuevas Metas del LCAP para los próximos tres años escolares (2022, 2023, 2024).

Write your student's name

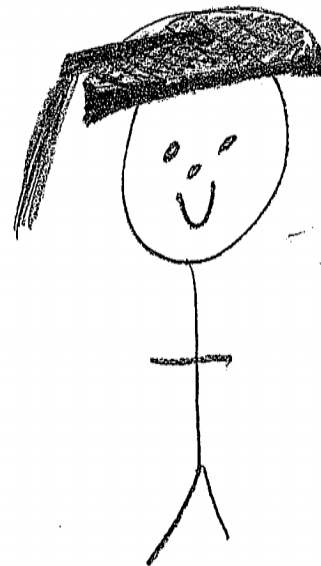
(By the end of Gr8)  
I am a LAS Graduate. I can...

(By the end of Senior Year in HS)  
If I choose to I can...

Emmanuel Juarez



- be a leader in student council or above
- read at grade level in Spanish and English
- be

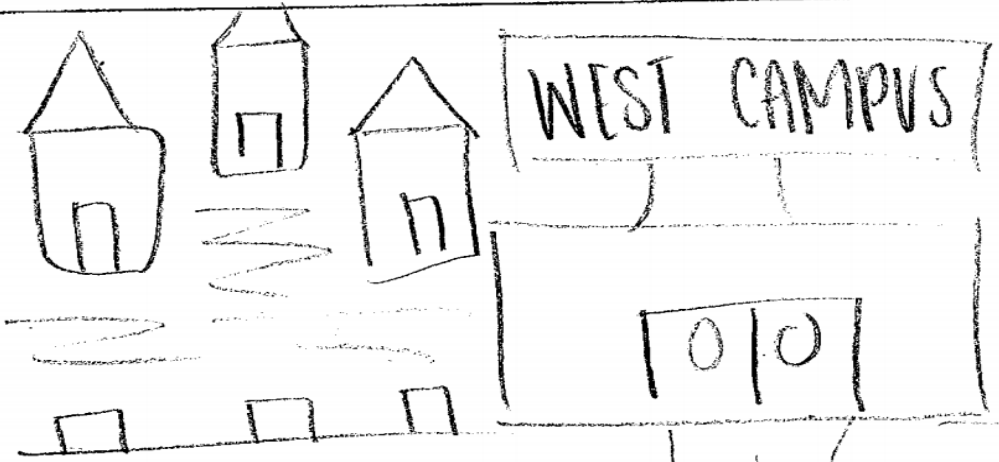


- get a job as a bilingual/biliterate person
- get into any university I want
- be a professional
- be an engineer
- go all over the world
- Read anything!
- Be ok with myself

Write your student's name

ISABELLA J

(By the end of Gr8)  
I am a LAS Graduate. I can...



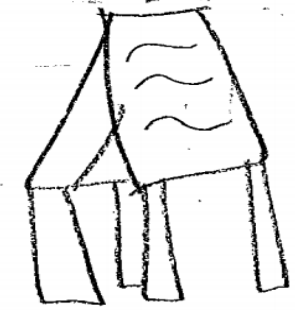
Siendo  
graduado de  
LAS puedo  
ser un graduador

de la universidad  
(una buena)

If I choose to I can...

STANFORD

welcome to ... ↑



# 02 Renovación

- ❑ El termino de 5 años: 2004-2009 2009-2014 2014-2019  
**2019-2024**
- ❑ Tres pilares de renovación del Chárter: Gobernanza, Finanzas, Académica
- ❑ AB1505: Nivel de rendimiento académico según el Tablero de CA  
*Alto (5-7 años) Mediano (0-5 años) Bajo (0-2 años)*



# 02 Renovación

□ El termino de 5 años:

2004-2009

2009-2014

2014-2019

**2019-2024**    ¿Qué edad tiene LAS hoy?

¿Qué edad tendrá LAS en nuestro próximo ciclo de renovación?

# 02 Renovación

□ Tres pilares de renovación del chárter:

1. Gobernancia

2. Finanzas

3. Académica

# 02 Renovación

- ❑ AB1505: Nivel de rendimiento académico según el Tablero de CA
- ❑ Tres vías de renovación del Chárter [CSDC-AB1505-Renewal-Guide-20210218 \(1\).pdf](#)
  1. *Alto (5-7 años)*
  2. *Bajo (0-2 años)*
  3. *Mediano (0-5 años. **LAS está aquí actualmente.**)*
- ✓ *Para prepararse para la renovación, además de los datos de CAASPP (también conocido como Tablero de CA), las escuelas chárter de nivel medio deben tener múltiples medidas para mostrar el crecimiento académico. Solo se permiten medidas de datos verificadas adoptadas por el estado. Actualmente, LAS está usando NWEA MAP para matemáticas Gr3-Gr8. Necesitamos una medida adoptada por el estado para inglés y para lectura y artes del lenguaje en español. Además, el concepto de análisis DFS (Distancia de los estándares) para monitorear el progreso del crecimiento desempeñará un papel más importante para la renovación de las escuelas autónomas de rendimiento medio. (Ejemplo en la siguiente diapositiva)*

3. Element for Renewal Response v022019  
a.ii. Specific annual goals for each subgroup of pupils

Academic Achievement by Subgroup:  
Increases in pupil academic achievement for all groups served by the school must be considered as **the most important factor** in determining whether to grant a charter renewal. (Ed Code 47607, subd. (a)(3)(A).)

**Prerequisite understanding:**

- 1) LAS is a bilingual Spanish and English immersion program.
- 2) Aggregate Gr3-8 CAASPP scores are not suitable for analysis since English literacy instruction does not begin until Gr3 at LAS.
- 3) For program progress monitoring, LAS uses the End of Stage 3 Biliteracy Trajectory Gr8 cohort performance for comparative achievement analysis.

**Grade 8 Cohort Performance: 2017 and 2018**

**Distance from Level Met (DFM): Comparative from Baseline Gr6 to End of Stage 3: Gr8**

LAS End of Stage 3 Gr8 Cohort: All Students and Major Subgroups	ELA				Mathematics				LAS Subgroup Goals and Actions (Please refer to UPDATED Charter Goals from Charter Response Appendix for more details)
	Gr8 Cohort in 2017		Gr8 Cohort in 2018		Gr8 Cohort in 2017		Gr8 Cohort in 2018		
	Baseline: Gr6	EndofStage3: Gr8	Baseline: Gr6	EndofStage3: Gr8	Baseline: Gr6	EndofStage3: Gr8	Baseline: Gr6	EndofStage3: Gr8	
All Students (Gr8)	-40.7	18	-19.4	18.5	-44	-14.7	-49.4	-32.1	Overall, by the End of Stage 3 Gr8, LAS Gr8 in 2017 and Gr8 in 2018 cohorts show an upward growth trajectory in achievement for both ELA and Math; this is a historical cohort trend in longitudinal performance of LAS students.
Latino (Gr8)	-45.4	11.5	-19.8	19.8	-49.1	-17.9	-46.8	-29.1	<b>Latino subgroup:</b> Continue cohort improvement trajectory by End of Stage 3 Gr8. Action plan: Close monitoring of literacy and math benchmark data for the subgroup.
Socioeconomic Disadvantaged (Gr8)	-59.7	-10.9	-32.9	-3.7	-60	-47.6	-59.8	-49.1	<b>Socioeconomic disadvantaged subgroup:</b> Continue cohort improvement trajectory by End of Stage 3 Gr8. Action plan: Close monitoring of literacy and math benchmark data for the subgroup and research implication of digital access divide between home and school learning.
*Students with Disabilities (Gr8)	-163.7	-109.2	-67.6	-16	-131.7	-114	-89.6	-145.5	* By End of Stage 3 Gr8, the cohort typically has 10 or fewer students tested for this subgroup. In order to protect student privacy, CAASPP does not publish this data and hence, making it not suitable for comparative analysis of % of students who met or exceeded standards. <b>Students with disabilities subgroup:</b> Continue cohort improvement trajectory in ELA. In 2018 Gr8 SWD showed a decrease in DFM for math. Action plan: Implementation of a computer adaptive MAP Math benchmark for closer monitoring of student progress during the school year and collaborative planning between General Ed. and Education Specialist on strategies, intervention and support in order to meet IEP math goals. Include internal analysis of IEP profile: Student meeting 80% of stated IEP goals.
*English Learners (Gr8) <i>Analyze in tandem with RFEP subgroup below</i>	-97.4	-97.8	-59.7	-82.3	-83.8	-122	-94.7	-146	* By End of Stage 3 Gr8, the cohort typically has 10 or fewer students tested for this subgroup. In order to protect student privacy, CAASPP does not publish this data and hence, making it not suitable for comparative analysis of % of students who met or exceeded standards. <b>English learners subgroup:</b> Caveat: By End of Stage 3 Gr8, the majority of students are in RFEP status, which aligns with the LAS EL reclassification rate goal. Action plan: Implementation of a computer adaptive MAP Math benchmark for closer monitoring of student progress during the school year. Closer analysis of ELs with IEPs for alternative reclassification qualifier status.
RFEP (Gr8) <i>Analyze in tandem with EL subgroup above</i>	-11.2	31.6	-19	10.4	-27.2	1.6	-26.6	-28.7	<b>RFEP subgroup:</b> This End of Stage 3 Gr8 data must be analyzed in tandem with the EL subgroup data in order to get a full picture of EL cohort growth and achievement in the LAS immersion program. In most scenario, RFEP students have shown positive DFM growth. In 2018, Gr8 RFEP students showed a small decrease in DFM for math. Action plan: Implementation of a computer adaptive MAP Math benchmark for closer monitoring of student progress during the school year.

**Note:**

\* By End of Stage 3 Gr8, the cohort typically has 10 or fewer students tested for this subgroup. In order to protect student privacy, CAASPP does not publish this data and hence, it is not suitable for comparative analysis of % of students who met or exceeded standards.

**Color Codes:**

- Growth points above DFM
- Growth points toward DFM
- Maintained DFM points
- Decrease DFM points

Write your student's name

I am a LAS Graduate. I can...

If I choose to I can...

Alessandra

CIVICS ACTION



- ♥ Speak, read, write in English + Spanish
- ♥ Have confidence
- ♥ Love learning
- ♥ be exposed to many cultures
- ♥ be persistent

Volunteer at the zoo

Volunteer at the office



If I choose to I can love, sing, learn in both languages. I am confident and can talk to a large audience. I can make change in my community. I know how to plan, set goals and achieve them. I'm compassionate. Gender does not stop me.

Write your student's name

(By the end of Gr8)  
I am a LAS Graduate. I can...

(By the end of Senior Year in HS)  
If I choose to I can...

Adrián Gutiérrez



be the President  
of the United  
States.



