

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

Agenda/Agenda

BOARD MEETING/ REUNIÓN DE LA MESA

Friday, November 20, 2020/viernes, 20 de noviembre del 2020

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

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

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

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

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

[Passcode: 842760](#)

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

I. PRELIMINARY/PRELIMINARIO

A. CALL TO ORDER/Convocatoria

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

B. ROLL CALL/Asistencia

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

C. APPROVAL OF AGENDA/Aprobación de la Agenda

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

Motion: _____ Second: _____ Vote: _____

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

a. September 25, 2020 minutes/minutas del mes de septiembre 25 del 2020

b. October 30, 2020 minutes/minutas del mes de octubre 30 del 2020

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

Motion: _____ Second: _____ Vote: _____

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

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

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

Motion: ____ Second: ____ Vote: ____

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

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

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

Motion: _____ Second: _____ Vote: _____

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

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

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

Motion: _____ Second: _____ Vote: _____

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

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

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

Motion: _____ Second: _____ Vote: _____

F. October Check Register/Registro de la cuenta bancaria de octubre – School Leadership/Liderazgo (10 min)

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

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

Motion: _____ Second: _____ Vote: _____

G. El Dorado County Charter SELPA Local Plan/Plan Local de SELPA para el Condado de El Dorado – School Leadership/Liderazgo escolar (10 min)

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

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

Motion: _____ Second: _____ Vote: _____

V. FUTURE MEETINGS/Próxima Junta

A.) Friday, December 18, 2020 at 5:30pm – viernes, 18 de diciembre a las 5:30pm

VI. FUTURE AGENDA ITEMS/Temas para agendas futuras

VII. ADJOURNMENT/Clausura

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

Motion: _____ Second: _____ Vote: _____

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



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 2850 49th Street, Sacramento, CA 95817

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

I. PRELIMINARY/PRELIMINARIO

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

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

II. COMMUNICATIONS NORMS/NORMAS DE COMUNICACIÓN

II.A.	Public Comments <i>Comentarios Públicos</i>	None/Ninguno
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III. INFORMATIONAL ITEMS/ARTÍCULOS DE INFORMACIÓN:

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

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

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



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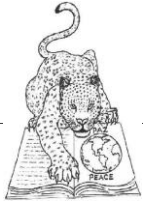
Minutes/Minutas
BOARD MEETING/REUNIÓN DE LA MESA DIRECTIVA
Friday, October 30, 2020/ viernes, 30 de octubre del 2020
5:30 pm through Zoom/ 5:30PM a través de Zoom

I. PRELIMINARY/PRELIMINARIO

I.A & B	Meeting was called to order by Fernando Aceves at 5:35 PM. Roll call was taken./ La junta fue convocada por Fernando Aceves a las 5:35 PM. Se tomó lista.			
	Name/ Nombre	Role/ Papel	Present/ Presente	Absent/ Ausente
	1. Nailah Kokayi	Parent/Madre (19-21)	X arrived 5:39pm	
	2. Fernando Aceves	Parent/Madre (19-22)	X	
	3. Cristián 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)		
	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 Exited 6:53pm	
	10. Student Representative	Student Council President/Presidente del Concilio Estudiantil	X	
	11. Teejay Bersola	Academic Accountability Specialist/Especialista de Responsabilidad Académica	X	
	12. Judy Morales	Business and Operations Officer/Oficial de Negocios y Operaciones	X	
	13. Eduardo de León	Executive Director/Director Ejecutivo	X	
Agenda/Agenda		Action/Acción		
I.C	Approval of Agenda <i>Aprobación de la Agenda</i>	A motion was made to approve the October 30, 2020 agenda with the following change: swap items IV.A and IV.B <i>Se hizo una moción para aprobar la agenda del 30 de octubre del 2020 con intercambio de temas IV.A y IV.B</i> 1 st Motion/1 ^a Moción: Nadeen Ruíz 2 nd Motion/2 ^a Moción: Julissa de González Absences/Ausencias: Gemma Jáuregui, Pedro León, Nina Sylvains (stepped out of the meeting) Abstentions/Abstenciones: None/ninguno The motion passed with six votes. / <i>La moción pasó con seis votos.</i>		
I.D.	Approval of April Board Meeting Minutes <i>Aprobación de los Minutos de la Mesa Directiva</i>	The September 25, 2020 minutes were tabled until the November meeting. <i>Las minutas del 25 de septiembre del 2020 se pospusieron hasta la junta de noviembre.</i>		
I.E	Mission <i>Misión</i>	The mission was read aloud. / <i>La misión fue leída en voz alta.</i>		
II. COMMUNICATIONS NORMS/NORMAS DE COMUNICACIÓN				
II.A.	Public Comments <i>Comentarios Públicos</i>	A parent made a public comment and spoke positively about the Physical Education curriculum, LGBTQ+ club and advisors, Club Colibri, as well as the respectful and inclusive environment these help to create.		

		<i>Una madre de familia de LAS comento positivamente acerca del currículo de educación física, el club de LGBTQ+ y sus consejeros, Club Colibrí y el ambiente inclusivo y respetuoso que ayudan a crear.</i>
III. INFORMATIONAL ITEMS/ARTÍCULOS DE INFORMACIÓN:		
III.A.1	Student Council <i>Concilio estudiantil</i>	Executive Members Jazmine, President; Emma, Vice President; Senyah, Secretary; and Itzel, Treasurer, shared a Student Council report. <i>Miembros ejecutivo Jazmine, Presidenta; Emma, Vice-Presidenta; Senyah, Secretaria e Itzel, tesorera, presentaron un reporte del Concilio estudiantil.</i>
III.A.2	Parent Council/Association Representative <i>Representante del concilio y asociación de padres</i>	Eduardo de León shared the Parent report which included a summary of Parent Council and Parent Association activities. <i>Eduardo de León compartió el reporte que incluyó un resumen de actividades del Concilio de Padres y Asociación de Padres.</i>
IV. ITEMS SCHEDULED FOR DISCUSSION AND/OR ACTION ARTÍCULOS PROGRAMADOS PARA DISCUSIÓN Y/O ACCIÓN		
IV.B	LAS Distance Learning (DiLe) Plan - PACT.O 2.0 (Progress, Attendance, Communication, Teamwork, Opportunities) Update & Return to LAS Plan (Part 1)/Actualización del Plan de Aprendizaje a Distancia (DiLe) de LAS – PACT.O 2.0 (Progreso, Asistencia, Comunicación, Trabajo en Equipo, Oportunidades) y Plan de Regreso a LAS (parte 1)	School Leadership provided an update of the Return to LAS plan with emphasis on the following items: Health & Safety, family survey preliminary results, pending proposal to change the return date for TK-5 to January 19, 2021, as well as others. <i>El Liderazgo escolar provee un reporte actualizado sobre el plan de regreso a LAS que enfatizó los siguientes puntos: Seguridad & Salud, resultados preliminares de la encuesta a familias, propuesta acerca del cambio de fecha del regreso de TK-5 hasta el 19 de enero, 2021, entre otros temas.</i>
	Public Comments <i>Comentarios Públicos</i>	None/Ninguno
IV.A	Board Development: Recognition of Outgoing Board Members, Recognition of Incoming Board Members, 2020-2021 Board Calendar, Board Retreat Planning – Desarrollo de la mesa directiva: reconocimiento de miembros salientes de la mesa directiva, reconocimiento de miembros entrantes de la mesa directiva, calendario de juntas 2020-2021, planeación de retiro de la mesa directiva	The board item included the following: recognition of incoming board members, recognition of outgoing board members, and discussion about board retreat, charter conferences and future meetings. <i>El reporte incluyó: reconocimiento de miembros salientes de la mesa directiva, reconocimiento de miembros entrantes de la mesa directiva, una discusión del retiro anual, conferencias de escuelas charter y calendario de juntas.</i>
	Public Comments <i>Comentarios Públicos</i>	None/Ninguno
IV.C	Anti-Racism at LAS <i>Anti-racismo en LAS</i>	School Leadership shared the following summary of anti-racist work at LAS: scheduled professional development meetings for the remainder of the 2020-2021 year, working on a plan for parent education in this area, anti-racist curriculum audit and taxonomy of words associated with anti-racism at LAS. <i>El liderazgo escolar compartió un resumen de trabajo anti-racista que se está llevando a cabo en LAS: se agendaron juntas de desarrollo profesional para 2 el año 2020-2021, se está planeando educación anti-racista para los padres, auditoría anti-racista del currículo, y una taxonomía de palabras relacionadas con el anti-racismo en LAS.</i>
	Public Comments <i>Comentarios Públicos</i>	None/Ninguno

IV.D	Curriculum Design Team Report – <i>Reporte del comité de diseño curricular</i>	A summary of items the CDT addressed at their October meeting was shared. <i>Un resumen de los temas que se discutieron en la junta de CDT en octubre se compartió.</i>
	Public Comments <i>Comentarios Públicos</i>	None/ <i>Ninguno</i>
IV.E	Monthly Financials <i>Estados financieros mensuales</i>	The following information was shared: Update on the work of the Finance committee and monthly financial information. <i>Información se compartió sobre las el trabajo del comité de finanzas y finanzas mensuales.</i>
	Public Comments <i>Comentarios Públicos</i>	
IV.F	September Check Register <i>Registros de la cuenta bancaria del mes de septiembre</i>	A motion was made to approve the September 2020 Check Register. <i>Se hizo una moción para aprobar los registros de las cuentas bancarias del mes de septiembre del 2020.</i> 1st Motion/ <i>1ª Moción</i> : Julissa de González 2nd Motion/ <i>2ª Moción</i> : Nadeen Ruíz Absences/ <i>Ausencias</i> : Gemma Jáuregui, Pedro León, Nina Sylvains Abstentions/ <i>Abstenciones</i> : none Motion passed with five votes. / <i>La moción pasó con cinco votos.</i>
	Public Comments <i>Comentarios Públicos</i>	None/ <i>Ninguno</i>
IV.G	El Dorado County Charter SELPA Local Plan/Plan Local de SELPA para el Condado de El Dorado	The item was tabled until the November meeting in an effort to provide the board with time to review the SELPA Local Plan. <i>Se tomó la decisión de posponer hasta la junta de noviembre para poder darle tiempo para revisar el Plan Local del SELPA a la mesa directiva.</i>
	Public Comments <i>Comentarios Públicos</i>	None/ <i>Ninguno</i>
VIII. FUTURE MEETINGS/PRÓXIMA JUNTA		
1. Friday, November 20, 2020 Regular Board Meeting/ <i>viernes 20 de noviembre del 2020 Junta Regular de la Mesa Directiva</i>		
V.II FUTURE AGENDA ITEMS/TEMAS PARA AGENDAS FUTURAS		
VIII. ADJOURNMENT/CLAUSURA		
A motion was made to adjourn the board meeting. / <i>Se hizo una moción para terminar la reunión de la Mesa.</i> 1 st Motion/ <i>1ª Moción</i> : Nadeen Ruíz 2 nd Motion / <i>2ª Moción</i> : Julissa de González Absences / <i>Ausencias</i> : Gemma Jáuregui, Pedro León, Nina Sylvains Abstentions / <i>Abstenciones</i> : None / <i>Ninguna</i> The motion passed with five votes. / <i>La moción pasó con cinco votos.</i> The board meeting was adjourned at 7:34PM. / <i>La reunión de la Mesa se terminó a las 7:34PM.</i>		



Board Meeting Date: November 20th, 2020

Subject: Parent Council/Parent Association

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

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

Parent Council: The Parent Council met on Thursday, November 12th

- **Grade Level Representatives-** Grade level representatives had no updates at this time.
- **Administration Updates-** Eduardo de Leon, Executive Director, shared updates on school closures. The Sacramento County has moved up to the purple tier and any changes or adjustments this may cause will be discussed during the Governing Board regarding the reopening plans for LAS. LAS is planning on extending the reopening date for TK-5th grade to 1/19/2021 and 6th- 8th to 02/01/2021.
- **Finance 101: School-wide and Parent Council Budget-** Brenda Luna, one of our middle school teachers shared a presentation on school finances. A break down on the complexities of school funding was provided. The presentation is available for viewing at our LAS website. In addition, Judy Morales, Director of Business and Operations Officer, provided information on the breakdown of the PC budget. PC has a balance of \$14,828 and an additional \$2,346 from Box Tops earnings. PC funds are to be used at the discretion of the representatives for student activities. In addition, each grade levels have funds raised by PC to provide to the grade level teachers for the students and are to be used based on the discretion of the teachers. Judy Morales will provide PC with last year's grade level balance.
- **Annual Parent Involvement Policy Review-** The Annual Parent Involvement Policy was sent for review in the month of October. PC representatives reviewed approved the policy.
- **Teacher Recognition/Student Appreciation:** Parent Council will celebrate and recognize our LAS teachers with a gift before the Fall Break. Parent Council members are also planning on having a celebration for all of our LAS students. A drive through is being planned using social distancing and all of the CDC recommendations to distribute a variety of appreciation gifts. Details will follow.
- **Miscellaneous/Reminders/Questions:** Claudia Ochoa- Parent Connector, Lorena Rosas- Parent Council Secretary, and Mike Reyes- Parent Council President will be meeting with Governing Board Parent Representative Nailah Kokayi to discuss ways to strengthen the parent/board communication.