# 03 Académica

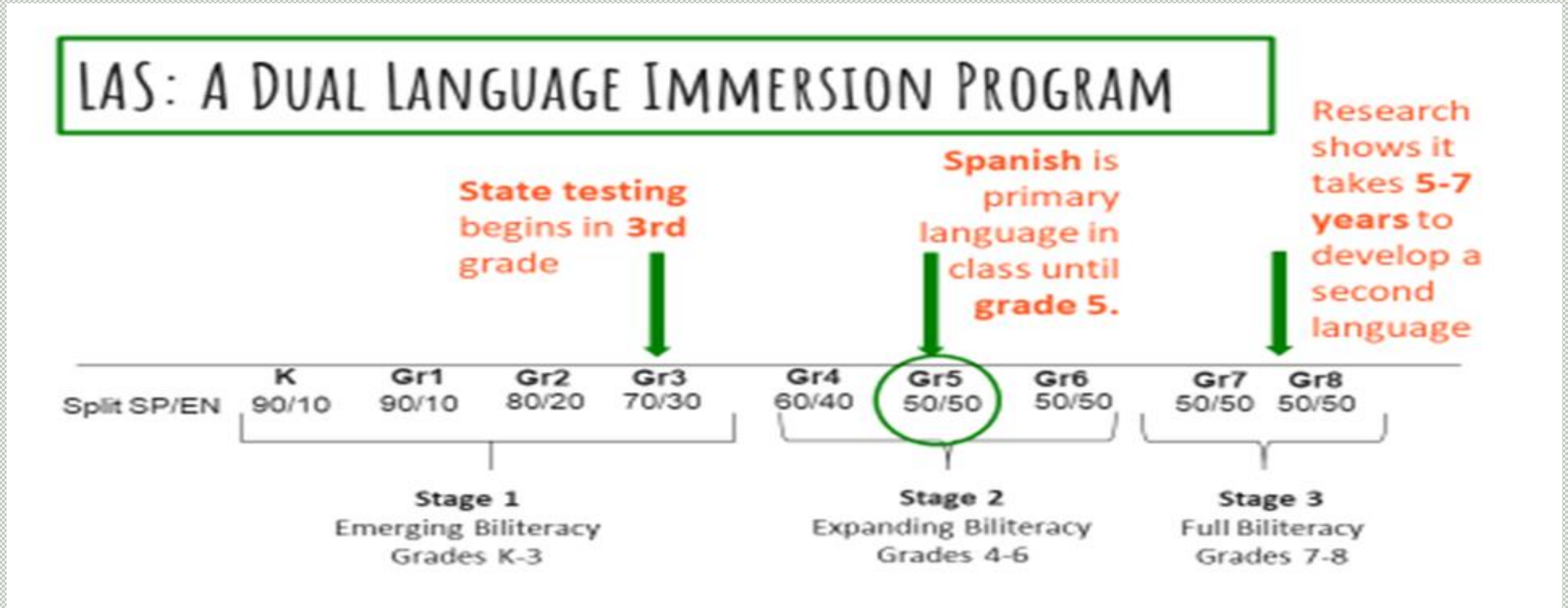
- ❑ Diseño del programa educativo: 3 etapas de LAS
- ❑ Datos de logros (CAASPP del año fiscal 2019):

## 3 etapas de LAS vs Tablero de CA

- 1) Trayectoria de grupos
- 2) Trayectoria del final de la etapa 3 (Comparativo al estado, distrito, otras escuelas)

# 03 Académica

- Diseño del programa educativo: 3 etapas de LAS





# 03 Académica

□ Datos de logros (CAASPP del año fiscal 2019):

3 etapas de LAS vs Tablero de CA

<https://www.caschooldashboard.org/>

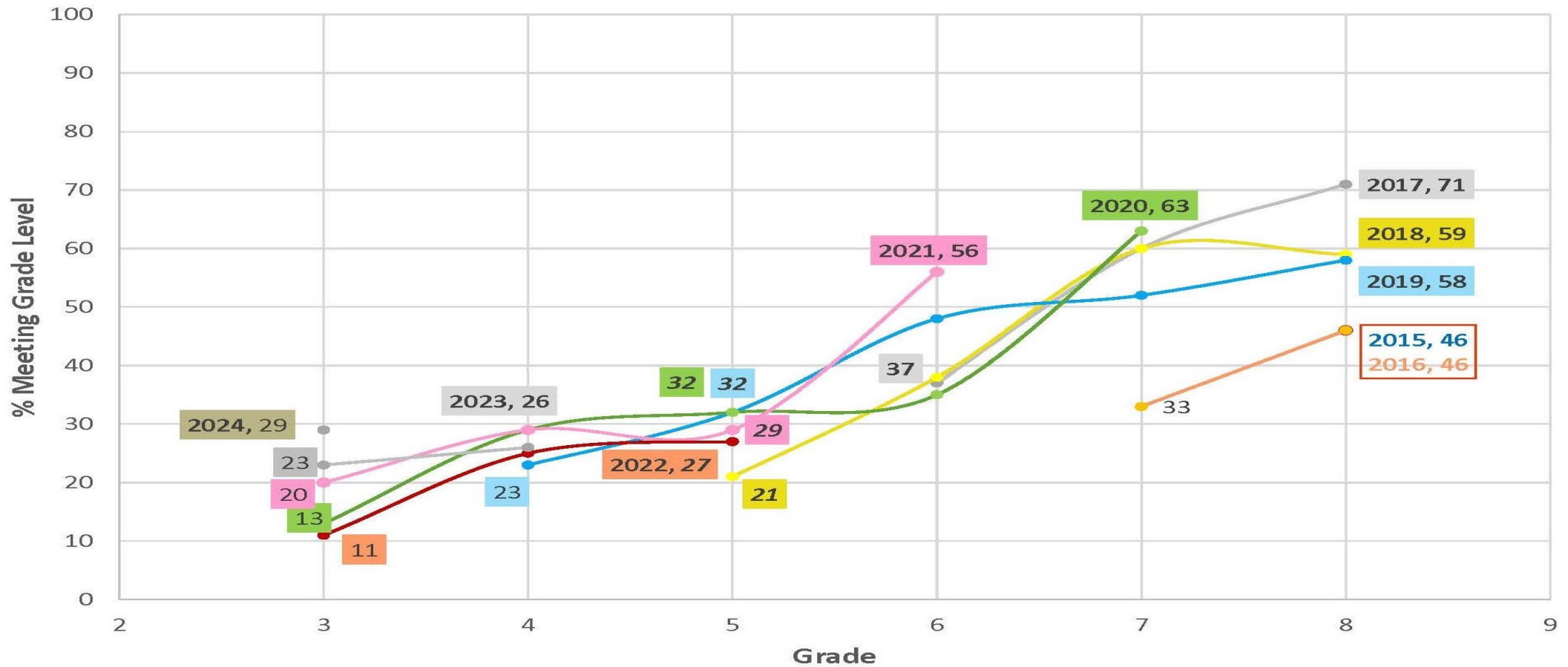
- 1) Trayectoria de grupos
- 2) Trayectoria del final de la etapa 3 (Comparativo al estado, distrito, otras escuelas)

# Mirando los datos de LAS: *¿Cual es la historia?*

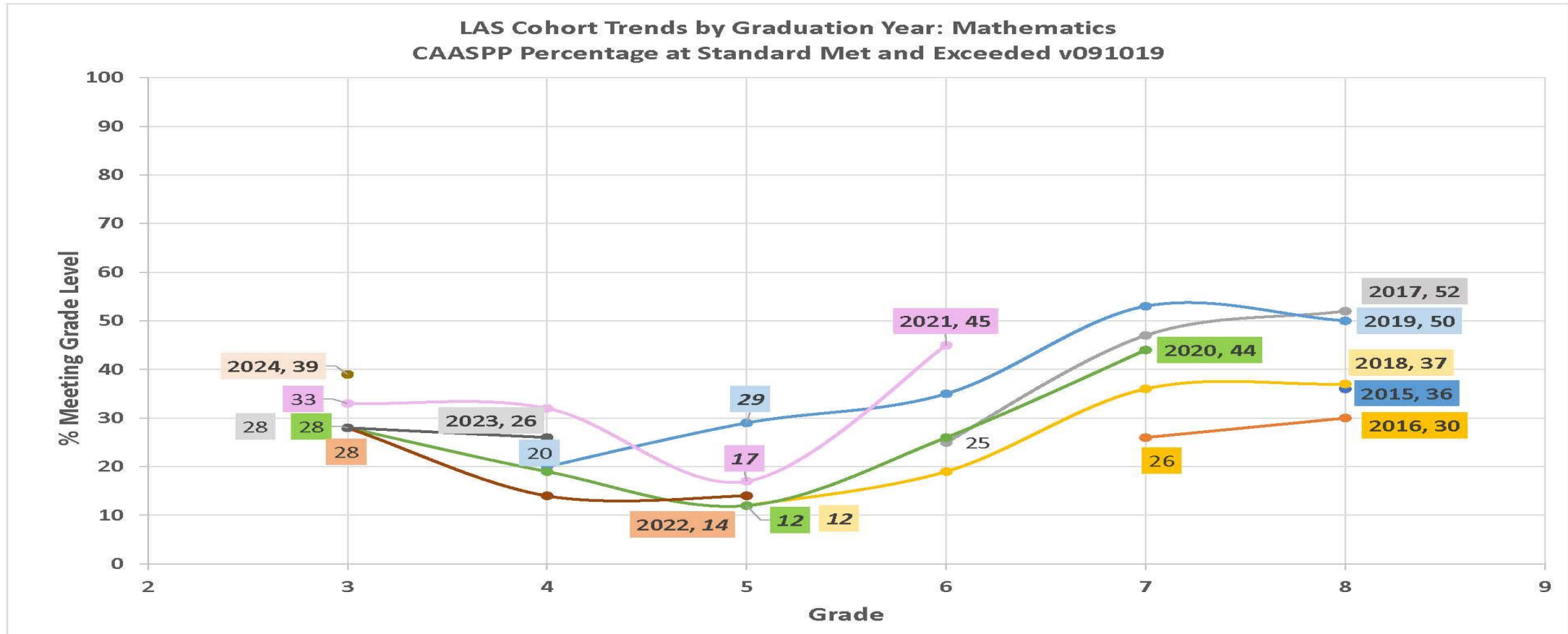
- ¡Nuestras puntuaciones totales NO cuentan nuestra historia!
- Debemos **examinar nuestros puntajes** para comprender lo que significan para los **estudiantes** de LAS y demostrar cómo funciona nuestro programa:
  - Por **todos los grados** durante un año - *para demostrar que nuestro modelo es efectivo*
  - Por **cada grupo de graduados** - *para ver cómo progresa cada grupo*
  - Por **subgrupos** (según lo definido por el estado)

# Tendencias de Grupo: Artes de lenguaje en inglés

LAS Cohort Trends by Graduation Year: English Language Arts (ELA)  
CAASPP Percentage at Standard Met and Exceeded v091019



# Tendencias de Grupo : MATEMATICAS



# 03 Académica

- 1) Datos de logros (CAASPP del año fiscal 2019): Trayectoria del final de la etapa 3 (Comparativo al estado, distrito, otras escuelas)
- ✓ Presentación de datos de logros de 2019  
(Presentación #2, si el tiempo lo permite)

Write your student's name

Aminah

(By the end of GRS)  
I am a LAS Graduate. I can...

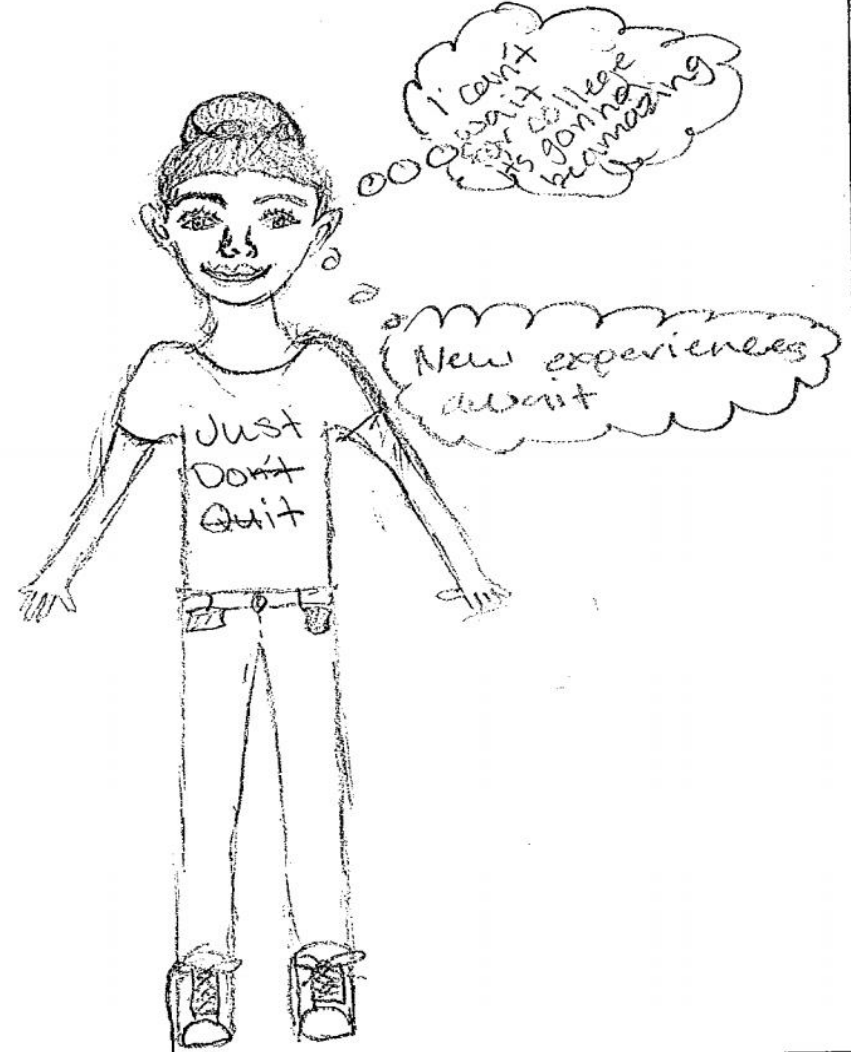
If I choose to I can...



This is just the beginning of it all I still have a long way to go until I get to the finish line

I can talk in front of an audience

Puedo hablar en inglés y español



I can't wait to go to college

New experiences await

Write your student's name

(By the end of Gr8)  
I am a LAS Graduate. I can...

(By the end of Senior Year in HS)  
If I choose to I can...

ALEX

I am a LAS graduate. I can... make educated choices about my FUTURE!



I am a LAS graduate. I can speak, read, and write in 2 Languages

I am a LAS graduate... I can develop my writing through a process and at my pace!

Write a book!

If I choose to I can... Travel the world!

If I choose to I can... Travel and learn abroad.



If I choose to I can... Change the World!

If I choose to I can... go to any college or University.

# 04 Que sigue

- Si nuestro objetivo a largo plazo es cumplir con nuestra misión de charter y renovarnos bajo AB 1505, ¿cuáles deberían ser nuestros objetivos a corto plazo?
- 1. **Comprender** las ramificaciones escolares del año de COVID-19 y **construir estructuras de apoyo** para mitigar la pérdida de aprendizaje.
- 2. **Fortalecer** nuestra infraestructura de evaluaciones para AB1505; **Ser estratégicos** durante las pruebas estatales de esta primavera; **Considerar** nuevos datos de referencia para el seguimiento del crecimiento de los logros
- 3. **Aprovechar** las historias de nuestros "Graduados de LAS" y en los próximos dos años, **preparar** a nuestra comunidad para **volver a contarlas** a varias partes interesadas, incluida el Distrito Escolar Unificado de la Ciudad de Sacramento, nuestra agencia autorizadora de chárter.

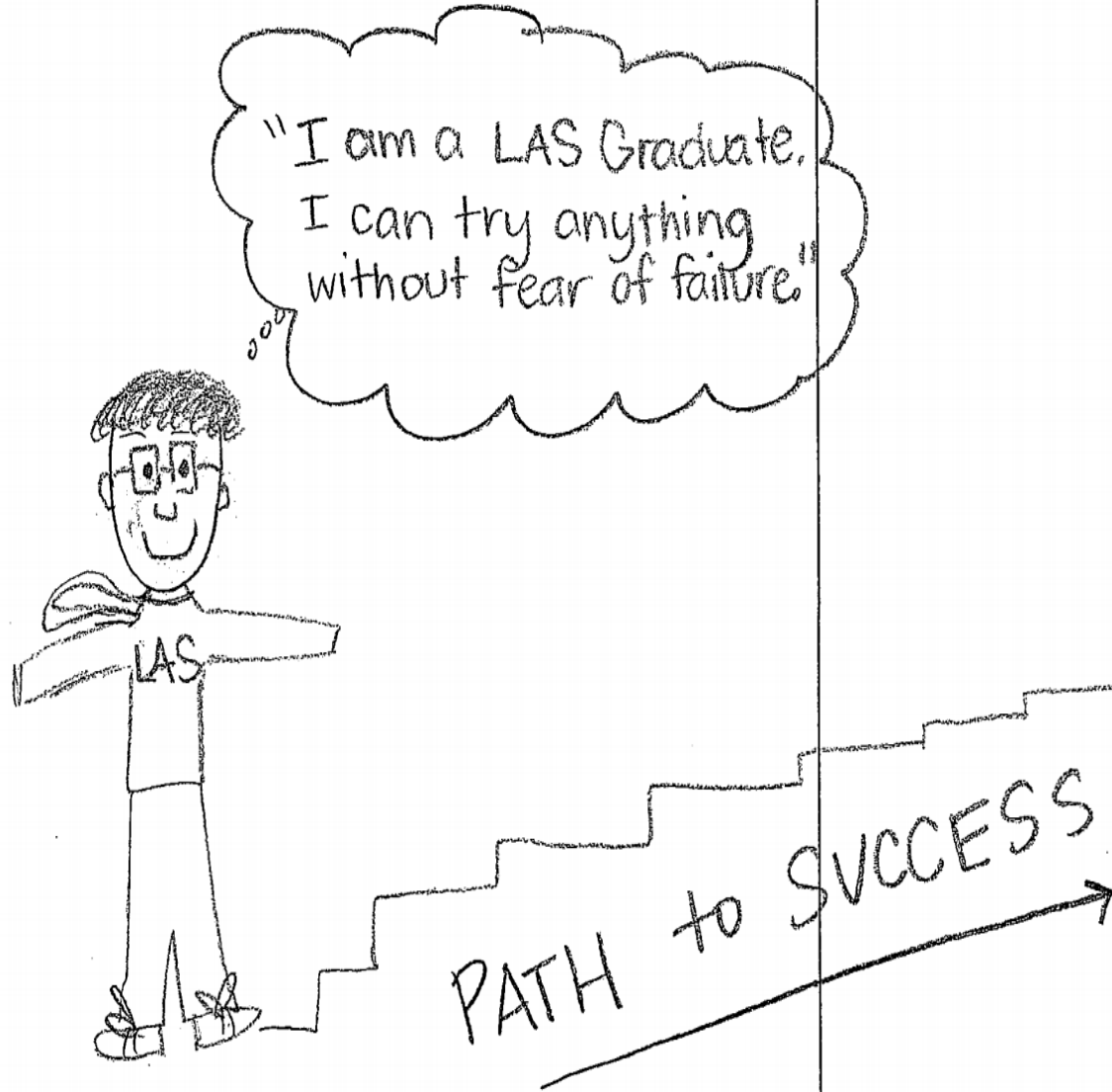


Write your student's name

(By the end of Gr8)  
I am a LAS Graduate. I can...

(By the end of Senior Year in HS)  
If I choose to I can...

Diego



# Agenda

## 01 Chárter de LAS

Historia      Misión y Visión      El “Graduado de LAS”      Chárter, Metas de *LCAP, LCP, SPSA*

## 02 Renovación

El termino de 5 años: 2004-2009    2009-2014    2014-2019    **2019-2024**

Tres pilares de renovación del chárter: Gobernanza, Finanzas, Académica

AB1505: Nivel de rendimiento académico según el Tablero de CA

*Alto (5-7 años)    Mediano (0-5 años)    Bajo (0-2 años)*

## 03 Académicos

Diseño del programa educativo: 3 etapas de LAS

Datos de logros (CAASPP del año fiscal 2019): LAS 3 etapas de LAS vs Tablero de CA

1) Trayectoria de grupos    2) Trayectoria del final de la etapa 3 (comparativo al estado, distrito, otras escuelas)

## 04 Que sigue

Si nuestro objetivo a largo plazo es cumplir con nuestra misión del chárter y renovarnos bajo AB 1505, ¿cuáles deberían ser nuestros objetivos a corto plazo?