Our next meeting will take place on Thursday, December 10th at 6pm via Zoom

Parent Association Meeting: Meeting was held on November 4th @ 5:30pm via Zoom.

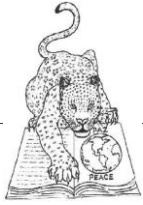
- **Governing Board Report-** Eduardo de León, Executive Director, gave an overview on the current items being discussed in the Governing Board.



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- **Parent Council Report-** Parent Council is currently planning on using some of their funds to recognize and celebrate both the teachers and the students.
- **School Leadership Report-** Judy Morales, Business and Operations Officer, shared a Preliminary Health and Safety Plan for the opening of our campus. The presentation is available for viewing at our LAS website.

The Next meeting will take place on Wednesday, December 16th, 2020 at 5:30pm via Zoom. Link will be available on our website calendar.



Fecha de la Reunión: 20 de noviembre del 2020

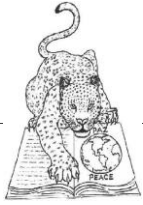
Tema: Concilio de padres/Asociación de padres

- 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 se reunió el jueves 12 de noviembre.

- **Representantes de nivel de grado:** Los representantes de nivel de grado no tienen actualización por el momento.
- **Actualización de la Administración:** Eduardo de León, Director Ejecutivo, compartió actualizaciones de cierres de escuelas. El condado de Sacramento subió a al nivel morado y cualquier cambio que esto haiga ocasionado para la reapertura de LAS se estará discutiendo durante la junta de la Mesa Directiva. LAS está planeando en extender su fecha de reapertura para los estudiantes de TK-5th a 19/01/2021 para los estudiantes de 6th- 8th. a 01/02/202.
- **Finanzas 101: Presupuesto escolar y del Concilio de padres-** Brenda Luna, una de nuestras maestras de la secundaria compartió una presentación de finanzas escolares. Se proporcionó un desglose de las complejidades de la financiación escolar. La presentación está disponible para su visualización en nuestro sitio web de LAS. Además, Judy Morales nos proporcionó información desglosada de las finanzas del Concilio de padres. El Concilio de padres tiene \$14,828 como fondos y por medio de Box Tops tienen \$2,346. Los fondos del Concilio de padres están disponibles para usarse según la discreción del Concilio de padres. Además, cada nivel de grado tiene su propio fondo, los cuales fueron recaudados por el concilio para el uso según la discreción de los/as maestros/as. Judy Morales proveerá un balance de los fondos por nivel de grado que quedaron del año pasado al Concilio de padres.
- **Revisión anual de la Póliza de Participación de Padres:** La Póliza de Participación de Padres fue compartida el mes de Octubre para revisión. Los representantes del Concilio reviasron y votaron para aprobar la póliza.
- **Reconocimiento para los maestros y Apreciación para estudiantes:** El Concilio de padres va a celebrar y reconocer a las/os maestras/os de LAS con un regalo antes de las vacaciones de Otoño. El Concilio de padres también está planeando una celebración para todos los estudiantes de LAS. Se está planeando una actividad donde las familias pueden pasar por la escuela para recibir una variedad de regalos. LAS tendrá en cuenta el distanciamiento social y todas las reglas de la CDC. Habrá más detalles a continuación.
- **Misceláneo/Recordatorios/Preguntas:** Enlace de padres- Claudia Ochoa, Secretaria del Concilio- Lorena Rosas, y el Presidente del Concilio - Mike Reyes se estarán reuniendo con la representante de



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padres de la Mesa Directiva Nailah Kokayi para discutir formas de reforzar la comunicación entre los padres y la mesa directiva.

La próxima reunión va a tomar lugar el jueves, 10 de diciembre de 2020 a las 6pm por medio de Zoom.

Asociación de Padres: La junta tuvo lugar el 4 de noviembre a las 5:30 por medio de Zoom.

- **Reporte de la Mesa Directiva-** Eduardo de León, Director Ejecutivo, ofreció una descripción general de los temas actuales que se están debatiendo en la junta de la Mesa Directiva.
- **Reporte del Concilio de padres-** El Concilio de padres, actualmente está planeando usar algunos de sus fondos para reconocer y celebrar a los/as maestras/os y los/as estudiantes de LAS.
- **Informe del liderazgo escolar-** Judy Morales, Oficial de Operaciones y Negocios, compartió el Plan Preliminar de Seguridad y Salud que se está planeando llevar a cabo en la reapertura de la escuela. La presentación está disponible para su visualización en nuestro sitio web de LAS.

Nuestra siguiente junta va a tomar lugar el miércoles 16 de diciembre 2020 a las 5:30pm por medio de Zoom. El link estará disponible en el calendario de nuestro sitio web.



Board Meeting Date: November 20, 2020

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 PACT.O 2.0 & Return to LAS Plan:

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

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

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

Family Survey: In mid-October, a survey was distributed to all LAS families with the intent of collecting data that would assist in planning. Families were informed about the transition to Stage 3 Hybrid model, then asked to select whether their preference was for hybrid or distance learning. In addition, they were asked to identify the reason for their selection. We reached 95% participation with the following results: 60% of families selected Hybrid as their preference and 40% selected Extended Distance Learning as their preference.



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

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

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

Return to LAS Plan Updates and Next Steps:

- Conduct staff survey: Completed November 5, 2020: Follow-up information is requested regarding staff request for Covid-19 accommodations in order to plan accurately
- Possibly conduct Middle School Student Survey: Not conducted; Instead, a follow up school-wide LAS Continuum Stage 3 Hybrid Learning Family Commitment letter will be administered to families as soon as possible in order to plan with more accurate data.
- Alignment of Staff and Student/Family Program Preferences - Based on November survey data, School Leadership and CDT have met several times to begin analyzing Stage 3: Hybrid Learning Designs that would address the needs of the LAS learning community.
- Exploration of hiring additional staff (i.e. Distance Learning Facilitators) specific to providing support supervision of the Hybrid Program and Ex DiLe: TBD
- Provide update during Parent Association Meeting: November and December meetings
- Continue to meet with representatives from SDPH and SCOE, including the potential for representatives to meet with families and/or the Governing Board at upcoming meetings.
- Update the Governing Board and community at the November and December meeting

Recommendation: School Leadership recommends that the board approve the change in transition to Hybrid Model date from TK-5th from January 4, 2021 to January 19, 2021.

Estimated Time of Presentation: 30 min
Submitted By: School Leadership
Date: 11.17.20

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



Fecha de la reunión: 20 de noviembre de 2020

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.

Aspectos clave de PACT.O 2.0 y Plan de regreso a LAS:

Distribución de materiales: A través de la duración de PACT.O 2.0, los maestros y el personal de apoyo han trabajado para distribuir materiales a los estudiantes en un esfuerzo por enriquecer sus experiencias de aprendizaje. Los materiales han variado desde módulos del plan de estudios de matemáticas, libros, actualizaciones de aplicaciones para iPad, materiales de educación física, entre otros.

Distribución de comidas: Desde el comienzo del año escolar, el personal de servicios de nutrición de SCUSD ha continuado distribuyendo comidas en LAS a todas las familias los lunes, miércoles y viernes entre las 11am y la 1pm. Las comidas son gratuitas para todas las familias, independientemente de la escuela de residencia o el nivel socioeconómico.

Evaluaciones y centros de aprendizaje a distancia: Durante los últimos meses, el personal ha trabajado para crear oportunidades para los estudiantes que requieren apoyo adicional para ingresar al plantel. Estos estudiantes han venido al plantel en grupos pequeños y permanecen en los salones con el personal apropiado. Además, los estudiantes que requieren evaluaciones han sido invitados al plantel para reunirse con el personal durante este tiempo. En todos los casos se han seguido los protocolos de seguridad y salud.

Encuesta familiar: A mediados de octubre, se distribuyó una encuesta a todas las familias de LAS con la intención de recopilar datos que ayudarían en la planificación. Se informó a las familias sobre la transición al modelo híbrido de la etapa 3 y luego se les pidió que seleccionaran si preferían el aprendizaje híbrido o a distancia. Además, se les pidió que identificaran el motivo de su selección. A partir de esta semana, alcanzamos el 95% de participación con los siguientes resultados: 60% de las familias



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seleccionaron Híbrido como su preferencia y 40% seleccionaron Aprendizaje a Distancia Extendido como su preferencia.

Es importante señalar que esta encuesta no tenía la intención de ser una decisión final, ya que reconocemos el panorama de salud y seguridad en constante evolución. Si bien la información nos ayudará a planificar mejor, reconocemos que será necesario hacer la encuesta de nuevo durante los meses siguientes. Algunos temas que se identificaron en la sección de comentarios de la encuesta incluyen:

- Agradecimiento por los maestros y el personal
- Necesidad de interacción social de los estudiantes
- Salud y seguridad como prioridad
- Interés en tener hijos en la escuela para aumentar la participación
- Preguntas sobre las opciones para elegir Híbrido o DiLe
- Satisfacer las necesidades de los estudiantes cuyo idioma principal es el inglés mientras están en DiLe
- Necesidad de más información sobre el modelo híbrido

Salud y seguridad: El liderazgo escolar de LAS continúa colaborando con el Departamento de Salud Pública de Sacramento (SDPH) y la Oficina de Educación del Condado de Sacramento (SCOE) para desarrollar el plan de Salud y Seguridad de LAS. La escuela comenzó su adquisición de equipo de protección personal (PPE) y ha podido asegurar un conjunto de suministros de cuatro meses en preparación para el regreso de los estudiantes, que incluye, entre otros: Plexiglás, máscaras, protectores faciales, estaciones de limpieza, purificadores de aire, etc. El liderazgo escolar continuará recopilando comentarios de las partes interesadas y tendrá un plan integral (primera lectura) para la Mesa Directiva en la reunión de la Mesa Directiva de noviembre de 2020. Se adjunta un borrador del plan de salud y seguridad.

Actualizaciones del Plan de Regreso a LAS y próximos pasos:

- Realizar una encuesta al personal: Completada el 5 de noviembre de 2020: Se solicita información de seguimiento con respecto a la solicitud del personal de adaptaciones de Covid-19 para planificar con precisión
- Posiblemente realizar una encuesta para estudiantes de secundaria: No se realizó; En su lugar, se administrará un seguimiento a las familias con una carta de compromiso familiar de aprendizaje híbrido de etapa 3 del continuo de LAS tan pronto como sea posible para planificar con datos más precisos.
- Alineación del personal y las preferencias del programa de estudiantes/familias: Según los datos de la encuesta de noviembre, el liderazgo escolar y el Equipo de diseño curricular se han reunido varias veces para comenzar a analizar la Etapa 3: Diseños de de aprendizaje híbrido que abordaron las necesidades de la comunidad de aprendizaje de LAS.
- Exploración de la contratación de personal adicional (es decir, facilitadores de aprendizaje a distancia) específico para proporcionar supervisión de apoyo del programa híbrido y Ex DiLe: por determinarse.
- Proporcionar información actualizada durante la reunión de la Asociación de Padres: juntas de noviembre y diciembre



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- Continuar reuniéndose con representantes de SDPH y SCOE, incluida la posibilidad de que los representantes se reúnan con las familias y/o la Mesa Directiva en las próximas reuniones.
- Actualizar la Mesa Directiva y la comunidad en las reuniones de noviembre y diciembre.

Recomendación:

El liderazgo escolar recomienda que la Mesa apruebe el cambio en la fecha de transición al modelo híbrido para TK-5to grado del 4 de enero de 2021 hasta el 19 de enero de 2021.



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Agenda Item #IVB

Board Meeting Date: November 20, 2020

Subject: Anti-Racism at LAS

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

Committee: School Leadership

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

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

- On November 6th, 2020, staff met for a professional development meeting with Dr. Dale Allender with a focus on the exploration of key terms listed within our Anti-Racism Taxonomy. In small groups, staff participated in an exercise to break down the terms, a method that can be replicated within the classroom. The following meeting will take place on January 15, 2020.
- The following items remain in progress: Anti-Racist Curriculum Audit & Parent Education Planning.

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: 11172020

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



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Agenda Artículo #IVB

Fecha de la Reunión: 20 de noviembre de 2020

Tema: Anti-racismo en LAS

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

Comité: Liderazgo Escolar

Durante la junta de la mesa directiva que se llevó a cabo el 25 de septiembre, el liderazgo escolar compartió algunos pasos que se han tomado para poder aplicar con confianza las palabras, conceptos, metáforas y marcos anti-racistas en todos los aspectos del trabajo en LAS.

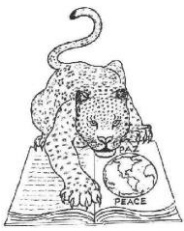
Al seguir desarrollando un marco de referencia anti-racista en LAS, los siguientes son pasos que se han tomado o que se tomarán:

- El 6 de noviembre, el personal de LAS se reunió. El liderazgo escolar se reunió de nuevo con el Dr. Dale Allender para explorar temas anti-racistas que se incluyen en la taxonomía que se presentó el mes pasado. En grupos pequeños, el personal participó en un ejercicio para explorar el vocabulario de una forma que se puede replicar en el salón.
- Los siguientes temas siguen en plan de desarrollo: Auditoría de currículo anti-racista & una serie de oportunidades educativas para familias que complementarán el trabajo que se está llevando a cabo con el personal.

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.

Estimated Time of Presentation: 10 min
Submitted By: School Leadership
Date: 11/17/2020

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



A California Public School

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

Agenda Item #IVC

Board Meeting Date: November 20, 2020

Subject: Curriculum Design Team

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

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

Information:

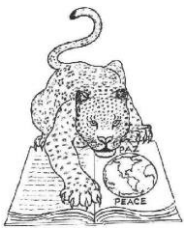
The Curriculum Design Team (CDT) met on November 5th, 2020 and addressed the following agenda items:

- PACTO 2.0
 - Core Day Classroom Schedules: Synchronous vs. Asynchronous vs. CPT vs. Office Hours
 - Attendance Protocol (MTSS)
 - Grading and Assessments: MAP Math Gr2 (Spring) Gr3- Gr8 and MS MAP Reading
- **Professional Development**
 - Update
- **Return to LAS Plan Update**
 - Family Survey
 - Staff Survey
 - Student Survey
 - Hybrid Models
 - Extended Distance Learning
- CDT met again on November 12th and 17th, after school, to further discuss the Return to LAS Plan Update

The next meeting will be on December 10th, 2020 @ 2:45pm.

<p>Estimated Time of Presentation: 10 min. Submitted By: Jáuregui Date: 11.17.20</p>

<p>Pertinent Pages in <input type="checkbox"/> Charter, pages _____ <input type="checkbox"/> MOU, pages _____</p>
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A California Public School

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

Artículo#IVC

Fecha de la Reunión: 20 de noviembre de 2020

Tema: Comité del Diseño Curricular

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

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

Información:

El Equipo de Diseño Curricular (CDT) se reunió el 5 de noviembre de 2020 y discutió los siguientes temas:

- PACTO 2.0
 - Horarios del día principal: sincrónico versus asincrónico versus CPT versus horas de oficina
 - Protocolo de asistencia (MTSS)
 - Calificaciones y evaluaciones: MAP Math Gr2 (primavera) Gr3- Gr8 y MAP Reading en la secundaria
- **Desarrollo profesional**
 - Actualización
- **Actualización del Plan de regreso a LAS**
 - Encuesta familiar
 - Encuesta al personal
 - Encuesta de estudiantes
 - Modelos híbridos
 - Aprendizaje a distancia extendido
- CDT se reunió nuevamente el 12 y 17 de noviembre, después de la escuela, para discutir más a fondo la Actualización del Plan de Regreso a LAS

La próxima junta será el 10 de diciembre de 2020 a las 2:45 pm.

<p>Estimated Time of Presentation: 10 min. Submitted By: Jáuregui Date: 11.17.20</p>

<p>Páginas pertinentes en: <input type="checkbox"/> La constitución, páginas _____ <input type="checkbox"/> MOU, páginas _____</p>



A California Public School

Agenda Item#IVD

Board Meeting Date: November 20, 2020

Subject: Finance Committee

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

Committee: Finance Committee

The Finance Committee met to discuss an update of stakeholder feedback and preliminary impact to financials. School Leadership continues to engage stakeholders to further develop a comprehensive hybrid model. The Committee will present a final mid-year revision in December/January.

Notable changes or proposed preliminary changes:

Revenue:

Enrollment: Decrease in enrollment from 614 to 610. Impact is primarily to Lottery Revenue as LCFF funding is based on 19-20 ADA apportionment reporting if 96%.

Expenses:

2000-Classified Salaries: Increase in classified salaries to reflect changes due to distance learning.

4523-Instructional Materials and Supplies: Additional increase in instructional materials to address student needs in hybrid model.

4423-NonCapitolized Equipment: Purchase of interactive projector or screen for grades TK-3rd (13 classrooms) and high-grade cameras/mics for hybrid instruction (27 classrooms).

5869-Special Education Consultant: Change in student enrollment resulted in savings (non-public school vendor expense).

5915-Postage: Additional need to mail correspondence to staff and students due to distance learning.

Recommendation:

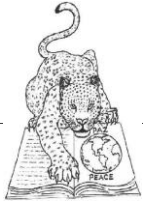
None at this time

Documents Attached:

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

Estimated Time of Presentation: 10 min
Submitted By: School Leadership
Date: 11.16.2020

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



A California Public School

Agenda Artículo#IVD

Fecha de la Reunión: 20 de noviembre del 2020

Tema: Reporte del Comité de Finanzas

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

Comité: Comité de Finanzas

El Comité de Finanzas se reunió para discutir una actualización de los comentarios de las partes interesadas y el impacto preliminar en las finanzas. El liderazgo escolar continúa involucrando a las partes interesadas para desarrollar un modelo híbrido integral. El Comité presentará una revisión final de mediados de año en diciembre/enero.

Cambios notables o cambios preliminares propuestos:

Ingresos:

Matrícula: Disminución de la matrícula de 614 a 610. El impacto es principalmente en los ingresos de la lotería, ya que los fondos de LCFF se basan en el informe de distribución 19-20 ADA si el 96%.

Gastos:

2000-Salarios clasificados: aumento en los salarios clasificados para reflejar los cambios debido a la educación a distancia.

4523-Materiales estudiantiles: aumento adicional en los materiales de instrucción para abordar las necesidades de los estudiantes en el modelo híbrido.

4423-Equipo no capitalizado: Compra de proyector o pantalla interactivos para los grados TK-3er (13 aulas) y cámaras/micrófonos de alta calidad para instrucción híbrida (27 aulas).

5869-Educación especial: El cambio en la inscripción de estudiantes resultó en ahorros (gastos de proveedores de escuelas no públicas).

5915-Gastos de envío por correo: Necesidad adicional de enviar correspondencia al personal y estudiantes debido al aprendizaje a distancia.

Recomendación:

Ninguna

Documentos Adjunto:

1. Finanzas con cambios **preliminares.**

Tiempo estimado para la presentación: 10 min.
Entregado por: Liderazgo Escolar
Fecha: 11.16.2020

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

The Language Academy of Sacramento

NOVEMBER 20, 2020

BRIAN HOLMES

edtec 





1. **2020-21 Forecast Update – 1st Interim Financials**
 - A. 1st Interim Information
 - B. September Forecast vs October Forecast (1st Interim)
 - C. Cash Flow
2. **November Expense Proposal**
 - A. October Forecast vs November Proposal

2020-21 Forecast Update – 1st Interim Financials

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1st Interim Report



What?

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

When?

- Due to district on or before Dec. 15th

How?

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

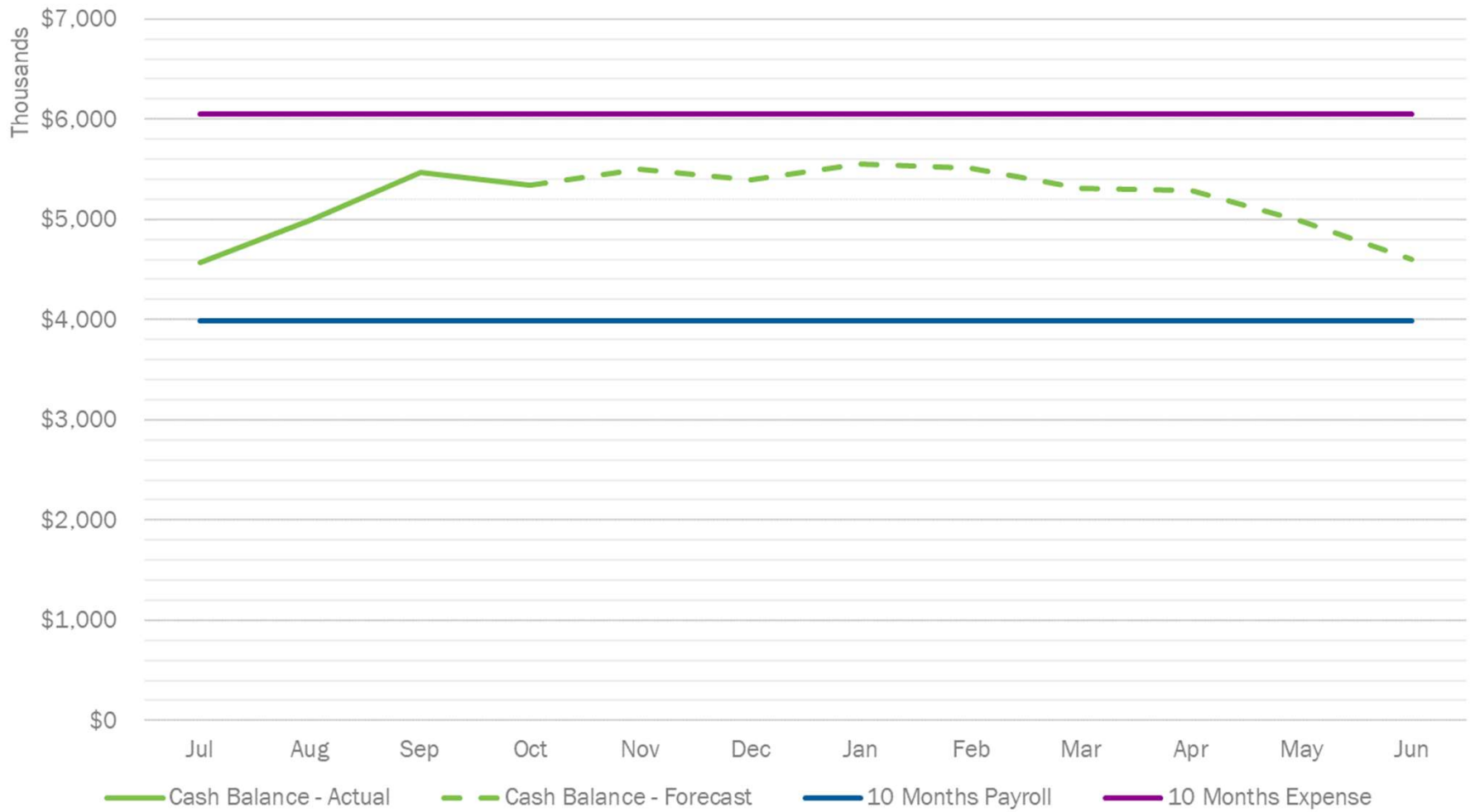
September Forecast vs October Forecast (1st Interim)



Staffing changes and reduction in lottery rate decreases Operating Income

		2020-21	2020-21	Variance
		Previous Forecast	Current Forecast	
Revenue	LCFF Entitlement	5,948,803	5,948,803	-
	Federal Revenue	1,024,138	973,397	(50,741)
	Other State Revenues	661,924	711,442	49,517
	Local Revenues	33,300	33,300	-
	Fundraising and Grants	25,000	25,000	-
	Total Revenue	7,693,165	7,691,942	(1,224)
Expenses	Compensation and Benefits	4,770,003	4,779,328	(9,324)
	Books and Supplies	607,130	607,130	-
	Services and Other Operating	1,313,718	1,313,718	-
	Depreciation	555,000	555,000	-
	Other Outflows	-	-	-
	Total Expenses	7,245,851	7,255,175	(9,324)
Operating Income	447,314	436,766	(10,548)	
	Beginning Balance (Unaudited)	9,867,341	9,867,341	-
	Operating Income	447,314	436,766	(10,548)
Ending Fund Balance (incl. Depreciation)		10,314,655	10,304,107	(10,548)
Ending Fund Balance as % of Expenses		142.4%	142.0%	-0.3%

2020-21 Cash Flow



October Forecast vs November Proposal

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October Forecast vs November Proposal



Supplies & Equipment/Furniture increase and SpEd Contractors decrease

		2020-21	2020-21	Variance
		Current Forecast	November Proposal	
Revenue	LCFF Entitlement	5,948,803	5,948,803	-
	Federal Revenue	973,397	973,397	-
	Other State Revenues	711,442	711,442	-
	Local Revenues	33,300	33,300	-
	Fundraising and Grants	25,000	25,000	-
	Total Revenue	7,691,942	7,691,942	-
Expenses	Compensation and Benefits	4,779,328	4,779,328	-
	Books and Supplies	607,130	710,130	(103,000)
	Services and Other Operating	1,313,718	1,287,718	26,000
	Depreciation	555,000	555,000	-
	Other Outflows	-	-	-
	Total Expenses	7,255,175	7,332,175	(77,000)
	Operating Income	436,766	359,766	(77,000)
	Beginning Balance (Unaudited)	9,867,341	9,867,341	-
	Operating Income	436,766	359,766	(77,000)
	Ending Fund Balance (incl. Depreciation)	10,304,107	10,227,107	(77,000)
	Ending Fund Balance as % of Expenses	142.0%	139.5%	-2.5%

Thank you!