*Comprender las ramificaciones de COVID-19 a nivel escolar*

*Fortalecer nuestra infraestructura de evaluaciones para AB1505*

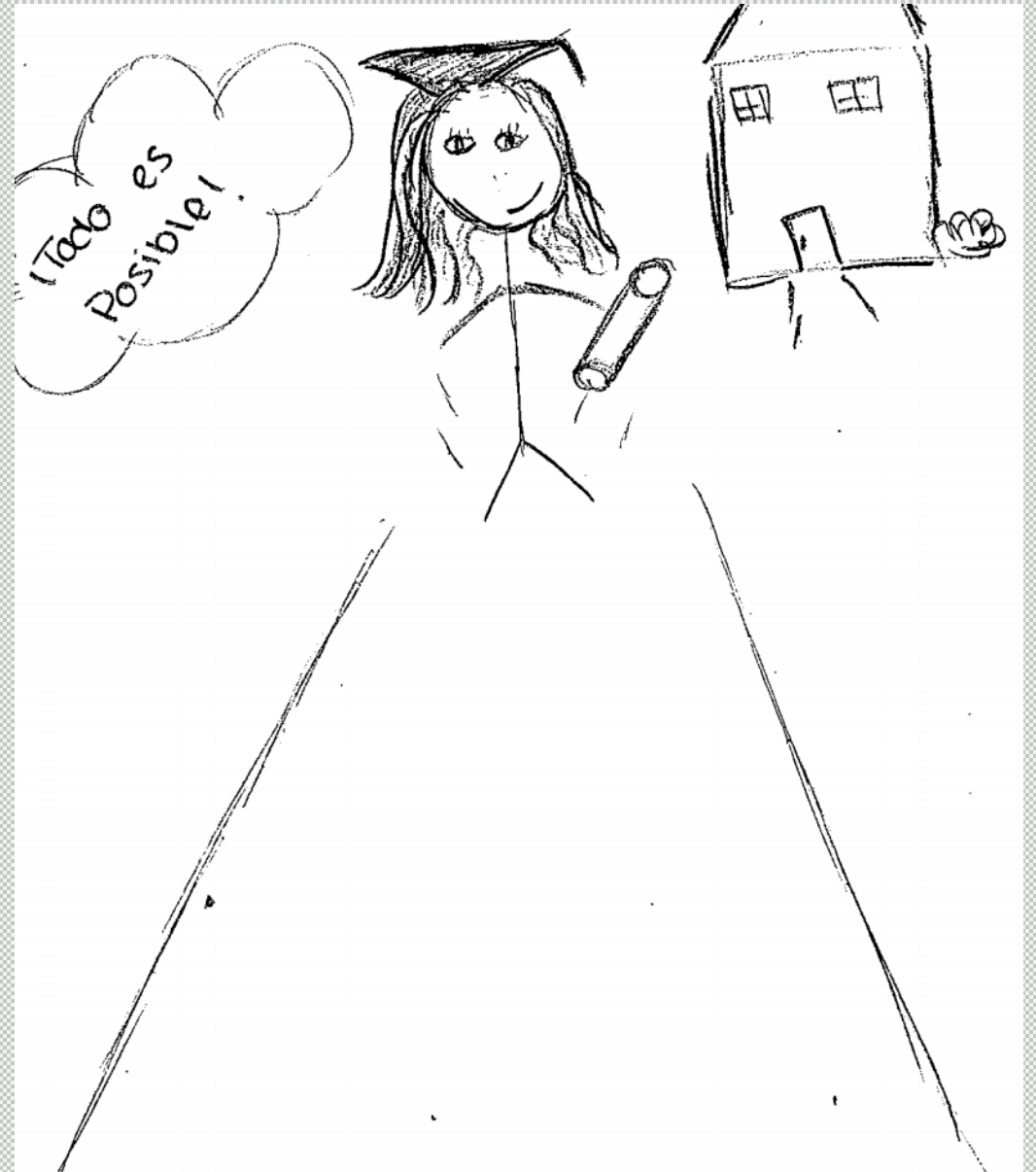
*Aprovechar las historias de nuestros “Graduados de LAS” y prepararse para volver a contar la renovación de nuestro chárter*

---

# Información básica de la académica de LAS *¡Gracias!*

Retiro de la Mesa

sabado, 022721





A California Public School

Agenda Item #IVC

**Board Meeting Date:** March 26, 2021

**Subject:** Anti-Racism at LAS

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

**Committee:** School Leadership

As a reminder, the Governing Board has adopted a Safe Haven resolution which established the following: The LAS Governing Board (“Board”) is committed to the success of all students irrespective of their national origin, ethnicity, religion, sexual orientation, ability, gender, socio-economic status or beliefs. As a school, we remain committed to developing a strong anti-racist framework, including one that firmly stands against anti-Asian violence.

During the March 5, 2021 board meeting, school leadership shared a summary of steps taken to ensure that we are able to confidently apply anti-racist words, concepts, metaphors and frames to all aspects of work at LAS.

As we move forward with the goal of developing our anti-racist framework, the following is an update of actions taken and planned:

**Staff**

- Staff are in the process of completing an anti-racist curriculum audit. The results of this audit will help to inform school wide needs and future professional development.
- Staff met for a professional development meeting with Dr. Dale Allender several times during the first half of the year. Subsequent meeting will take place on the following dates:
  - April 16, 2021
  - May 14, 2021
  - June 14, 2021 (full day)

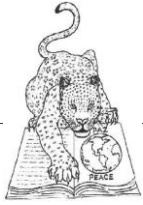
**Families**

- Sonia Lewis from Ascribe Consulting facilitated the first of four Anti-Racist parent workshops. The topic of the workshop was History of Racial Divides and the manipulation of “model minorities.” The following are the upcoming workshops that will take place:
  - April 28, 2021: Where you’re from there are Black indigenous roots
  - May 19, 2021: Colorism and cultural appreciation
  - June 16, 2021: Intersectionality – All of Us or None of Us; Immigration is a Black issue too

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

**Estimated Time of Presentation:** 10 min  
**Submitted By:** School Leadership  
**Date:** 03242021

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



**Fecha de la Reunión:** 26 de marzo de 2021

**Tema:** Anti-racismo en LAS

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

**Comité:** Liderazgo Escolar

Como un recordatorio, la Mesa Directiva ha adoptado una resolución de Refugio escolar que establece lo siguiente: La Mesa Directiva de LAS está comprometida al éxito de todos los estudiantes independientemente de su origen nacional, etnicidad, religión, orientación sexual, habilidad, genero, estatus socio-económico o creencias. Como escuela, seguimos comprometidos con el desarrollo de un marco antirracista sólido, incluido uno que se oponga firmemente a la violencia contra los asiáticos.

Durante la junta de la mesa directiva que se llevó a cabo el 5 de marzo, el liderazgo escolar compartió algunos pasos que se han tomado para poder aplicar con confianza las palabras, conceptos, metáforas y marcos anti-racistas en todos los aspectos del trabajo en LAS.

Al seguir desarrollando un marco de referencia anti-racista en LAS, los siguientes son pasos que se han tomado o que se tomarán:

#### Personal

- El personal está en proceso de completar una auditoría del plan de estudios antirracista. Los resultados de esta auditoría ayudarán a informar las necesidades de toda la escuela y el desarrollo profesional futuro.
- El personal de LAS se reunió para una junta de desarrollo profesional con el Dr. Dale Allender varias veces en la primera parte del año. Las siguientes son fechas de juntas planeadas en la segunda parte del año:
  - 16 de abril de 2021
  - 14 de mayo de 2021
  - 14 de junio de 2021 (día completo)

#### Familias

- Sonia Lewis de Ascribe Consulting facilitó el primero de cuatro talleres antirracistas para familias. El tema del taller fue Historia de las divisiones raciales y la manipulación de "minorías modelo". Los siguientes son los próximos talleres que se llevarán a cabo:
  - 28 de abril de 2021: De donde eres hay raíces indígenas negras
  - 19 de mayo de 2021: Colorismo y apreciación cultural
  - 16 de junio de 2021: Interseccionalidad – todos o ninguno de nosotros, la inmigración también es un problema de los negros

El liderazgo escolar continúa con el compromiso de proveer reportes actualizados sobre nuestra agenda enfocada en el anti-racismo a nuestra comunidad de una forma regular.



A California Public School

Agenda Item# IVD

**Board Meeting Date:** March 26, 2021

**Subject:** Fiscal Audit

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

**Committee:** School Leadership

**Information:**

LAS is required to submit a Fiscal Audit by March 31st to the State Treasures office, California Department of Education, Sacramento County Office of Education and Sacramento City Unified School District. The audit includes examining whether financial statements are free of misstatement; review of supporting documents; assessing accounting principles, testing of internal control, accuracy of state compliance reports and payroll.

Squar Milner completed their financial audit of the Language Academy of Sacramento in December. Per the final audit report **no findings** were noted for 2019-2020.

**Documents available for review:**

1. Fiscal Audit Report

**Estimated Time of Presentation:** 15 min.  
**Submitted By:** School Leadership  
**Date:** 03242021

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



**Fecha de la Reunión:** 26 de marzo de 2021

**Tema:** Auditoría Fiscal

- 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:**

Se requiere que LAS entregue una Auditoría Fiscal a más tardar el 31 de marzo a la Oficina de Tesoros Estatales, el Departamento Educativo de California, la Oficina Educativa del Condado de Sacramento y el Distrito Escolar Unificado de Sacramento. La auditoría incluye examinar que las declaraciones financieras estén libres de errores, revisar los documentos de apoyo; evaluar principios de contabilidad, probar el control interno, exactitud de cumplimiento con los reportes estatales y la nómina de sueldos.

Squar Milner completó su auditoría fiscal de la Academia de Idiomas de Sacramento en el mes de diciembre. De acuerdo con su reporte final de auditoría **no se observaron hallazgos** para el 2015-2016.

**Documentos adjunto:**

1. Reporte de Auditoría Fiscal

Tiempo estimado para la presentación: 15 min.  
Entregado por: School Leadership  
Fecha: 03242021

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

**The Language Academy of Sacramento  
Charter School #0640**

**Financial Statements**

**June 30, 2020**



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## INDEPENDENT AUDITOR'S REPORT

Board of Directors  
The Language Academy of Sacramento  
Sacramento, California

### Report on the Financial Statements

We have audited the accompanying financial statements of The Language Academy of Sacramento (a nonprofit organization), which comprise the statement of financial position as of June 30, 2020, and the related statements of activities, functional expenses and cash flows for the fiscal year then ended, and the related notes to the financial statements.

### Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

## **Opinion**

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of The Language Academy of Sacramento as of June 30, 2020, and the changes in its net assets and its cash flows for the fiscal year then ended in accordance with accounting principles generally accepted in the United States of America.

## **Other Matters**

### *Supplementary Information*

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The supplementary information as listed in the table of contents is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

## **Other Reporting Required by Government Auditing Standards**

In accordance with *Government Auditing Standards*, we have also issued our report dated June 30, 2020, on our consideration of The Language Academy of Sacramento's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Language Academy of Sacramento's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering The Language Academy of Sacramento's internal control over financial reporting and compliance.

**BAKER TILLY US, LLP**

A handwritten signature in black ink that reads "Baker Tilly US, LLP". The signature is written in a cursive, flowing style.