ADDITIONAL QUESTIONS? CONTACT US:

Brian Holmes: Brian.Holmes@edtec.com



510.663.3500 • askus@edtec.com • edtec.com



Language Academy
Income Statement
As of Oct FY2021

	Actual			YTD	Budget					
	Aug	Sep	Oct	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
SUMMARY										
Revenue										
LCFF Entitlement	178,189	454,325	-	632,514	5,443,081	5,948,803	5,948,803	-	5,316,289	11%
Federal Revenue	-	533,138	-	533,138	441,372	1,024,138	973,397	(50,741)	440,259	55%
Other State Revenues	39,477	82,494	31,753	169,441	662,285	661,924	711,442	49,517	542,001	24%
Local Revenues	466	1,606	1,320	35,134	33,300	33,300	33,300	-	(1,834)	106%
Fundraising and Grants	56	2,240	-	2,296	25,000	25,000	25,000	-	22,704	9%
Total Revenue	218,187	1,073,803	33,073	1,372,522	6,605,038	7,693,165	7,691,942	(1,224)	6,319,419	18%
Expenses										
Compensation and Benefits	156,256	440,300	447,602	1,186,727	4,547,425	4,770,003	4,779,328	(9,324)	3,592,601	25%
Books and Supplies	20,091	101,878	78,567	252,014	298,630	607,130	607,130	-	355,116	42%
Services and Other Operating Expenditures	52,357	76,235	26,753	196,635	1,223,219	1,313,718	1,313,718	-	1,117,082	15%
Depreciation	-	-	-	-	555,000	555,000	555,000	-	555,000	0%
Other Outflows	-	14,606	-	21,290	-	-	-	-	(21,290)	
Total Expenses	228,704	633,019	552,922	1,656,666	6,624,275	7,245,851	7,255,175	(9,324)	5,598,509	23%
Operating Income	(10,517)	440,784	(519,849)	(284,144)	(19,237)	447,314	436,766	(10,548)	720,910	
Fund Balance										
Beginning Balance (Unaudited)					9,718,424	9,867,341	9,867,341			
Operating Income					(19,237)	447,314	436,766			
Ending Fund Balance					9,699,187	10,314,655	10,304,107			
Fund Balance as a % of Expenses					146%	142%	142%			

Language Academy
Income Statement
As of Oct FY2021

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

Language Academy
Income Statement
As of Oct FY2021

		Actual			YTD	Budget					
		Aug	Sep	Oct	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
REVENUE											
LCFF Entitlement											
8011	Charter Schools General Purpose Entitlement - State Aid	178,189	178,189	-	356,378	3,518,612	3,558,700	3,558,700	-	3,202,322	10%
8012	Education Protection Account Entitlement	-	276,136	-	276,136	720,252	1,104,543	1,104,543	-	828,407	25%
8096	Charter Schools in Lieu of Property Taxes	-	-	-	-	1,204,217	1,285,560	1,285,560	-	1,285,560	0%
SUBTOTAL - LCFF Entitlement		178,189	454,325	-	632,514	5,443,081	5,948,803	5,948,803	-	5,316,289	11%
Federal Revenue											
8181	Special Education - Entitlement	-	-	-	-	76,125	76,125	76,125	-	76,125	0%
8291	Title I	-	-	-	-	179,686	179,686	179,686	-	179,686	0%
8292	Title II	-	-	-	-	24,385	24,385	24,385	-	24,385	0%
8294	Title IV	-	-	-	-	13,199	13,199	13,199	-	13,199	0%
8299	All Other Federal Revenue	-	533,138	-	533,138	147,977	730,743	680,002	(50,741)	146,864	78%
SUBTOTAL - Federal Revenue		-	533,138	-	533,138	441,372	1,024,138	973,397	(50,741)	440,259	55%
Other State Revenue											
8319	Other State Apportionments - Prior Years	1,432	-	-	1,432	-	-	-	-	(1,432)	
8381	Special Education - Entitlement (State	19,565	31,753	31,753	98,788	361,298	365,306	365,306	-	266,518	27%
8382	Special Education Reimbursement (State	18,480	-	-	18,480	-	-	-	-	(18,480)	
8550	Mandated Cost Reimbursements	-	-	-	-	9,875	9,875	9,875	-	9,875	0%
8560	State Lottery Revenue	-	-	-	-	126,111	121,743	120,519	(1,224)	120,519	0%
8590	All Other State Revenue	-	50,741	-	50,741	-	-	50,741	50,741	-	100%
8596	Other State Revenue 6	-	-	-	-	165,000	165,000	165,000	-	165,000	0%
SUBTOTAL - Other State Revenue		39,477	82,494	31,753	169,441	662,285	661,924	711,442	49,517	542,001	24%
Local Revenue											
8632	Sale of Publications	-	488	-	488	-	-	-	-	(488)	
8636	Uniforms	-	199	-	199	12,000	12,000	12,000	-	11,801	2%
8638	Merchandise Sales	-	-	-	-	1,300	1,300	1,300	-	1,300	0%
8639	All Other Sales	-	333	-	333	-	-	-	-	(333)	
8660	Interest	466	456	1,320	3,228	9,000	9,000	9,000	-	5,772	36%
8670	Fees and Contracts	-	-	-	-	6,000	6,000	6,000	-	6,000	0%
8699	All Other Local Revenue	-	-	-	-	5,000	5,000	5,000	-	5,000	0%
8999	Uncategorized Revenue	-	129	-	30,885	-	-	-	-	(30,885)	
SUBTOTAL - Local Revenue		466	1,606	1,320	35,134	33,300	33,300	33,300	-	(1,834)	106%
Fundraising and Grants											
8801	Donations - Parents	-	240	-	240	5,000	5,000	5,000	-	4,760	5%
8802	Donations - Private	-	2,000	-	2,000	5,000	5,000	5,000	-	3,000	40%
8803	Fundraising	56	-	-	56	15,000	15,000	15,000	-	14,944	0%
SUBTOTAL - Fundraising and Grants		56	2,240	-	2,296	25,000	25,000	25,000	-	22,704	9%
TOTAL REVENUE		218,187	1,073,803	33,073	1,372,522	6,605,038	7,693,165	7,691,942	(1,224)	6,319,419	18%

Language Academy
Income Statement
As of Oct FY2021

	Actual			YTD	Budget					
	Aug	Sep	Oct	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
EXPENSES										
Compensation & Benefits										
Certificated Salaries										
1100 Teachers Salaries	(0)	176,924	182,075	359,000	1,909,221	1,909,221	1,909,221	-	1,550,221	19%
1101 Teacher - Stipends	21,200	68,612	10,756	100,568	29,500	196,400	196,400	-	95,832	51%
1102 Title I / SES Tutoring	-	-	-	-	17,325	17,325	17,325	-	17,325	0%
1103 Teacher - Substitute Pay	-	5,958	4,526	10,484	56,800	56,800	56,800	-	46,316	18%
1300 Certificated Supervisor & Administrator Salaries	9,409	9,409	9,409	37,637	110,905	215,071	110,905	104,166	73,268	34%
1311 SPED Certificated	7,490	35,113	34,813	84,906	366,345	366,345	366,345	-	281,439	23%
1920 Other Cert - Summer	875	-	-	10,929	19,983	31,583	67,338	(35,755)	56,409	16%
1940 Academic Accountability & Intervention	-	11,054	10,954	22,007	104,166	-	110,166	(110,166)	88,159	20%
SUBTOTAL - Certificated Salaries	38,974	307,069	252,534	625,530	2,614,244	2,792,744	2,834,499	(41,755)	2,208,969	22%
Classified Salaries										
2100 Classified Instructional Aide Salaries	-	1,544	5,681	7,225	32,984	32,984	44,456	(11,472)	37,231	16%
2103 SPED Classified	-	10,515	18,017	28,532	113,060	113,060	128,518	(15,458)	99,986	22%
2200 Classified Support Salaries	-	4,124	12,170	16,294	82,998	92,248	77,222	15,027	60,928	21%
2300 Classified Supervisor & Administrator Salaries	8,615	9,025	9,025	35,691	108,334	108,334	114,343	(6,009)	78,652	31%
2400 Classified Clerical & Office Salaries	13,059	15,187	22,308	62,527	160,853	160,853	166,765	(5,912)	104,238	37%
2905 Other Classified - After School	3,480	7,612	12,347	26,397	180,633	180,633	112,184	68,449	85,787	24%
2925 Other Classified - Childcare	-	-	-	-	2,142	2,142	2,142	-	2,142	0%
2930 Other Classified - Maintenance/grounds	4,961	6,482	12,958	30,960	107,648	107,648	112,945	(5,297)	81,985	27%
SUBTOTAL - Classified Salaries	30,115	54,490	92,506	207,626	788,653	797,903	758,575	39,328	550,949	27%
Employee Benefits										
3100 STRS	2,861	38,906	39,786	84,414	406,932	435,760	442,503	(6,743)	358,089	19%
3300 OASDI-Medicare-Alternative	2,867	9,135	10,980	25,841	102,154	105,450	104,993	457	79,152	25%
3400 Health & Welfare Benefits	77,843	24,183	48,661	228,682	560,000	560,000	560,000	-	331,318	41%
3500 Unemployment Insurance	34	179	172	410	17,331	17,782	18,920	(1,137)	18,509	2%
3600 Workers Comp Insurance	2,132	4,263	-	6,395	40,835	43,088	43,117	(29)	36,722	15%
3700 Retiree Benefits	1,430	2,075	(4,865)	(0)	-	-	-	-	0	
3900 Other Employee Benefits	-	-	7,828	7,828	17,276	17,276	16,721	555	8,893	47%
SUBTOTAL - Employee Benefits	87,167	78,741	102,562	353,571	1,144,528	1,179,356	1,186,254	(6,898)	832,683	30%
Books & Supplies										
4100 Approved Textbooks & Core Curricula Materials	6,238	36,861	448	43,546	37,454	47,454	47,454	-	3,908	92%
4101 SPED Textbooks	-	-	-	-	7,000	7,000	7,000	-	7,000	0%
4200 Books & Other Reference Materials	3,906	7,970	10,314	22,478	79,820	160,820	160,820	-	138,342	14%
4201 Library Resources	1,358	-	2,036	3,394	7,552	7,552	7,552	-	4,158	45%
4315 Custodial Supplies	-	4,392	-	4,392	21,360	21,360	21,360	-	16,968	21%
4320 Educational Software	-	4,507	-	4,507	-	16,700	16,700	-	12,193	27%
4325 Instructional Materials & Supplies	2,386	4,488	1,182	8,939	22,718	37,718	37,718	-	28,779	24%
4330 Office Supplies	327	7,316	76	8,600	19,500	19,500	19,500	-	10,900	44%
4335 PE Supplies	-	-	-	-	3,000	3,000	3,000	-	3,000	0%
4340 Professional Development Supplies	31	112	207	350	4,794	4,794	4,794	-	4,444	7%
4352 Garden	-	-	-	-	1,000	1,000	1,000	-	1,000	0%
4354 ASES Materials	-	-	761	761	3,000	3,000	3,000	-	2,239	25%

Language Academy
Income Statement
As of Oct FY2021

	Actual			YTD	Budget					
	Aug	Sep	Oct	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs.	Current Forecast	% Current Forecast
								Forecast	Remaining	Spent
4355 Summer Preschool	-	-	-	-	2,700	2,700	2,700	-	2,700	0%
4356 SPED Consumables	-	-	202	202	9,782	25,582	25,582	-	25,380	1%
4410 Classroom Furniture, Equipment & Supplies	-	2,124	-	2,124	10,200	10,200	10,200	-	8,076	21%
4420 Computers: individual items less than \$5k	-	34,107	63,341	146,874	51,750	221,750	221,750	-	74,876	66%
4423 Classroom Noncapitalized items 1	-	-	-	-	10,000	10,000	10,000	-	10,000	0%
4430 Non Classroom Related Furniture, Equipment & Supplies	5,845	-	-	5,845	7,000	7,000	7,000	-	1,155	84%
SUBTOTAL - Books and Supplies	20,091	101,878	78,567	252,014	298,630	607,130	607,130	-	355,116	42%
Services & Other Operating Expenses										
5210 Conference Fees	-	-	407	407	5,000	5,000	5,000	-	4,593	8%
5215 Travel - Mileage, Parking, Tolls	-	-	-	-	7,000	7,000	7,000	-	7,000	0%
5220 Travel and Lodging	-	-	-	-	8,000	8,000	8,000	-	8,000	0%
5305 Dues & Membership - Professional	122	205	1,827	2,154	10,404	10,404	10,404	-	8,250	21%
5450 Insurance - Other	6,695	13,390	-	20,085	51,000	51,000	51,000	-	30,915	39%
5515 Janitorial, Gardening Services & Supplies	-	-	-	2,300	165,084	165,084	165,084	-	162,784	1%
5535 Utilities - All Utilities	-	-	-	-	97,920	97,920	97,920	-	97,920	0%
5605 Equipment Leases	5,592	3,439	-	9,031	34,639	34,639	34,639	-	25,609	26%
5610 Rent	-	-	-	-	99,210	99,210	99,210	-	99,210	0%
5615 Repairs and Maintenance - Building	100	-	200	400	10,200	10,200	10,200	-	9,800	4%
5616 Repairs and Maintenance - Computers	-	-	-	-	2,550	2,550	2,550	-	2,550	0%
5617 Repairs and Maintenance - Other Equipment	-	-	-	-	2,550	2,550	2,550	-	2,550	0%
5803 Accounting Fees	-	-	-	-	11,220	11,220	11,220	-	11,220	0%
5804 Parent Trainings	-	-	-	-	1,020	1,020	1,020	-	1,020	0%
5805 Administrative Fees	-	1,500	-	1,500	19,132	19,132	19,132	-	17,632	8%
5806 Assemblies	-	-	-	-	3,060	3,060	3,060	-	3,060	0%
5809 Banking Fees	28	6	9	46	428	428	428	-	382	11%
5812 Business Services	6,550	6,550	6,550	24,688	78,600	78,600	78,600	-	53,912	31%
5813 Board Development	-	-	-	-	4,000	4,000	4,000	-	4,000	0%
5818 SPED Legal Fees	-	-	-	-	1,000	1,000	1,000	-	1,000	0%
5824 District Oversight Fees	-	-	-	-	55,519	60,678	60,678	-	60,678	0%
5826 Directors Contingency	1,113	16,911	-	26,059	20,000	40,000	40,000	-	13,941	65%
5830 Field Trips Expenses	-	-	-	-	(0)	40,340	40,340	-	40,340	0%
5833 Fines and Penalties	-	-	-	-	563	563	563	-	563	0%
5836 Fingerprinting	-	128	61	189	816	816	816	-	627	23%
5839 Fundraising Expenses	3,250	373	-	3,624	36,700	36,700	36,700	-	33,076	10%
5843 Interest - Loans Less than 1 Year	-	-	-	-	110,370	110,370	110,370	-	110,370	0%
5845 Legal Fees	880	708	-	1,588	10,200	10,200	10,200	-	8,612	16%
5851 Marketing and Student Recruiting	-	-	-	-	1,224	1,224	1,224	-	1,224	0%
5857 Payroll Fees	822	919	1,390	3,988	15,300	15,300	15,300	-	11,312	26%
5860 Printing and Reproduction	438	3,055	-	3,494	28,000	28,000	28,000	-	24,506	12%
5861 Prior Yr Exp (not accrued)	12,541	270	-	18,063	-	-	-	-	(18,063)	
5863 Professional Development	1,577	50	50	2,847	20,000	20,000	20,000	-	17,153	14%
5869 Special Education Contract Instructors	2,260	7,564	2,232	13,204	163,914	163,914	163,914	-	150,710	8%
5875 Staff Recruiting	-	-	-	-	1,020	1,020	1,020	-	1,020	0%
5878 Student Assessment	-	-	5,520	8,187	12,280	12,280	12,280	-	4,093	67%
5880 Student Health Services	-	-	-	7,725	3,131	3,131	3,131	-	(4,594)	247%
5881 Student Information System	3,592	-	-	9,037	15,964	15,964	15,964	-	6,927	57%
5884 Substitutes	-	-	-	-	56,000	56,000	56,000	-	56,000	0%
5887 Technology Services	-	16,687	7,338	24,124	20,000	43,000	43,000	-	18,876	56%
5910 Communications - Internet / Website Fees	6,027	16	-	6,063	19,200	19,200	19,200	-	13,137	32%

Language Academy
Income Statement
As of Oct FY2021

		Actual			YTD	Budget					
		Aug	Sep	Oct	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
5915	Postage and Delivery	770	2,191	24	3,260	1,800	3,800	3,800	-	540	86%
5920	Communications - Telephone & Fax	-	2,273	1,147	4,572	19,200	19,200	19,200	-	14,628	24%
SUBTOTAL - Services & Other Operating Exp.		52,357	76,235	26,753	196,635	1,223,219	1,313,718	1,313,718	-	1,117,082	15%
Capital Outlay & Depreciation											
6900	Depreciation	-	-	-	-	555,000	555,000	555,000	-	555,000	0%
SUBTOTAL - Capital Outlay & Depreciation		-	-	-	-	555,000	555,000	555,000	-	555,000	0%
Other Outflows											
7999	Uncategorized Expense	-	14,606	-	21,290	-	-	-	-	(21,290)	
SUBTOTAL - Other Outflows		-	14,606	-	21,290	-	-	-	-	(21,290)	
TOTAL EXPENSES		228,704	633,019	552,922	1,656,666	6,624,275	7,245,851	7,255,175	(9,324)	5,598,509	23%

Language Academy
Monthly Cash Forecast
As of Oct FY2021

	2020-21													Remaining Balance
	Actuals & Forecast													
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	
Beginning Cash	4,455,544	4,574,240	4,987,664	5,465,258	5,345,998	5,503,375	5,396,511	5,548,416	5,515,217	5,310,601	5,283,907	4,986,242		
REVENUE														
LCFF Entitlement	-	178,189	454,325	-	505,458	505,458	781,594	505,458	412,122	505,548	229,413	229,413	5,948,803	1,641,824
Federal Revenue	-	-	533,138	-	79,018	24,701	24,701	79,018	24,701	62,763	79,018	24,701	973,397	41,639
Other State Revenue	15,717	39,477	82,494	31,753	26,043	38,236	28,361	58,520	38,398	79,648	68,557	38,398	711,442	165,840
Other Local Revenue	31,742	466	1,606	5	(23,829)	3,330	3,330	3,330	3,330	3,330	3,330	3,330	33,300	-
Fundraising & Grants	-	56	2,240	-	5,204	2,500	2,500	2,500	2,500	2,500	2,500	2,500	25,000	-
TOTAL REVENUE	47,459	218,187	1,073,803	31,758	591,895	574,226	840,486	648,826	481,050	653,789	382,817	298,341	7,691,942	1,849,303
EXPENSES														
Certificated Salaries	26,953	38,974	307,069	-	306,938	306,938	306,938	306,938	306,938	306,938	306,938	306,938	2,834,499	6,000
Classified Salaries	30,515	30,115	54,490	-	80,432	80,432	80,432	80,432	80,432	80,432	80,432	80,432	758,575	-
Employee Benefits	85,102	61,262	78,741	52,089	126,425	110,279	117,769	111,215	111,215	110,279	110,279	110,279	1,186,254	1,322
Books & Supplies	51,479	20,091	101,878	78,567	44,390	44,390	44,390	44,390	44,390	44,390	44,390	44,390	607,130	-
Services & Other Operating Expenses	41,290	52,357	76,235	25,355	139,052	139,052	139,052	139,052	142,692	138,445	138,445	138,445	1,313,718	4,247
Capital Outlay & Depreciation	-	-	-	-	231,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	555,000	-
Other Outflows	11,184	25,907	14,606	-	(51,697)	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	246,521	228,707	633,019	156,010	876,789	727,340	734,830	728,276	731,917	726,733	726,733	726,733	7,255,175	11,569
Operating Cash Inflow (Outflow)	(199,062)	(10,519)	440,784	(124,252)	(284,894)	(153,114)	105,656	(79,449)	(250,866)	(72,944)	(343,915)	(428,392)	436,766	1,837,734
Revenues - Prior Year Accruals	653,447	546,801	-	4,993	397,212	-	-	-	-	-	-	-	-	-
Other Assets	45,818	-	-	-	-	-	-	-	-	-	-	-	-	-
Fixed Assets	-	-	-	-	231,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	-
Expenses - Prior Year Accruals	(51,408)	-	-	-	(225,267)	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	(132,412)	(6,968)	12,938	-	39,075	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	(115,874)	(115,889)	23,871	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	(81,814)	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	4,574,240	4,987,664	5,465,258	5,345,998	5,503,375	5,396,511	5,548,416	5,515,217	5,310,601	5,283,907	4,986,242	4,604,100		

Language Academy
Balance Sheet
As of Oct FY2021

	Jun FY2020	Oct FY2021
ASSETS		
Cash Balance	4,455,544	4,978,020
Accounts Receivable	1,602,453	397,212
Prepays	85,965	40,147
Fixed Assets, Net	8,089,828	8,089,828
TOTAL ASSETS	14,233,789	13,505,206
LIABILITIES & EQUITY		
Accounts Payable	385,043	210,716
Current Loans and Other Payables	201,349	13,051
Long-Term Loans and Other Liabilities	3,745,275	3,663,461
Beginning Net Assets	9,341,315	9,867,341
Net Income (Loss) to Date	560,808	(249,363)
TOTAL LIABILITIES & EQUITY	14,233,789	13,505,206

Language Academy
Preliminary Proposed Revisions _ NOV
As of Oct FY2021

	Budget		
	Previous Forecast	Proposed Scenario	Previous Forecast vs. Proposed Scenario
SUMMARY			
Revenue			
LCFF Entitlement	5,948,803	5,948,803	-
Federal Revenue	973,397	973,397	-
Other State Revenues	711,442	711,442	-
Local Revenues	33,300	33,300	-
Fundraising and Grants	25,000	25,000	-
Total Revenue	7,691,942	7,691,942	-
Expenses			
Compensation and Benefits	4,779,328	4,779,328	-
Books and Supplies	607,130	710,130	(103,000)
Services and Other Operating Expenditures	1,313,718	1,287,718	26,000
Depreciation	555,000	555,000	-
Other Outflows	-	-	-
Total Expenses	7,255,175	7,332,175	(77,000)
Operating Income	436,766	359,766	(77,000)
Fund Balance			
Beginning Balance (Unaudited)	9,867,341	9,867,341	
Operating Income	436,766	359,766	
Ending Fund Balance	10,304,107	10,227,107	
Fund Balance as a % of Expenses	142%	139%	

Language Academy
Preliminary Proposed Revisions _ NOV
As of Oct FY2021

	Budget		
	Previous Forecast	Proposed Scenario	Previous Forecast vs. Proposed Scenario
KEY ASSUMPTIONS			
Enrollment Summary			
K-3	287	287	-
4-6	197	197	-
7-8	130	130	-
Total Enrolled	614	614	-
ADA %			
K-3	94.6%	94.6%	0.0%
4-6	97.7%	97.7%	0.0%
7-8	93.6%	93.6%	0.0%
Average ADA %	95.4%	95.4%	0.0%
ADA			
K-3	271.59	271.59	-
4-6	192.41	192.41	-
7-8	121.73	121.73	-
Total ADA	585.73	585.73	-