San Diego, California  
March 8, 2021

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**THE LANGUAGE ACADEMY OF SACRAMENTO**  
**STATEMENT OF FINANCIAL POSITION**  
**June 30, 2020**

---

**ASSETS**

Current assets:

Cash	\$ 4,455,544
Accounts receivable	1,687,145
Prepaid expenses	85,965
Total current assets	<u>6,228,654</u>

Fixed assets, net	<u>8,078,440</u>
-------------------	------------------

<b>TOTAL ASSETS</b>	<b><u>\$ 14,307,094</u></b>
---------------------	-----------------------------

**LIABILITIES AND NET ASSETS**

Current liabilities:

Accounts payable	\$ 132,868
Accrued expenses	577,976
Loan payable, current portion	127,746
Total current liabilities	<u>838,590</u>

Long-term liabilities:

Loan payable, net of current portion	<u>3,763,255</u>
Total long-term liabilities	<u>3,763,255</u>
Total liabilities	<u>4,601,845</u>

Net assets:

Net assets without donor restrictions - Undesignated	<u>9,705,249</u>
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<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b><u>\$ 14,307,094</u></b>
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**THE LANGUAGE ACADEMY OF SACRAMENTO**  
**STATEMENT OF ACTIVITIES**  
**For the Fiscal Year Ended June 30, 2020**

	<b>Net Assets without donor restrictions</b>
<b>REVENUES</b>	
Revenue limit sources:	
State aid	\$ 4,181,147
Education protection account	487,178
In-lieu of property taxes	1,285,560
Federal revenues	286,044
State revenues	450,650
Local revenues:	
Donations	18,598
Fundraising	29,337
Miscellaneous	72,367
<b>TOTAL REVENUES</b>	<b>6,810,881</b>
 <b>EXPENSES</b>	
Program services:	
Education	5,051,615
Support services:	
Management and general	1,376,325
Fundraising	42,177
Total expenses	<b>6,470,117</b>
 <b>CHANGE IN NET ASSETS</b>	 <b>340,764</b>
 <b>NET ASSETS, BEGINNING OF YEAR</b>	 <b>9,364,485</b>
 <b>NET ASSETS, END OF YEAR</b>	 <b>\$ 9,705,249</b>

**THE LANGUAGE ACADEMY OF SACRAMENTO**  
**STATEMENT OF FUNCTIONAL EXPENSES**  
**For the Fiscal Year Ended June 30, 2020**

	<u>Program Services</u>	<u>Support Services</u>		<u>Total</u>
	<u>Education</u>	<u>Management and General</u>	<u>Fundraising</u>	
Certificated salaries	\$ 2,391,461	\$ 95,577	\$ -	\$ 2,487,038
Classified salaries	726,773	25,681	-	752,454
Employee benefits	1,085,470	43,046	-	1,128,516
Books and supplies	218,973	23,241	-	242,214
Travel and conferences	9,733	-	-	9,733
Dues and memberships	5,816	-	-	5,816
Operation and housekeeping services	137,227	154,033	-	291,260
Rental, leases, repairs, and non-capitalized improvements	32,790	88,124	-	120,914
Professional/consulting services and operating expenditures	409,664	216,236	42,177	668,077
Communications	33,708	8,427	-	42,135
Depreciation	-	533,205	-	533,205
Direct support/indirect cost charges	-	84,319	-	84,319
Interest	-	104,436	-	104,436
Total expenses	<u>\$ 5,051,615</u>	<u>\$ 1,376,325</u>	<u>\$ 42,177</u>	<u>\$ 6,470,117</u>

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**THE LANGUAGE ACADEMY OF SACRAMENTO**

**STATEMENT OF CASH FLOWS**

**For the Fiscal Year Ended June 30, 2020**

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**CASH FLOWS FROM OPERATING ACTIVITIES:**

Change in net assets	\$ 340,764
Adjustments to reconcile change in net assets to net cash used in operating activities:	
Depreciation	533,205
(Increase) decrease in operating assets:	
Accounts receivable	(132,738)
Prepaid expenses	(34,803)
Increase (decrease) in operating liabilities:	
Accounts payable	38,488
Accrued expenses	198,289
Deferred revenue	(966,766)
Net cash flows used in operating activities	<u>(23,561)</u>

**CASH FLOWS FROM INVESTING ACTIVITIES:**

Purchase of fixed assets	<u>(280,578)</u>
Net cash flows used in investing activities	<u>(280,578)</u>

**CASH FLOWS FROM FINANCING ACTIVITIES:**

Payments on loan payable	<u>(1,330,756)</u>
Net cash flows used in financing activities	<u>(1,330,756)</u>

**NET DECREASE IN CASH** (1,634,895)

**CASH, BEGINNING OF YEAR** 6,090,439

**CASH, END OF YEAR** \$ 4,455,544

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## THE LANGUAGE ACADEMY OF SACRAMENTO

### NOTES TO FINANCIAL STATEMENTS

June 30, 2020

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#### 1. ORGANIZATION AND MISSION

The Language Academy of Sacramento (“Organization”) is a non-profit public benefit corporation. The Organization was petitioned and approved through the Sacramento City Unified School District for a five-year period ending on June 30, 2024. The Organization was incorporated in the State of California on December 17, 2003.

The Organization commenced operations during the 2004-2005 fiscal year and currently serves approximately 609 students in Transitional kindergarten through Grade 8. The Organization is a two-way Spanish immersion charter school offering educational programs which develop high academic achievement, bilingualism and bi-literacy, multi-cultural competence, social responsibility, background knowledge, experiential learning, and home and school partnership.

#### 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

##### *Financial Statement Presentation*

In accordance with Financial Accounting Standards Board (“FASB”) Accounting Standards Update (“ASU”) 2016-14, Not for Profit Entities (Topic 958), *Presentation of Financial Statements of Not-for-Profit Entities*, the Organization reports information regarding its financial position and activities according to two classes of net assets: net assets without donor restrictions and net assets with donor restrictions.

##### *Net assets without donor restrictions*

Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions. As of June 30, 2020, the Organization has no assets that have been designated by the Board of Directors for operating reserves and future program development.

##### *Net assets with donor restrictions*

Net assets subject to donor imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both. As of June 30, 2020, the Organization had no net assets with donor restrictions.

##### *Accounting Method – Basis of Accounting*

The financial statements were prepared in accordance with accounting principles generally accepted in the United States of America (“GAAP”) as applicable to not-for-profit organizations. The Organization uses the accrual basis of accounting, under which revenues are recognized when they are earned and expenditures are recognized in the accounting period in which the liability is incurred.



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**THE LANGUAGE ACADEMY OF SACRAMENTO**  
**NOTES TO FINANCIAL STATEMENTS**  
**June 30, 2020**

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**2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES** (continued)

***Use of Estimates***

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

***Income Taxes***

The Organization is exempt from income taxes under Internal Revenue Code Section 501(c)(3). It is, however, subject to income taxes from activities unrelated to its tax-exempt purpose. The Organization uses the same accounting methods for tax and financial reporting.

GAAP provides accounting and disclosure guidance about positions taken by an entity in its tax returns that might be uncertain. Management has considered its tax positions and believes that all of the positions taken in its federal and state exempt organization tax returns are more likely than not to be sustained upon examination. The Organization's returns are subject to examination by federal and state taxing authorities, generally for three years and four years, respectively, after they are filed.

***Cash and Cash Equivalents***

Cash and cash equivalents are from time to time variously composed of cash on hand and liquid investments with original maturities of three months or less. At June 30, 2020, the Organization had no cash equivalents.

***Fixed Assets***

Fixed assets are recorded at cost and depreciated under the straight-line method over their estimated useful lives of 3 years. Repair and maintenance costs, which do not extend the useful lives of the asset, are charged to expense. The cost of assets sold or retired, and related amounts of accumulated depreciation are eliminated from the accounts in the year of disposal, and any resulting gain or loss is included in the earnings. Management has elected to capitalize and depreciate all assets costing \$5,000 or more; all other assets are charged to expense in the year incurred.

***Revenue Sources and Recognition***

The Organization primarily receives funds from the California Department of Education ("CDE"). Revenue limit sources received from the CDE are determined based on the Organization's average daily attendance ("ADA") of students and recognized in the period the ADA occurs.

In addition, the Organization receives federal, state and local revenues for the enhancement of various educational programs. This assistance is generally received based on applications submitted to and approved by various granting agencies. The Organization recognizes federal revenue to the extent that eligible expenditures have been incurred.

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## THE LANGUAGE ACADEMY OF SACRAMENTO

### NOTES TO FINANCIAL STATEMENTS

June 30, 2020

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## 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

### *Revenue Sources and Recognition* (continued)

Revenue that is restricted is recorded as an increase in net assets without restrictions if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in net assets with donor restrictions.

### *Functional Allocation of Expenses*

The costs of providing the program services have been summarized on a functional basis in the statement of activities. Accordingly, certain costs have been allocated among the program services based on employees' time incurred and management's estimates of the usage of resources.

### *New Accounting Pronouncements*

In May 2014, the FASB issued ASU No. 2014-09, *Revenue from Contracts with Customers* ("ASU 2014-09"). The guidance in ASU No. 2014-09 provides that an entity should recognize revenue to depict the transfer of goods or services provided and establishes the following steps to be applied by an entity: (1) identify the contract with a customer; (2) identify the performance obligations in the contract; (3) determine the transaction price; (4) allocate the transaction price to the performance obligations in the contract; and (5) recognize revenue when (or as) the entity satisfies the performance obligation. In June 2020, the FASB issued ASU 2020-05, *Revenue from Contracts with Customers (Topic 606) and Leases (Topic 842) – Effective Dates for Certain Entities*, which deferred the effective date of this guidance for the Organization by one year, which makes this guidance effective for the Organization for annual reporting periods beginning after December 15, 2019. The Organization has not yet completed its assessment of the potential impact of this guidance on its financial statements.

In February 2016, the FASB issued ASU 2016-02, *Leases* ("Topic 842"). Topic 842 requires a lessee to recognize a lease asset representing its right to use the underlying asset for the lease term, and a lease liability for the present value of payments to be made to lessor, on its statement of financial position for all leases greater than 12 months. In June 2020, the FASB issued ASU No. 2020-05, *Revenue from Contracts with Customers (Topic 606) and Leases (Topic 842) – Effective Dates for Certain Entities*, which deferred the effective date of this new guidance for the Company by one year to annual reporting periods beginning after December 15, 2021, and interim periods within fiscal years beginning after December 15, 2022. Although the full impact of this new guidance on the Organization's financial statements has not yet been determined, the future adoption of this guidance will require the Organization's to record assets and liabilities on its statement of financial position relating to facility and other leases currently being accounted for as operating leases (See Note 8).

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**THE LANGUAGE ACADEMY OF SACRAMENTO**  
**NOTES TO FINANCIAL STATEMENTS**  
**June 30, 2020**

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**3. CASH**

Cash at June 30, 2020, consisted of the following:

Cash in banks	\$ 4,455,544
Total cash	<u>\$ 4,455,544</u>

Cash balances held in banks are insured up to \$250,000 by the Federal Deposit Insurance Corporation ("FDIC"). The Organization maintains its cash in bank deposit accounts that at times may exceed federally insured limits. The Organization has not experienced any losses in such accounts. At June 30, 2020, the Organization had \$5,683,056 in excess of FDIC insured limits.

**4. ACCOUNTS RECEIVABLE**

Accounts receivable at June 30, 2020, consisted of the following:

Revenue limit sources:	
State aid	\$ 1,156,653
In-lieu of property taxes	221,577
Federal revenues	104,604
State revenues	(129,689)
Local revenues:	
Miscellaneous	334,000
Total accounts receivable	<u>\$ 1,687,145</u>

**5. FIXED ASSETS, NET**

Fixed assets, net at June 30, 2020, consisted of the following:

Construction in progress	\$ 407,547
Site improvements	8,973,097
Land improvements	1,253,141
Equipment	464,162
Less: accumulated depreciation	(3,019,507)
Total fixed assets, net	<u>\$ 8,078,440</u>

During the fiscal year ended June 30, 2020, a total of \$533,205 was charged to depreciation expense.

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**THE LANGUAGE ACADEMY OF SACRAMENTO**

**NOTES TO FINANCIAL STATEMENTS**

**June 30, 2020**

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**6. ACCRUED EXPENSES**

At June 30, 2020, accrued expenses consisted of the following:

Payroll and payroll taxes	\$	235,632
District oversight		20,105
Line of credit		7,296
Pension expense and other		314,943
Total accrued expenses	<u>\$</u>	<u>577,976</u>

**7. LOAN PAYABLE**

***Prop 1D Loan***

In 2011, the Organization applied to the Prop 1D Bond Program through the State Allocation Board and California School Finance Authority for both rehabilitation work and new construction at its current site of operations. The application was subsequently approved and between 2012 and 2015, the Organization was apportioned and received a total of \$11,533,532 in funding. The structure of the Prop 1D Program is to provide 50% of the final approved project costs in the form of a grant and 50% in the form of a lease or long-term loan. The final project was certified in the amount of \$9,159,899. The Organization originally recognized \$4,800,000 of the \$11,533,532 as earned revenues, \$966,766 as deferred revenues, and \$5,766,766 recognized as a long-term loan liability. During the fiscal year ended June 30, 2020, the project was officially certified. The Organization has paid back a total amount of \$1,330,756 of the original long-term liability that was recorded.

The long-term loan is to be repaid over 30 years at an interest rate no less than 2%. The interest rate was set using the lower of the rate paid on funds in the Pooled Money Investment Account as of the date of disbursement of the funding or at a rate equal to 50 percent of the interest rate paid by the state on the most recent sale of state general obligation bonds, and the interest rate was computed according to the true interest cost method, as stated in the California Education Code, Section 17078.57. The loan is secured by the Organization's future state apportionments. The long-term loan has maturity date of May 2044.

Future principal payments on the loan are as follows:

<b>Year Ending June 30,</b>	<b>Principal</b>	<b>Interest</b>	<b>Total</b>
2021	\$ 127,746	\$ 77,185	\$ 204,931
2022	130,314	74,617	204,931
2023	132,933	71,998	204,931
2024	135,605	69,326	204,931
2025	138,330	66,600	204,930
Thereafter	3,226,073	667,595	3,893,668
	<u>\$ 3,891,001</u>	<u>\$ 1,027,321</u>	<u>\$ 4,918,322</u>

**THE LANGUAGE ACADEMY OF SACRAMENTO**  
**NOTES TO FINANCIAL STATEMENTS**  
**June 30, 2020**

**7. LOAN PAYABLE (continued)**

***Prop 1D Loan*** (continued)

Changes in loan payable obligations for the fiscal year ended June 30, 2020, are as follows:

	<b>Balance</b> <b>June 30, 2019</b>	<b>Payments</b>	<b>Balance</b> <b>June 30, 2020</b>	<b>Due in</b> <b>one year</b>
Prop 1D Loan	\$ 5,221,757	\$ (1,330,756)	\$ 3,891,001	\$ 127,746
Total	\$ 5,221,757	\$ (1,330,756)	\$ 3,891,001	\$ 127,746

**8. OPERATING LEASES**

The Organization has two leases for copiers under operating lease agreements. Both lease agreements will expire in September 2022. The future minimum lease payment is as follows:

<b>Year Ending</b> <b>June 30,</b>	<b>Lease</b> <b>Payments</b>
2021	\$ 71,496
2022	26,015
Total future lease payments	\$ 97,511

The Organization has entered a facility use agreement with Sacramento City Unified School District to utilize the Marian Anderson School site through Resolution 2589 since June 23, 2011. The Organization receives no sublease rental revenues nor pays any contingent rentals associated with this lease. For the fiscal year ended June 30, 2020, operating lease expense was \$118,464.

**9. EMPLOYEE RETIREMENT SYSTEMS**

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Certificated employees are members of the State Teachers' Retirement System (STRS).

***Plan Description and Funding Policy***

**STRS**

*Plan Description*

The Organization contributes to STRS, a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by STRS. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law.

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**THE LANGUAGE ACADEMY OF SACRAMENTO**  
**NOTES TO FINANCIAL STATEMENTS**  
**June 30, 2020**

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**9. EMPLOYEE RETIREMENT SYSTEMS** (continued)

According to the most recently available actuarial valuation report as of June 30, 2019, total plan net assets are \$240 billion, the total actuarial present value of accumulated plan benefits is \$392.2 billion, contributions from all employers totaled \$5.5 billion and the plan is 66.0% funded. The Organization did not contribute more than 5% of the total contributions to the plan.

Copies of the STRS annual financial reports may be obtained from STRS, 7667 Folsom Boulevard, Oakland, CA 95826 and [www.calstrs.com](http://www.calstrs.com).

***Plan Description and Funding Policy***

*Funding Policy*

Active plan members are required to contribute 10.20% of their salary and the Organization is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. The required employer contribution rate for fiscal year 2019-2020 was 17.10% of annual payroll. The contribution requirements of the plan members are established by state statute. The Organization's contributions to STRS for the fiscal year ending June 30, 2020, were \$415,943 and equal 100% of the required contributions for the year.

**10. JOINT POWERS AGREEMENT**

The Organization entered into a Joint Powers Agreement ("JPA") known as the "California Charter Schools Association Joint Powers Authority ("CCSA-JPA")," a self-insurance plan for workers' compensation, property/casualty, and school board liability insurance. The CCSA-JPA is governed by a board consisting of a representative from each member organization. The board controls the operation of the CCSA-JPA including selection of management and approval of operating budgets, independent of any influence by the member organizations beyond their representation on the board. Each member organization pays a premium commensurate with the level of coverage requested and share surpluses and deficits proportionate to their participation in the CCSA-JPA. The CCSA-JPA is a separate entity which is audited by an independent accounting firm. The Organization paid the CCSA-JPA \$60,271 in insurance premiums during the year ended June 30, 2020.

**11. LIQUIDITY AND AVAILABILITY OF FINANCIAL ASSETS**

The Organization manages its cash available to meet general expenditures following three guiding principles:

- Operating with a prudent range of financial soundness and stability,
- Maintaining adequate liquid assets, and
- Maintaining sufficient reserves to provide reasonable assurance that long term grant commitments and obligations under endowments with donor restrictions and quasi-endowments that support mission fulfillment with continue to be met, ensuring the sustainability of the Organization.

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**THE LANGUAGE ACADEMY OF SACRAMENTO**

**NOTES TO FINANCIAL STATEMENTS**

**June 30, 2020**

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**11. LIQUIDITY AND AVAILABILITY OF FINANCIAL ASSETS (continued)**

The Organization's financial assets available within one year of the Statement of Financial Position date for general expenditures are as follows:

Cash	\$ 4,455,544
Accounts receivable	<u>1,687,145</u>
Total financial assets available within one year	<u>\$ 6,142,689</u>

**12. COMMITMENTS AND CONTINGENCIES**

***State Allowances, Awards, and Grants***

The Organization has received state funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, management believes that any required reimbursement will not be material.

**13. RISK RELATED TO COVID-19 PANDEMIC**

On March 10, 2020, the World Health Organization declared the coronavirus outbreak to be a pandemic. Actions taken around the world to help mitigate the spread of the coronavirus include restrictions on travel, and quarantines in certain areas, and forced closures for certain types of public places and businesses. The coronavirus and actions taken to mitigate it have had and are expected to continue to have an adverse impact on the economies and financial markets of many countries, including the geographical areas in which the Organization operates.

While it is unknown how long these conditions will last and what the complete financial effects will be to the Organization, the Organization believes it reasonably possible that they are vulnerable to the risk of a near term severe adverse impact, including, but not limited to declining student enrollment resulting in decreased state and federal aid, and decreased donations and contributions. Additionally, it is reasonably possible that estimates made in the financial statements have been, or will be, materially and adversely impacted in the near term as a result of these conditions.

**14. SUBSEQUENT EVENTS**

The Organization's management has evaluated events or transactions that may occur for potential recognition or disclosure in the financial statements from the balance sheet date through March 8, 2021, which is the date the financial statements were available to be issued. Management has determined that there were no subsequent events or transactions that would have a material impact on the current year financial statements.

## **SUPPLEMENTARY INFORMATION**



**THE LANGUAGE ACADEMY OF SACRAMENTO  
ORGANIZATION  
June 30, 2020**

The Language Academy of Sacramento [#0640] is a Transitional kindergarten through Grade 8 Charter School and was granted its charter renewal by the Sacramento City Unified School District on March 2014, pursuant to the terms of the Charter Schools Act of 1992, as amended.

The Board of Directors for the fiscal year ended June 30, 2020, was comprised of the following members:

<b>Name</b>	<b>Office</b>	<b>Term</b>	<b>Term Expiration</b>
Kathy Petree	President	3 years	June 30, 2020
Alonso Escareno	Member	8 months	February 28, 2020
Kailah Kokayi	Member	4 months	June 30, 2021
Fernando Aceves	Member	3 years	June 30, 2022
Adriana Gutierrez-Yañez	Member	3 years	February 28, 2020
Pedro Leon	Secretary	3 years	June 30, 2022
Aracely Campa	Treasurer	3 years	June 30, 2020
Gemma Jauregui	Member	3 years	June 30, 2021
Nadeen Ruiz	Member	3 years	June 30, 2021
Julissa De Gonzalez	Member	3 years	June 30, 2022

**Administration**

<b>Name</b>	<b>Position</b>
Eduardo de León	Executive Director
Judy Morales	Business and Operations Officer
Teadora-Jean Bersola	Academic Accountability Specialist

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**THE LANGUAGE ACADEMY OF SACRAMENTO**  
**SCHEDULE OF AVERAGE DAILY ATTENDANCE**  
**For the Fiscal Year Ended June 30, 2020**

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The Organization is 100% classroom-based and generates no ADA from a full-time independent study program.

	<u>Second Period Report</u>	<u>Annual Report</u>
Transitional Kindergarten/ Kindergarten - Grade 3	271.59	271.59
Grades 4 - 6	192.41	192.41
Grades 7 - 8	121.73	121.73
Total	<u>585.73</u>	<u>585.73</u>

**THE LANGUAGE ACADEMY OF SACRAMENTO**  
**SCHEDULE OF INSTRUCTIONAL TIME**  
**For the Fiscal Year Ended June 30, 2020**

<b>Grade Level</b>	<b>2019-2020 Minutes Requirements</b>	<b>2019-2020 Actual Minutes</b>	<b>Number of Days Traditional Calendar</b>	<b>Status</b>
Transitional Kindergarten	36,000	38,500	175	In compliance
Kindergarten	36,000	47,400	175	In compliance
Grade 1	50,400	55,275	175	In compliance
Grade 2	50,400	55,275	175	In compliance
Grade 3	50,400	55,275	175	In compliance
Grade 4	54,000	55,275	175	In compliance
Grade 5	54,000	55,275	175	In compliance
Grade 6	54,000	57,190	175	In compliance
Grade 7	54,000	57,190	175	In compliance
Grade 8	54,000	57,190	175	In compliance

**THE LANGUAGE ACADEMY OF SACRAMENTO**  
**RECONCILIATION OF CHARTER SCHOOL UNAUDITED ACTUALS**  
**FINANCIAL REPORT - - ALTERNATIVE FORM WITH**  
**AUDITED FINANCIAL STATEMENTS**  
**For the Fiscal Year Ended June 30, 2020**

	Charter School
June 30, 2020, Charter School Unaudited Actuals Financial Report -- Alternative Form, Ending Fund Balance	\$ 9,867,341
Adjustments and reclassifications:	
Increasing (decreasing) the fund balance:	
Accounts receivable overstatement	84,692
Prepaid expenses understatement	(32,321)
Fixed assets understatement	(11,388)
Loan payable understatement	(145,725)
Accrued expenses understatement	(57,350)
Net adjustments and reclassifications	(162,092)
June 30, 2020, audited financial statement net assets	\$ 9,705,249

**OTHER INDEPENDENT AUDITOR'S REPORTS**

**INDEPENDENT AUDITOR’S REPORT ON INTERNAL CONTROL OVER  
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS  
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN  
ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Board of Directors  
The Language Academy of Sacramento  
Sacramento, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of The Language Academy of Sacramento (a nonprofit organization), which comprise the statement of financial position as of June 30, 2020, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated March 8, 2021.

**Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered The Language Academy of Sacramento’s internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of The Language Academy of Sacramento’s internal control. Accordingly, we do not express an opinion on the effectiveness of The Language Academy of Sacramento’s internal control.

*A deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. *A material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity’s financial statements will not be prevented, or detected and corrected on a timely basis. *A significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

## **Compliance and Other Matters**

As part of obtaining reasonable assurance about whether The Language Academy of Sacramento's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

## **Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

**BAKER TILLY US, LLP**

A handwritten signature in black ink that reads "Baker Tilly US, LLP". The signature is written in a cursive, flowing style.

San Diego, California  
March 8, 2021

## INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

Board of Directors  
The Language Academy of Sacramento  
Sacramento, California

### Report on Compliance for Each State Program

We have audited The Language Academy of Sacramento's compliance with the types of compliance requirements described in the *2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel, that could have a direct and material effect on each of The Language Academy of Sacramento's state programs for the fiscal year ended June 30, 2020. The Language Academy of Sacramento's state programs are identified below.

### Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its state programs.

### Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of The Language Academy of Sacramento's state programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the State's Audit Guide, *2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a state program occurred. An audit includes examining, on a test basis, evidence about The Language Academy of Sacramento's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each state program. However, our audit does not provide a legal determination of The Language Academy of Sacramento's compliance. In connection with the audit referred to above, we selected transactions and records to determine the Organization's compliance with the state laws and regulations applicable to the following items:



<b>Description</b>	<b>Procedures Performed</b>
California Clean Energy Jobs Act	Yes
After/Before School Education and Safety Program	Yes
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based Attendance	Not Applicable
Mode of Instruction	Yes
Nonclassroom-Based Instruction/Independent Study	Not Applicable
Annual Instructional Minutes - Classroom Based	Yes
Charter School Facility Grant Program	Not Applicable

The term “Not Applicable” is used above to mean either that the Organization did not offer the program during the current fiscal year, or that the program applies only to a different type of local education agency.

### **Opinion on State Programs**

In our opinion, The Language Academy of Sacramento complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its state programs for the fiscal year ended June 30, 2020.

The purpose of this report on state compliance is solely to describe the scope of our testing of state compliance and the results of that testing based on the requirements of the *2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Accordingly, this report is not suitable for any other purpose.

**BAKER TILLY US, LLP**



San Diego, California  
March 8, 2021

## **FINDINGS AND RECOMMENDATIONS**

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**THE LANGUAGE ACADEMY OF SACRAMENTO**  
**SCHEDULE OF FINDINGS AND QUESTIONED COSTS**  
**For the Fiscal Year Ended June 30, 2020**

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**A. Summary of Auditor's Results**

1 Financial Statements

Type of auditor's report issued: Unmodified

Internal control over financial reporting:

One or more material weaknesses identified?      Yes   X   No

One or more significant deficiencies identified that are not considered to be material weaknesses?      Yes   X   None Reported

Noncompliance material to financial statements noted?      Yes   X   No

2 Federal Awards

Internal control over major programs:

One or more material weaknesses identified?      Yes   N/A   No

One or more significant deficiencies identified that are not considered to be material weaknesses?      Yes   N/A   None Reported

Type of auditor's report issued on compliance for major programs: N/A

Any audit findings disclosed that are required to be reported under section 200.516 Audit Findings paragraph (a) of OMB Uniform Guidance?      Yes   N/A   No

**A. Summary of Auditor's Results (continued)**

Identification of major programs:

CFDA Number(s)                      Name of Federal Program or Cluster

*The Organization did not have over \$750,000 in Federal Expenditures.*

Dollar threshold used to distinguish between Type A and Type B programs: N/A

Auditee qualified as low-risk auditee?      Yes   N/A   No

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**THE LANGUAGE ACADEMY OF SACRAMENTO**  
**SCHEDULE OF FINDINGS AND QUESTIONED COSTS**  
**For the Fiscal Year Ended June 30, 2020**

---

**A. Summary of Auditor's Results** (continued)

3 State Awards

Internal control over state programs:

One or more material weaknesses identified?     Yes     No

One or more significant deficiencies identified that  
are not considered to be material weaknesses?     Yes     None Reported

Type of auditor's report issued on compliance  
for state programs:    Unmodified

**B. Financial Statement Findings**

None

**C. Federal Award Findings and Questioned Costs**

None

**D. State Award Findings and Questioned Costs**

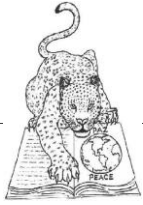
None

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**THE LANGUAGE ACADEMY OF SACRAMENTO**  
**SUMMARY SCHEDULE OF PRIOR FINDINGS**  
**For the Fiscal Year Ended June 30, 2020**

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<u>Findings/Recommendations</u>	<u>Current Status</u>	<u>Explanation If Not Implemented</u>
<p><b>Finding 2019-10</b></p> <p>Condition: Invoices and services were not properly accrued at fiscal year end June 30, 2019.</p> <p>Recommendation: We recommend that the Organization implement controls to review monthly accruals recorded by the accounting team.</p>	<p>Implemented</p>	<p>N/A</p>



A California Public School

Agenda Item#IVG

**Board Meeting Date:** March 26, 2021

**Subject:** December 2020 and February 2021 Check Registers

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

**Committee:** School Leadership

**Recommendation:**

School Leadership requests that the Governing Board review and approve the December 2020 and February 2021 check register.

**Documents Attached:**

1. December 2020 Check Register
2. February 2021 Check Register

<b>December 2020</b>				
<b>Members</b>	Aye	Nay	Abstain	Absent
Ruiz, Nadeen				
De González, Julissa				
Sylvains, Nina				
Kokayi, Nailah				
Aceves, Fernando				
García, Cristian				
Jáuregui, Gemma				
Leon, Pedro				
Vacant				
<b>Totals:</b>				

<b>February 2021</b>				
<b>Members</b>	Aye	Nay	Abstain	Absent
Ruiz, Nadeen				
De González, Julissa				
Sylvains, Nina				
Kokayi, Nailah				
Aceves, Fernando				
García, Cristian				
Jáuregui, Gemma				
Leon, Pedro				
Vacant				
<b>Totals:</b>				

**Estimated Time of Presentation:** 5 min  
**Submitted By:** School Leadership  
**Date:** 03/22/2021

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



A California Public School

Agenda Artículo#IVG

**Fecha de la Reunión:** 26 de marzo de 2021

**Tema: Registros de la cuenta bancaria diciembre 2020 y febrero 2021**

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

**Comité:** Liderazgo Escolar

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

**Documento adjunto:**

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

<b>diciembre 2020</b>				
<b>Members</b>	<b>Aye</b>	<b>Nay</b>	<b>Abstain</b>	<b>Absent</b>
Ruiz, Nadeen				
De Gonzalez, Julissa				
Sylvains, Nina				
Kokayi, Nailah				
Aceves, Fernando				
García, Cristian				
Jáuregui, Gemma				
Leon, Pedro				
Vacant				
Totals:				

<b>febrero 2021</b>				
<b>Members</b>	<b>Aye</b>	<b>Nay</b>	<b>Abstain</b>	<b>Absent</b>
Ruiz, Nadeen				
De Gonzalez, Julissa				
Sylvains, Nina				
Kokayi, Nailah				
Aceves, Fernando				
García, Cristian				
Jáuregui, Gemma				
Leon, Pedro				
Vacant				
Totals:				