Language Academy
Preliminary Proposed Revisions _ NOV
As of Oct FY2021

				Budget		
				Previous Forecast	Proposed Scenario	Previous Forecast vs. Proposed Scenario
REVENUE						
LCFF Entitlement						
8011	Charter Schools General Purpose Entitlement - State Aid		3,558,700	3,558,700	-	
8012	Education Protection Account Entitlement		1,104,543	1,104,543	-	
8096	Charter Schools in Lieu of Property Taxes		1,285,560	1,285,560	-	
SUBTOTAL - LCFF Entitlement			5,948,803	5,948,803	-	
Federal Revenue						
8181	Special Education - Entitlement		76,125	76,125	-	
8291	Title I		179,686	179,686	-	
8292	Title II		24,385	24,385	-	
8294	Title IV		13,199	13,199	-	
8299	All Other Federal Revenue		680,002	680,002	-	
SUBTOTAL - Federal Revenue			973,397	973,397	-	
Other State Revenue						
8319	Other State Apportionments - Prior Years		-	-	-	
8381	Special Education - Entitlement (State		365,306	365,306	-	
8382	Special Education Reimbursement (State		-	-	-	
8550	Mandated Cost Reimbursements		9,875	9,875	-	
8560	State Lottery Revenue		120,519	120,519	-	
8590	All Other State Revenue		50,741	50,741	-	
8596	Other State Revenue 6		165,000	165,000	-	
SUBTOTAL - Other State Revenue			711,442	711,442	-	
Local Revenue						
8632	Sale of Publications		-	-	-	
8636	Uniforms		12,000	12,000	-	
8638	Merchandise Sales		1,300	1,300	-	
8639	All Other Sales		-	-	-	
8660	Interest		9,000	9,000	-	
8670	Fees and Contracts		6,000	6,000	-	

Language Academy
Preliminary Proposed Revisions _ NOV
As of Oct FY2021

			Budget		
		Previous Forecast	Proposed Scenario	Previous Forecast vs. Proposed Scenario	
8699	All Other Local Revenue	5,000	5,000	-	
8999	Uncategorized Revenue	-	-	-	
SUBTOTAL - Local Revenue		33,300	33,300	-	
Fundraising and Grants					
8801	Donations - Parents	5,000	5,000	-	
8802	Donations - Private	5,000	5,000	-	
8803	Fundraising	15,000	15,000	-	
SUBTOTAL - Fundraising and Grants		25,000	25,000	-	
TOTAL REVENUE		7,691,942	7,691,942	-	

Language Academy
Preliminary Proposed Revisions _ NOV
As of Oct FY2021

				Budget		
				Previous Forecast	Proposed Scenario	Previous Forecast vs. Proposed Scenario
EXPENSES						
Compensation & Benefits						
Certificated Salaries						
1100	Teachers Salaries		1,909,221	1,909,221		-
1101	Teacher - Stipends		196,400	196,400		-
1102	Title I / SES Tutoring		17,325	17,325		-
1103	Teacher - Substitute Pay		56,800	56,800		-
1300	Certificated Supervisor & Administrator Salaries		110,905	110,905		-
1311	SPED Certificated		366,345	366,345		-
1920	Other Cert - Summer		67,338	67,338		-
1940	Academic Accountability & Intervention		110,166	110,166		-
SUBTOTAL - Certificated Salaries			2,834,499	2,834,499		-
Classified Salaries						
2100	Classified Instructional Aide Salaries		44,456	44,456		-
2103	SPED Classified		128,518	128,518		-
2200	Classified Support Salaries		77,222	77,222		-
2300	Classified Supervisor & Administrator Salaries		114,343	114,343		-
2400	Classified Clerical & Office Salaries		166,765	166,765		-
2905	Other Classified - After School		112,184	112,184		-
2925	Other Classified - Childcare		2,142	2,142		-
2930	Other Classified - Maintenance/grounds		112,945	112,945		-
SUBTOTAL - Classified Salaries			758,575	758,575		-
Employee Benefits						
3100	STRS		442,503	442,503		-
3300	OASDI-Medicare-Alternative		104,993	104,993		-
3400	Health & Welfare Benefits		560,000	560,000		-
3500	Unemployment Insurance		18,920	18,920		-
3600	Workers Comp Insurance		43,117	43,117		-
3700	Retiree Benefits		-	-		-

Language Academy
Preliminary Proposed Revisions _ NOV
As of Oct FY2021

Budget			
	Previous Forecast	Proposed Scenario	Previous Forecast vs. Proposed Scenario
3900 Other Employee Benefits	16,721	16,721	-
SUBTOTAL - Employee Benefits	1,186,254	1,186,254	-
Books & Supplies			
4100 Approved Textbooks & Core Curricula Materials	47,454	47,454	-
4101 SPED Textbooks	7,000	7,000	-
4200 Books & Other Reference Materials	160,820	160,820	-
4201 Library Resources	7,552	7,552	-
4315 Custodial Supplies	21,360	21,360	-
4320 Educational Software	16,700	16,700	-
4325 Instructional Materials & Supplies	37,718	45,718	(8,000)
4330 Office Supplies	19,500	19,500	-
4335 PE Supplies	3,000	3,000	-
4340 Professional Development Supplies	4,794	4,794	-
4352 Garden	1,000	1,000	-
4354 ASES Materials	3,000	3,000	-
4355 Summer Preschool	2,700	2,700	-
4356 SPED Consumables	25,582	25,582	-
4410 Classroom Furniture, Equipment & Supplies	10,200	10,200	-
4420 Computers: individual items less than \$5k	221,750	221,750	-
4423 Classroom Noncapitalized items 1	10,000	90,000	(80,000)
4430 Non Classroom Related Furniture, Equipment & Supplies	7,000	22,000	(15,000)
SUBTOTAL - Books and Supplies	607,130	710,130	(103,000)
Services & Other Operating Expenses			
5210 Conference Fees	5,000	5,000	-
5215 Travel - Mileage, Parking, Tolls	7,000	7,000	-
5220 Travel and Lodging	8,000	8,000	-
5305 Dues & Membership - Professional	10,404	10,404	-
5450 Insurance - Other	51,000	51,000	-
5515 Janitorial, Gardening Services & Supplies	165,084	165,084	-
5535 Utilities - All Utilities	97,920	97,920	-
5605 Equipment Leases	34,639	34,639	-

Language Academy
Preliminary Proposed Revisions _ NOV
As of Oct FY2021

Budget			
	Previous Forecast	Proposed Scenario	Previous Forecast vs. Proposed Scenario
5610 Rent	99,210	99,210	-
5615 Repairs and Maintenance - Building	10,200	10,200	-
5616 Repairs and Maintenance - Computers	2,550	2,550	-
5617 Repairs and Maintenance - Other Equipment	2,550	2,550	-
5803 Accounting Fees	11,220	11,220	-
5804 Parent Trainings	1,020	1,020	-
5805 Administrative Fees	19,132	19,132	-
5806 Assemblies	3,060	3,060	-
5809 Banking Fees	428	428	-
5812 Business Services	78,600	78,600	-
5813 Board Development	4,000	4,000	-
5818 SPED Legal Fees	1,000	1,000	-
5824 District Oversight Fees	60,678	60,678	-
5826 Directors Contingency	40,000	40,000	-
5830 Field Trips Expenses	40,340	40,340	-
5833 Fines and Penalties	563	563	-
5836 Fingerprinting	816	816	-
5839 Fundraising Expenses	36,700	36,700	-
5843 Interest - Loans Less than 1 Year	110,370	110,370	-
5845 Legal Fees	10,200	10,200	-
5851 Marketing and Student Recruiting	1,224	1,224	-
5857 Payroll Fees	15,300	15,300	-
5860 Printing and Reproduction	28,000	28,000	-
5861 Prior Yr Exp (not accrued)	-	-	-
5863 Professional Development	20,000	20,000	-
5869 Special Education Contract Instructors	163,914	137,914	26,000
5875 Staff Recruiting	1,020	1,020	-
5878 Student Assessment	12,280	12,280	-
5880 Student Health Services	3,131	3,131	-
5881 Student Information System	15,964	15,964	-
5884 Substitutes	56,000	56,000	-
5887 Technology Services	43,000	43,000	-
5910 Communications - Internet / Website Fees	19,200	19,200	-

Language Academy
Preliminary Proposed Revisions _ NOV
As of Oct FY2021

			Budget		
		Previous Forecast	Proposed Scenario	Previous Forecast vs. Proposed Scenario	
5915	Postage and Delivery	3,800	3,800	-	
5920	Communications - Telephone & Fax	19,200	19,200	-	
SUBTOTAL - Services & Other Operating Exp.		1,313,718	1,287,718	26,000	
Capital Outlay & Depreciation					
6900	Depreciation	555,000	555,000	-	
SUBTOTAL - Capital Outlay & Depreciation		555,000	555,000	-	
Other Outflows					
7999	Uncategorized Expense	-	-	-	
SUBTOTAL - Other Outflows		-	-	-	
TOTAL EXPENSES		7,255,175	7,332,175	(77,000)	



A California Public School

Agenda Item#IVE

Board Meeting Date: November 20, 2020

Subject: First Interim 2020

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

Committee: School Leadership

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

Recommendation:

School Leadership requests that the Governing Board review and approve the First Interim for submission on December 15, 2020

Documents Attached:

1. First Interim
2. Budget Overview for Parents

First Interim				
Members	Aye	Nay	Abstain	Absent
Ruiz, Nadeen				
De Gonzalez, Julissa				
Sylvains, Nina				
Kokayi, Nailah				
Aceves, Fernando				
García, Cristian				
Jáuregui, Gemma				
Leon, Pedro				
Vacant				
Totals:				

Estimated Time of Presentation: 10 min
Submitted By: School Leadership
Date: 11.16.2020

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



A California Public School

Agenda Artículo#IVE

Fecha de la Reunión: 20 de noviembre del 2020

Tema: Primer Reporte Intermedio

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

Comité: Liderazgo Escolar

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

Documento adjunto:

El liderazgo escolar solicita que la Mesa Directiva revise y apruebe el Primer Interino para su presentación el 15 de diciembre de 2020

Documentos Adjunto:

1. Primer Reporte Intermedio
2. Resumen del presupuesto para padres

Primer Reporte Intermedio				
Members	Aye	Nay	Abstain	Absent
Ruiz, Nadeen				
De Gonzalez, Julissa				
Sylvains, Nina				
Kokayi, Nailah				
Aceves, Fernando				
García, Cristian				
Jáuregui, Gemma				
Leon, Pedro				
Vacant				
Totals:				

Tiempo estimado para la presentación: 10min
Entregado por: Liderazgo Escolar
Fecha: 11.16.2020

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

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

Charter School Name: The Language Academy of Sacramento
(continued) _____
CDS #: 34674390106898
Charter Approving Entity: Sacramento City Unified
County: Sacramento
Charter #: 640
Fiscal Year: 2020/21

This charter school uses the following basis of accounting:

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

Description	Object Code	Adopted Budget - July 1			Actuals thru 10/31			1st Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES										
1. LCFF Sources										
State Aid - Current Year	8011	3,518,611.60	-	3,518,611.60	356,378.00	-	356,378.00	3,558,700.24	-	3,558,700.24
Education Protection Account State Aid - Current Year	8012	720,252.38	-	720,252.38	276,136.00	-	276,136.00	1,104,542.56	-	1,104,542.56
State Aid - Prior Years	8019	-	-	-	-	-	-	-	-	-
Transfers to Charter Schools in Lieu of Property Taxes	8096	1,204,217.02	-	1,204,217.02	-	-	-	1,285,560.20	-	1,285,560.20
Other LCFF Transfers	8091, 8097	-	-	-	-	-	-	-	-	-
Total, LCFF Sources		5,443,081.00	-	5,443,081.00	632,514.00	-	632,514.00	5,948,803.00	-	5,948,803.00
2. Federal Revenues										
Every Student Succeeds Act (Title I - V)	8290	-	217,270.00	217,270.00	-	-	-	-	217,270.00	217,270.00
Special Education - Federal	8181, 8182	-	76,125.00	76,125.00	-	-	-	-	76,125.00	76,125.00
Child Nutrition - Federal	8220	-	-	-	-	-	-	-	-	-
Donated Food Commodities	8221	-	-	-	-	-	-	-	-	-
Other Federal Revenues	8110, 8260-8299	-	147,977.00	147,977.00	-	533,138.00	533,138.00	-	680,002.00	680,002.00
Total, Federal Revenues		-	441,372.00	441,372.00	-	533,138.00	533,138.00	-	973,397.00	973,397.00
3. Other State Revenues										
Special Education - State	StateRevSE	-	361,297.92	361,297.92	-	117,268.00	117,268.00	-	365,306.25	365,306.25
All Other State Revenues	StateRevAO	135,986.75	165,000.00	300,986.75	1,432.00	50,741.00	52,173.00	130,394.40	215,741.00	346,135.40
Total, Other State Revenues		135,986.75	526,297.92	662,284.67	1,432.00	168,009.00	169,441.00	130,394.40	581,047.25	711,441.65
4. Other Local Revenues										
All Other Local Revenues	LocalRevAO	58,300.00	-	58,300.00	37,429.24	-	37,429.24	58,300.00	-	58,300.00
Total, Local Revenues		58,300.00	-	58,300.00	37,429.24	-	37,429.24	58,300.00	-	58,300.00
5. TOTAL REVENUES										
		5,637,367.75	967,669.92	6,605,037.67	671,375.24	701,147.00	1,372,522.24	6,137,497.40	1,554,444.25	7,691,941.65
B. EXPENDITURES										
1. Certificated Salaries										
Certificated Teachers' Salaries	1100	1,723,462.37	289,383.11	2,012,845.47	379,808.33	90,242.92	470,051.25	1,889,298.43	290,447.04	2,179,745.47
Certificated Pupil Support Salaries	1200	-	-	-	-	-	-	-	-	-
Certificated Supervisors' and Administrators' Salaries	1300	379,084.00	98,166.00	477,250.00	37,636.56	84,906.32	122,542.88	379,084.00	98,166.00	477,250.00
Other Certificated Salaries	1900	124,148.70	-	124,148.70	10,928.75	22,007.04	32,935.79	110,166.00	67,337.50	177,503.50
Total, Certificated Salaries		2,226,695.07	387,549.11	2,614,244.17	428,373.64	197,156.28	625,529.92	2,378,548.43	455,950.54	2,834,498.97
2. Non-certificated Salaries										
Non-certificated Instructional Aides' Salaries	2100	146,044.51	-	146,044.51	7,225.35	28,532.14	35,757.49	44,456.44	128,518.00	172,974.44
Non-certificated Support Salaries	2200	82,998.26	-	82,998.26	14,206.00	2,088.00	16,294.00	67,221.76	10,000.00	77,221.76
Non-certificated Supervisors' and Administrators' Sal.	2300	108,334.00	-	108,334.00	35,690.88	-	35,690.88	114,342.80	-	114,342.80
Clerical and Office Salaries	2400	160,853.04	-	160,853.04	62,527.04	-	62,527.04	166,764.77	-	166,764.77
Other Non-certificated Salaries	2900	95,505.71	194,917.65	290,423.36	30,959.68	26,396.97	57,356.65	76,541.35	150,729.92	227,271.27
Total, Non-certificated Salaries		593,735.52	194,917.65	788,653.17	150,608.95	57,017.11	207,626.06	469,327.12	289,247.92	758,575.04
3. Employee Benefits										
STRS	3101-3102	357,408.46	49,523.64	406,932.10	61,627.84	22,786.50	84,414.34	388,650.60	53,852.65	442,503.25
PERS	3201-3202	-	-	-	-	-	-	-	-	-
OASDI / Medicare / Alternative	3301-3302	84,964.07	17,190.23	102,154.30	17,862.44	7,978.39	25,840.83	87,110.60	17,882.15	104,992.75
Health and Welfare Benefits	3401-3402	464,960.00	95,040.00	560,000.00	228,682.23	-	228,682.23	464,960.00	95,040.00	560,000.00
Unemployment Insurance	3501-3502	14,535.15	2,795.57	17,330.72	284.23	126.11	410.34	15,838.95	3,080.76	18,919.70
Workers' Compensation Insurance	3601-3602	39,296.02	1,538.75	40,834.77	6,395.00	-	6,395.00	41,483.24	1,633.65	43,116.89
OPEB, Allocated	3701-3702	-	-	-	-	-	-	-	-	-
OPEB, Active Employees	3751-3752	-	-	-	-	-	-	-	-	-

Other Employee Benefits	3901-3902	16,412.03	863.79	17,275.82	7,828.21	-	7,828.21	15,884.96	836.05	16,721.01
Total, Employee Benefits		977,575.73	166,951.99	1,144,527.71	322,679.95	30,891.00	353,570.95	1,013,928.35	172,325.25	1,186,253.60
4. Books and Supplies										
Approved Textbooks and Core Curricula Materials	4100	37,454.00	7,000.00	44,454.00	43,546.48	-	43,546.48	37,454.00	17,000.00	54,454.00
Books and Other Reference Materials	4200	57,372.20	30,000.00	87,372.20	15,923.87	9,948.32	25,872.19	41,120.00	127,252.20	168,372.20
Materials and Supplies	4300	75,072.00	12,782.00	87,854.00	26,354.20	1,397.79	27,751.99	132,354.00	3,000.00	135,354.00
Noncapitalized Equipment	4400	78,950.00	-	78,950.00	21,111.77	133,731.74	154,843.51	68,950.00	180,000.00	248,950.00
Food	4700	-	-	-	-	-	-	-	-	-
Total, Books and Supplies		248,848.20	49,782.00	298,630.20	106,936.32	145,077.85	252,014.17	279,878.00	327,252.20	607,130.20
5. Services and Other Operating Expenditures										
Subagreements for Services	5100	-	-	-	-	-	-	-	-	-
Travel and Conferences	5200	20,000.00	-	20,000.00	406.58	-	406.58	20,000.00	-	20,000.00
Dues and Memberships	5300	10,094.00	310.00	10,404.00	1,949.00	205.00	2,154.00	10,094.00	310.00	10,404.00
Insurance	5400	51,000.00	-	51,000.00	20,085.00	-	20,085.00	51,000.00	-	51,000.00
Operations and Housekeeping Services	5500	263,003.94	-	263,003.94	2,300.00	-	2,300.00	263,003.94	-	263,003.94
Rentals, Leases, Repairs, and Noncap. Improvements	5600	139,228.47	9,921.03	149,149.50	9,430.51	-	9,430.51	139,228.47	9,921.03	149,149.50
Transfers of Direct Costs	5700-5799	-	-	-	-	-	-	-	-	-
Professional/Consulting Services and Operating Expend.	5800	497,962.06	191,499.77	689,461.83	110,120.77	59,533.35	169,654.12	542,460.32	235,499.77	777,960.09
Communications	5900	40,060.00	140.00	40,200.00	13,895.07	-	13,895.07	42,200.00	-	42,200.00
Total, Services and Other Operating Expenditures		1,021,348.47	201,870.80	1,223,219.27	158,186.93	59,738.35	217,925.28	1,067,986.73	245,730.80	1,313,717.53
6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)										
Land and Land Improvements	6100-6170	-	-	-	-	-	-	-	-	-
Buildings and Improvements of Buildings	6200	-	-	-	-	-	-	-	-	-
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	-	-	-	-	-
Equipment	6400	-	-	-	-	-	-	-	-	-
Equipment Replacement	6500	-	-	-	-	-	-	-	-	-
Depreciation Expense (for accrual basis only)	6900	555,000.00	-	555,000.00	-	-	-	555,000.00	-	555,000.00
Total, Capital Outlay		555,000.00	-	555,000.00	-	-	-	555,000.00	-	555,000.00
7. Other Outgo										
Tuition to Other Schools	7110-7143	-	-	-	-	-	-	-	-	-
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	-	-	-	-	-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	-	-	-	-	-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	-	-	-	-	-
All Other Transfers	7281-7299	-	-	-	-	-	-	-	-	-
Transfers of Indirect Costs	7300-7399	-	-	-	-	-	-	-	-	-
Debt Service:										
Interest	7438	-	-	-	-	-	-	-	-	-
Principal (for modified accrual basis only)	7439	-	-	-	-	-	-	-	-	-
Total, Other Outgo		-	-	-	-	-	-	-	-	-
8. TOTAL EXPENDITURES		5,623,202.98	1,001,071.54	6,624,274.52	1,166,785.79	489,880.59	1,656,666.38	5,764,668.63	1,490,506.72	7,255,175.34
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		14,164.77	(33,401.62)	(19,236.85)	(495,410.55)	211,266.41	(284,144.14)	372,828.78	63,937.53	436,766.31
D. OTHER FINANCING SOURCES / USES										
1. Other Sources	8930-8979	-	-	-	-	-	-	-	-	-
2. Less: Other Uses	7630-7699	-	-	-	-	-	-	-	-	-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	240,896.38	(240,896.38)	-	-	-	-	338,235.53	(338,235.53)	-
4. TOTAL OTHER FINANCING SOURCES / USES		240,896.38	(240,896.38)	-	-	-	-	338,235.53	(338,235.53)	-
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		255,061.15	(274,298.00)	(19,236.85)	(495,410.55)	211,266.41	(284,144.14)	711,064.31	(274,298.00)	436,766.31
F. FUND BALANCE, RESERVES										
1. Beginning Fund Balance										
a. As of July 1	9791	9,444,126.35	274,298.00	9,718,424.35	9,593,042.75	274,298.00	9,867,340.75	9,593,042.75	274,298.00	9,867,340.75
b. Adjustments to Beginning Balance	9793, 9795	-	-	-	-	-	-	-	-	-
c. Adjusted Beginning Balance		9,444,126.35	274,298.00	9,718,424.35	9,593,042.75	274,298.00	9,867,340.75	9,593,042.75	274,298.00	9,867,340.75
2. Ending Fund Balance, June 30 (E + F.1.c.)		9,699,187.50	(0.00)	9,699,187.49	9,097,632.20	485,564.41	9,583,196.61	10,304,107.06	0.00	10,304,107.06
Components of Ending Fund Balance :										
a. Nonspendable										
Revolving Cash (equals object 9130)	9711	-	-	-	-	-	-	-	-	-
Stores (equals object 9320)	9712	-	-	-	-	-	-	-	-	-
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	-	-	-	-	-
All Others	9719	-	-	-	-	-	-	-	-	-
b. Restricted	9740	-	-	-	-	485,564.41	485,564.41	-	0.00	0.00

c. Committed									
Stabilization Arrangements	9750			-			-		-
Other Commitments	9760			-			-		-
d. Assigned									
Other Assignments	9780			-			-		-
e. Unassigned/Unappropriated									
Reserve for Economic Uncertainties	9789	331,213.73		331,213.73			-	362,758.77	362,758.77
Unassigned/Unappropriated Amount	9790	9,367,973.77	(0.00)	9,367,973.77	9,097,632.20	-	9,097,632.20	9,941,348.29	9,941,348.29

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

Charter School Name: The Language Academy of Sa
 (continued) 0
 CDS #: 34674390106898
 Charter Approving Entity: Sacramento City Unified
 County: Sacramento
 Charter #: 640
 Fiscal Year: 2020/21

Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	1st Interim vs. Adopted Budget Increase, (Decrease)	
					\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
A. REVENUES						
1. LCFF/Revenue Limit Sources						
State Aid - Current Year	8011	3,518,611.60	356,378.00	3,558,700.24	40,088.63	1.14%
Education Protection Account State Aid - Current Year	8012	720,252.38	276,136.00	1,104,542.56	384,290.18	53.35%
State Aid - Prior Years	8019	-	-	-	-	
Transfers to Charter Schools Funding in Lieu of Property Taxes	8096	1,204,217.02	-	1,285,560.20	81,343.19	6.75%
Other LCFF Transfers	8091, 8097	-	-	-	-	
Total, LCFF Sources		5,443,081.00	632,514.00	5,948,803.00	505,722.00	9.29%
2. Federal Revenues						
Every Student Succeeds Act (Title I-V)	8290	217,270.00	-	217,270.00	-	0.00%
Special Education - Federal	8181, 8182	76,125.00	-	76,125.00	-	0.00%
Child Nutrition - Federal	8220	-	-	-	-	
Donated Food Commodities	8221	-	-	-	-	
Other Federal Revenues	8110, 8260-8299	147,977.00	533,138.00	680,002.00	532,025.00	359.53%
Total, Federal Revenues		441,372.00	533,138.00	973,397.00	532,025.00	120.54%
3. Other State Revenues						
Special Education - State	StateRevSE	361,297.92	117,268.00	365,306.25	4,008.33	1.11%
All Other State Revenues	StateRevAO	300,986.75	52,173.00	346,135.40	45,148.66	15.00%
Total, Other State Revenues		662,284.67	169,441.00	711,441.65	49,156.99	7.42%
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	58,300.00	37,429.24	58,300.00	-	0.00%
Total, Local Revenues		58,300.00	37,429.24	58,300.00	-	0.00%