**Tiempo estimado para la presentación:** 5 min.  
**Entregado por:** Liderazgo Escolar  
**Fecha:** 03/22/2021

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

**Language Academy of Sacramento  
Check Register  
December 2020**

Check Date	Check Number	Vendor	Inv Description (Bill)	Amount
12/1/2020	8799	Pedro Aguilera	Reimb: Parent Workshop Supplies	39.59
12/1/2020	8800	Teodora-Jean A. Bersola-Isaguirre	Reimb: Office Supplies	121.28
12/1/2020	8801	PDI Education dba Brain Hive	Classroom library	2,998.70
12/1/2020	8802	Colleen Conant	Reimb: Classroom Library	1,068.90
12/1/2020	8803	Cross Country Education	Reconciliation: Sub Services	520.00
12/1/2020	8804	EdTec Inc.	Reconciliation: Back Office February/April 2020	12,833.34
12/1/2020	8805	Ana Luna Franco	Reimb: Classroom Material/Library	1,473.37
12/1/2020	8806	Adriana Gutierrez	Reimb: Classroom Library	1,564.53
12/1/2020	8807	Hamery Publishing Group	Classroom library	3,159.12
12/1/2020	8808	Rebecca Heredia	Reimb: Classroom materials	167.77
12/1/2020	8809-VOID	Ann C Hubbell	<i>Incorrect Amount processed</i>	21.50
12/1/2020	8810	Lee & Low Books	Classroom library	1,073.40
12/1/2020	8811	Maria de Luna	Reimb: Mentor Text	676.23
12/1/2020	8812	Cristina Meza	Reimb: Classroom materials/Library	91.31
12/1/2020	8813	NCS Pearson, Inc.	SPED Materials	2,469.02
12/1/2020	8814	Ana Novoa	Reimb: Classroom library/Supplies	391.08
12/1/2020	8815	Occupational Therapy for Children	SPED Services	292.50
12/1/2020	8816	Office Depot	Classroom and Office Materials	520.80
12/1/2020	8817	Pacific Learning	Classroom library	3,852.75
12/1/2020	8818	Rosio Perez	Reimb: Classroom materials	293.51
12/1/2020	8819	Araceli Rosas	Reimb: Intervention materials	35.87
12/1/2020	8820	Sacramento County Office of Education	Administrative Fees	1,800.00
12/1/2020	8821	Scholastic Book Clubs	Classroom library	324.33
12/1/2020	8822	Scholastic Inc	Classroom library	110.74
12/1/2020	8823	Scholastic Reading Club	Classroom library	1,019.42
12/1/2020	8824	Cynthia Suarez	Reimb: Mentor Text/Intervention	55.85
12/1/2020	8825	SYNCB/AMAZON	Classroom libraries	6,970.71
12/1/2020	8826	Total Education Solutions	SPED Services	17,725.00
12/4/2020	8827	Benchmark Education	Classroom library	921.90
12/4/2020	8828	Perla Campos	Reimb: Classroom Library	527.87
12/4/2020	8829	De Lage Landen Financial Services, Inc	Copy Machine Lease	5,375.72
12/4/2020	8830	Edpuzzle	Supplemental instructional materials	1,300.00
12/4/2020	8831	JCL Electronics, LLC	Tech Support Oct 2020	2,985.00
12/4/2020	8832	Kaiser Foundation Health Plan Inc	Health Benefits (January 2021)	25,216.97
12/4/2020	8833	Literacy Resources, LLC.	Professional Development	750.00
12/4/2020	8834	Office Depot	Office supplies	33.36
12/4/2020	8835	Pacific Office Automation	Ink	127.66
12/4/2020	8836	T-Mobile	DiLe Student internet services	807.26
12/4/2020	8837	Windstream/PAETEC	Telephone Services	1,274.47
12/9/2020	8838-VOIDED	ABDO	<i>Incorrect Amount processed</i>	87.69
12/9/2020	8839	Pedro Aguilera	Reimb: Parent Workshop Supplies	121.66
12/9/2020	8840	CareSolace	Mental Health Services - Annual fees	890.00
12/9/2020	8841	Graciela Castaneda	Reimb: Classroom Library	118.07
12/9/2020	8842	Elevator Industries	Elevator maintenance	100.00
12/9/2020	8843	Tiffany Gellie	Reimb: Classroom materials	37.88
12/9/2020	8844	Ann C Hubbell	Reimb: Classroom Material/Library	846.36
12/9/2020	8845	I Love to Read in Spanish	Classroom library	4,595.58
12/9/2020	8846	Gemma Jauregui	Reimb: 8th grade t-shirts	799.17
12/9/2020	8847	Ana Novoa	Reimb: Classroom Library	799.02
12/9/2020	8848	Occupational Therapy for Children	SPED Services	639.00
12/9/2020	8849	Rosio Perez	Reimb: Classroom materials	68.16
12/9/2020	8850	Sacramento County Office of Education	B TSA Administrative Fees	2,000.00
12/9/2020	8851	Mayra Tejada	Reimb: Classroom Library	77.24
12/18/2020	8852	ABDO	Classroom library	65.03
12/18/2020	8853	Charter Safe	Property and Liability (January 2021)	8,826.00
12/18/2020	8854	Lincoln National Life Insurance Company	Health Benefits (January 2021)	4,384.85
12/18/2020	8855	Sutter Health Plus	Health Benefits (January 2021)	14,129.84
12/18/2020	8856	Vision Service Plan - CA	Health Benefits (January 2021)	949.69
12/18/2020	8857	Western Health Advantage	Health Benefits (January 2021)	8,942.81
12/24/2020	8858	Dale Allender	Professional Development	3,000.00
12/24/2020	8859	PDI Education dba Brain Hive	Classroom library	997.68
12/24/2020	8860	Dolores Cardenas	Intervention Tutoring Services	599.00
12/24/2020	8861	CCHAT Center	SPED Services	90.00
12/22/2020	8862	Deco Tech Systems	Tech site improvements	67,860.26
12/24/2020	8863	Department of Justice	Fingerprinting Fees	416.00
12/24/2020	8864	EdTec Inc.	Back Office December 2020	6,550.00
12/24/2020	8865	First Book	Classroom library	1,580.74
12/24/2020	8866	K12 Health	SPED Services	2,528.00
12/28/2020	8867	LA Libreria	Classroom library	7,536.08
12/24/2020	8869	Law Office of Jennifer McQuarrie	Legal counsel	176.00
12/24/2020	8870	Learning Solutions	SPED Services	3,221.09
12/24/2020	8871	Lee & Low Books	Classroom library	1,061.10
12/24/2020	8872	Pedro Leon	Reimb: Classroom Library	1,880.97
12/24/2020	8873	Xana C Macias	Reimb: Classroom library/Supplies	136.02
12/24/2020	8874	Cristina Meza	Reimb: Classroom Library	650.16
12/24/2020	8875	Office Depot	classroom material	167.28
12/24/2020	8876	Pamela E Phelps	classroom material	38.62
12/24/2020	8877	Scholastic Reading Club	Classroom library	612.00
12/24/2020	8878	Scholastic Book Clubs	Classroom library	324.33
12/24/2020	8879	Mayra Tejada	Reimb: Classroom materials	591.52
12/24/2020	8880	Total Education Solutions	SPED Services	6,200.00
12/7/2020	112820201	California Credit Union	Various	3,309.13
12/7/2020	11282020a	California Credit Union	Various	494.78
<b>Total</b>				<b>259,489.64</b>



**Language Academy of Sacramento  
Check Register  
February 2021**

Check Date	Check Number	Vendor	Inv Description (Bill)	Amount
2/2/2021	8905	Kaiser Foundation Health Plan Inc	Employee Health Benefits (March 2021)	23,410.56
2/2/2021	8906	Lincoln National Life Insurance Company	Employee Benefits (March 2021)	4,384.85
2/2/2021	8907	Western Health Advantage	Employee Health Benefits (March 2021)	8,942.81
2/9/2021	8908	Dale Allender	Professional Development	750.00
2/9/2021	8909	Benchmark Education	Curriculum Materials	660.00
2/9/2021	8910	Booksource	Book supplies	504.50
2/9/2021	8911	Center for the Collaborative Classroom	Curriculum Materials	3,269.00
2/9/2021	8912	De Lage Landen Financial Services, Inc	Printing Services	2,623.56
2/9/2021	8913	Department of Justice	Fingerprinting Services	160.00
2/9/2021	8914	Fagen Friedman & Fulfrost LLP	Legal Matters	210.00
2/9/2021	8915	Hamery Publishing Group	Reference Materials	1,515.96
2/9/2021	8916	Learning Solutions	SPED Services	1,623.78
2/9/2021	8917	NCS Pearson, Inc.	Curriculum Material	243.07
2/9/2021	8918	Network Office Systems	Printing Services	377.46
2/9/2021	8919	Office Depot	Instructional Materials/Custodial Supplies	1,012.51
2/9/2021	8920	SCUSD	Utility and Janitorial Services	17,313.21
2/9/2021	8921	T-Mobile	Internet Services	333.30
2/9/2021	8922	The Home Depot Pro	Custodial Supplies	10.72
2/9/2021	8923	Total Education Solutions	SPED Services	3,400.00
2/9/2021	8924	Windstream/PAETEC	Communication Services	1,443.24
2/9/2021	8925	Zaida McCall-Perez, Ed.D	SPED Services	1,500.00
2/22/2021	8926	De Lage Landen Financial Services, Inc	Equipment Lease	2,623.56
2/22/2021	8927	El Dorado County of Education	Administrative Fees	2,000.00
2/22/2021	8928	Law Office of Jennifer McQuarrie	Legal Services	836.00
2/22/2021	8929	Lincoln National Life Insurance Company	Employee Benefits	4,384.85
2/22/2021	8930	Sutter Health Plus	Employee Health Benefits (March 2021)	13,209.32
2/22/2021	8931	SYNCB/AMAZON	Classroom Libraries	5,830.95
2/22/2021	8932	Vision Service Plan - CA	Employee Health Benefits (March 2021)	949.69
2/22/2021	8933	Western Health Advantage	Employee Health Benefits (March 2021)	8,942.81
2/12/2021	ACH Payment 12/22/20 - \$6670.56	SYNCB/AMAZON	Classroom Libraries	540.41
<b>Total</b>				<b>113,006.12</b>



A California Public School

Agenda Item #IVF

**Board Meeting Date:** March 26, 2021

**Subject:** Policy & Bylaws Committee Report

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

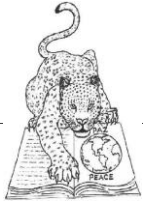
**Committee:** Aceves, Kokayi, Sylvains, Novoa, Luna-Franco, Campos, Knight, de León (non-voting)

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

- LAS COVID-19 Policies and Procedures Development
- Gender Inclusive Policy: The committee is exploring policy templates and those adopted by other educational institutions to develop a policy that will address needs at LAS. Some items that may be included are privacy and confidentiality; use of pronouns; school facilities; physical education, sports and extracurricular activities; training and professional development, as well as others.

**Estimated Time of Presentation:** 10 min  
**Submitted By:** Aceves and de León  
**Date:** 03242021

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



A California Public School

Agenda Artículo #IVF

**Fecha de la Reunión:** 26 de marzo de 2021

**Tema:** Comité de Estatutos y Pólizas

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

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

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

- Desarrollo de Pólizas y Procedimientos de COVID-19 para LAS
- Póliza inclusiva de género: el comité está explorando modelos de políticas y los adoptados por otras instituciones educativas para desarrollar una política que aborde las necesidades en LAS. Algunos elementos que pueden incluirse son la privacidad y la confidencialidad; uso de pronombres; instalaciones escolares; educación física, deportes y actividades extracurriculares; formación y desarrollo profesional, entre otros.

**Estimated Time of Presentation:** 10 min  
**Submitted By:** Aceves and de León  
**Date:** 03242021

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



A California Public School

Agenda Item# IVG

**Board Meeting Date:** March 26, 2021

**Subject:** Executive Director Evaluation

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

**Committee:** Nadeen Ruiz, Julissa de González

The ED Evaluation committee will provide the board with an update regarding the following items:

- Evaluation procedure and timeline
- Goal Setting for the 2020-2021 school year

The ED Evaluation Goals will be presented at the April 23<sup>rd</sup> board meeting.

The Evaluation Report will be presented at the June 25 Board meeting in closed session.

<p><b>Estimated Time of Presentation:</b> 10 min  <b>Submitted By:</b> Ruíz  <b>Date:</b> 03242021</p>
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<p><b>Pertinent Pages in</b>  <input type="checkbox"/> Charter, pgs _____ <input type="checkbox"/> Bylaws, pgs _____  <input type="checkbox"/> MOU, pgs _____ <input type="checkbox"/> Policy _____</p>
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A California Public School

Agenda Artículo# IVG

**Fecha de la Reunión:** 26 de marzo de 2021

**Tema:** Evaluación de Director Ejecutivo

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

**Comité:** Nadeen Ruiz, Julissa de González

El Comité de Evaluación del Director Ejecutivo actualizará a la Mesa Directiva sobre los siguientes puntos:

- Procedimiento y línea cronológica de la evaluación
- Estableciendo metas para el año escolar 2020-2021

Las metas para la evaluación se presentarán en la junta de la Mesa Directiva del 23 de abril.

Se presentará el reporte de la Evaluación del Director Ejecutivo en la junta de la Mesa Directiva del 25 de junio en sesión cerrada.

**Tiempo estimado para la presentación:** 10 min.  
**Entregado por:** Ruíz  
**Fecha:** 03242021

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