5. TOTAL REVENUES						
		6,605,037.67	1,372,522.24	7,691,941.65	1,086,903.99	16.46%
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	2,012,845.47	470,051.25	2,179,745.47	166,900.00	8.29%
Certificated Pupil Support Salaries	1200	-	-	-	-	
Certificated Supervisors' and Administrators' Salaries	1300	477,250.00	122,542.88	477,250.00	-	0.00%
Other Certificated Salaries	1900	124,148.70	32,935.79	177,503.50	53,354.80	42.98%
Total, Certificated Salaries		2,614,244.17	625,529.92	2,834,498.97	220,254.80	8.43%
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	146,044.51	35,757.49	172,974.44	26,929.93	18.44%
Non-certificated Support Salaries	2200	82,998.26	16,294.00	77,221.76	(5,776.50)	-6.96%
Non-certificated Supervisors' and Administrators' Sal.	2300	108,334.00	35,690.88	114,342.80	6,008.80	5.55%
Clerical and Office Salaries	2400	160,853.04	62,527.04	166,764.77	5,911.73	3.68%
Other Non-certificated Salaries	2900	290,423.36	57,356.65	227,271.27	(63,152.09)	-21.74%
Total, Non-certificated Salaries		788,653.17	207,626.06	758,575.04	(30,078.13)	-3.81%
3. Employee Benefits						
STRS	3101-3102	406,932.10	84,414.34	442,503.25	35,571.15	8.74%
PERS	3201-3202	-	-	-	-	
OASDI / Medicare / Alternative	3301-3302	102,154.30	25,840.83	104,992.75	2,838.45	2.78%
Health and Welfare Benefits	3401-3402	560,000.00	228,682.23	560,000.00	-	0.00%
Unemployment Insurance	3501-3502	17,330.72	410.34	18,919.70	1,588.98	9.17%
Workers' Compensation Insurance	3601-3602	40,834.77	6,395.00	43,116.89	2,282.12	5.59%
OPEB, Allocated	3701-3702	-	-	-	-	
OPEB, Active Employees	3751-3752	-	-	-	-	
Other Employee Benefits	3901-3902	17,275.82	7,828.21	16,721.01	(554.82)	-3.21%
Total, Employee Benefits		1,144,527.71	353,570.95	1,186,253.60	41,725.89	3.65%
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	44,454.00	43,546.48	54,454.00	10,000.00	22.50%
Books and Other Reference Materials	4200	87,372.20	25,872.19	168,372.20	81,000.00	92.71%
Materials and Supplies	4300	87,854.00	27,751.99	135,354.00	47,500.00	54.07%
Noncapitalized Equipment	4400	78,950.00	154,843.51	248,950.00	170,000.00	215.33%
Food	4700	-	-	-	-	
Total, Books and Supplies		298,630.20	252,014.17	607,130.20	308,500.00	103.31%
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	-	-	-	-	
Travel and Conferences	5200	20,000.00	406.58	20,000.00	-	0.00%
Dues and Memberships	5300	10,404.00	2,154.00	10,404.00	-	0.00%

Insurance	5400	51,000.00	20,085.00	51,000.00	-	0.00%
Operations and Housekeeping Services	5500	263,003.94	2,300.00	263,003.94	-	0.00%
Rentals, Leases, Repairs, and Noncap. Improvements	5600	149,149.50	9,430.51	149,149.50	-	0.00%
Transfers of Direct Costs	5700-5799	-	-	-	-	
Professional/Consulting Services and Operating Expend.	5800	689,461.83	169,654.12	777,960.09	88,498.26	12.84%
Communications	5900	40,200.00	13,895.07	42,200.00	2,000.00	4.98%
Total, Services and Other Operating Expenditures		1,223,219.27	217,925.28	1,313,717.53	90,498.26	7.40%
6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)						
Land and Land Improvements	6100-6170	-	-	-	-	
Buildings and Improvements of Buildings	6200	-	-	-	-	
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	
Equipment	6400	-	-	-	-	
Equipment Replacement	6500	-	-	-	-	
Depreciation Expense (for accrual basis only)	6900	555,000.00	-	555,000.00	-	0.00%
Total, Capital Outlay		555,000.00	-	555,000.00	-	0.00%
7. Other Outgo						
Tuition to Other Schools	7110-7143	-	-	-	-	
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	
All Other Transfers	7281-7299	-	-	-	-	
Transfers of Indirect Costs	7300-7399	-	-	-	-	
Debt Service:						
Interest	7438	-	-	-	-	
Principal (for modified accrual basis only)	7439	-	-	-	-	
Total, Other Outgo		-	-	-	-	
8. TOTAL EXPENDITURES		6,624,274.52	1,656,666.38	7,255,175.34	630,900.82	9.52%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		(19,236.85)	(284,144.14)	436,766.31	456,003.17	-2370.47%
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	-	-	-	-	
2. Less: Other Uses	7630-7699	-	-	-	-	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	-	
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	

E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(19,236.85)	(284,144.14)	436,766.31	456,003.17	-2370.47%
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	9,718,424.35	9,867,340.75	9,867,340.75	148,916.40	1.53%
b. Adjustments/Restatements	9793, 9795	-	-	-	-	
c. Adjusted Beginning Fund Balance		9,718,424.35	9,867,340.75	9,867,340.75		
2. Ending Fund Balance, June 30 (E + F.1.c.)		9,699,187.49	9,583,196.61	#####		
Components of Ending Fund Balance :						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	-	-	-	-	
Stores (equals object 9320)	9712	-	-	-	-	
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	
All Others	9719	-	-	-	-	
b. Restricted	9740	-	485,564.41	0.00	0.00	New
c. Committed						
Stabilization Arrangements	9750	-	-	-	-	
Other Commitments	9760	-	-	-	-	
d. Assigned						
Other Assignments	9780	-	-	-	-	
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	331,213.73	-	362,758.77	31,545.04	9.52%
Unassigned/Unappropriated Amount	9790	9,367,973.77	9,097,632.20	9,941,348.29	573,374.52	6.12%

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

Charter School Name: The Language Academy of Sacra
 (continued) 0
 CDS #: 34674390106898
 Charter Approving Entity: Sacramento City Unified
 County: Sacramento
 Charter #: 640
 Fiscal Year: 2020/21

This charter school uses the following basis of accounting:

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

Description	Object Code	FY 2020/21			Totals for 2020/21	Totals for 2021/22
		Unrestricted	Restricted	Total		
A. REVENUES						
1. LCFF/Revenue Limit Sources						
State Aid - Current Year	8011	3,558,700.24	0.00	3,558,700.24	4,068,819.32	4,068,914.32
Education Protection Account State Aid - Current Year	8012	1,104,542.56	0.00	1,104,542.56	573,008.84	573,008.84
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00	0.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	1,285,560.20	0.00	1,285,560.20	1,280,226.84	1,280,226.84
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00		
Total, LCFF Sources		5,948,803.00	0.00	5,948,803.00	5,922,055.00	5,922,150.00
2. Federal Revenues						
Every Student Succeeds Act (Title I - V)	8290	0.00	217,270.00	217,270.00	217,270.00	217,270.00
Special Education - Federal	8181, 8182	0.00	76,125.00	76,125.00	76,750.00	76,750.00
Child Nutrition - Federal	8220	0.00	0.00	0.00	0.00	0.00
Donated Food Commodities	8221	0.00	0.00	0.00		
Other Federal Revenues	8110, 8260-8299	0.00	680,002.00	680,002.00	0.00	0.00
Total, Federal Revenues		0.00	973,397.00	973,397.00	294,020.00	294,020.00
3. Other State Revenues						
Special Education - State	StateRevSE	0.00	365,306.25	365,306.25	365,575.00	365,068.75
All Other State Revenues	StateRevAO	130,394.40	215,741.00	346,135.40	296,112.88	296,071.91
Total, Other State Revenues		130,394.40	581,047.25	711,441.65	661,687.88	661,140.66
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	58,300.00	0.00	58,300.00	73,300.00	73,300.00

Total, Local Revenues		58,300.00	0.00	58,300.00	73,300.00	73,300.00
5. TOTAL REVENUES		6,137,497.40	1,554,444.25	7,691,941.65	6,951,062.88	6,950,610.66
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	1,889,298.43	290,447.04	2,179,745.47	2,234,239.11	2,129,745.78
Certificated Pupil Support Salaries	1200	0.00	0.00	0.00	0.00	0.00
Certificated Supervisors' and Administrators' Salaries	1300	379,084.00	98,166.00	477,250.00	489,181.25	501,410.78
Other Certificated Salaries	1900	110,166.00	67,337.50	177,503.50	170,051.09	174,302.36
Total, Certificated Salaries		2,378,548.43	455,950.54	2,834,498.97	2,893,471.45	2,805,458.92
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	44,456.44	128,518.00	172,974.44	178,163.67	183,508.58
Non-certificated Support Salaries	2200	67,221.76	10,000.00	77,221.76	70,010.91	72,111.24
Non-certificated Supervisors' and Administrators' Sal.	2300	114,342.80	0.00	114,342.80	117,773.08	121,306.28
Clerical and Office Salaries	2400	166,764.77	0.00	166,764.77	171,767.71	176,920.74
Other Non-certificated Salaries	2900	76,541.35	150,729.92	227,271.27	304,591.96	313,729.72
Total, Non-certificated Salaries		469,327.12	289,247.92	758,575.04	842,307.34	867,576.56

Description	Object Code	FY 2020/21			Totals for 2020/21	Totals for 2021/22
		Unrestricted	Restricted	Total		
3. Employee Benefits						
STRS	3101-3102	388,650.60	53,852.65	442,503.25	447,450.74	489,809.90
PERS	3201-3202	0.00	0.00	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	87,110.60	17,882.15	104,992.75	110,139.67	110,622.85
Health and Welfare Benefits	3401-3402	464,960.00	95,040.00	560,000.00	588,000.00	617,400.00
Unemployment Insurance	3501-3502	15,838.95	3,080.76	18,919.70	18,560.55	18,655.31
Workers' Compensation Insurance	3601-3602	41,483.24	1,633.65	43,116.89	44,829.35	44,076.43
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	15,884.96	836.05	16,721.01	17,222.64	17,739.32
Total, Employee Benefits		1,013,928.35	172,325.25	1,186,253.60	1,226,202.95	1,298,303.80
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	37,454.00	17,000.00	54,454.00	45,343.08	46,249.94
Books and Other Reference Materials	4200	41,120.00	127,252.20	168,372.20	89,119.64	90,902.04
Materials and Supplies	4300	132,354.00	3,000.00	135,354.00	89,611.08	91,403.30
Noncapitalized Equipment	4400	68,950.00	180,000.00	248,950.00	80,529.00	82,139.58
Food	4700	0.00	0.00	0.00	0.00	0.00
Total, Books and Supplies		279,878.00	327,252.20	607,130.20	304,602.80	310,694.86
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	0.00	0.00	0.00	0.00	0.00
Travel and Conferences	5200	20,000.00	0.00	20,000.00	20,400.00	20,808.00

Dues and Memberships	5300	10,094.00	310.00	10,404.00	10,612.08	10,824.32
Insurance	5400	51,000.00	0.00	51,000.00	52,020.00	53,060.40
Operations and Housekeeping Services	5500	263,003.94	0.00	263,003.94	268,264.02	273,629.30
Rentals, Leases, Repairs, and Noncap. Improvements	5600	139,228.47	9,921.03	149,149.50	152,132.49	155,175.14
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00		
Professional/Consulting Services and Operating Expend.	5800	542,460.32	235,499.77	777,960.09	708,635.71	721,201.43
Communications	5900	42,200.00	0.00	42,200.00	41,004.00	41,824.08
Total, Services and Other Operating Expenditures		1,067,986.73	245,730.80	1,313,717.53	1,253,068.30	1,276,522.67
6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. basis only)						
Land and Land Improvements	6100-6170	0.00	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00
Depreciation Expense (for accrual basis only)	6900	555,000.00	0.00	555,000.00	555,000.00	555,000.00
Total, Capital Outlay		555,000.00	0.00	555,000.00	555,000.00	555,000.00
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00		
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00		
All Other Transfers	7280-7299	0.00	0.00	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00	0.00	0.00
Debt Service:						
Interest	7438	0.00	0.00	0.00	0.00	0.00
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00	0.00	0.00
8. TOTAL EXPENDITURES		5,764,668.63	1,490,506.72	7,255,175.34	7,074,652.84	7,113,556.81
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		372,828.78	63,937.53	436,766.31	(123,589.96)	(162,946.15)

Description	Object Code	FY 2020/21			Totals for 2020/21	Totals for 2021/22
		Unrestricted	Restricted	Total		
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00	0.00	0.00		
2. Less: Other Uses	7630-7699	0.00	0.00	0.00		
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	338,235.53	(338,235.53)	0.00		
4. TOTAL OTHER FINANCING SOURCES / USES		338,235.53	(338,235.53)	0.00	0.00	0.00

E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		711,064.31	(274,298.00)	436,766.31	(123,589.96)	(162,946.15)
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	9,593,042.75	274,298.00	9,867,340.75	10,304,107.06	10,180,517.10
b. Adjustments to Beginning Balance	9793, 9795	0.00	0.00	0.00		
c. Adjusted Beginning Balance		9,593,042.75	274,298.00	9,867,340.75	10,304,107.06	10,180,517.10
2. Ending Fund Balance, June 30 (E + F.1.c.)		10,304,107.06	0.00	10,304,107.06	10,180,517.10	10,017,570.94
Components of Ending Fund Balance:						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	0.00	0.00	0.00		
Stores (equals object 9320)	9712	0.00	0.00	0.00		
Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00		
All Others	9719	0.00	0.00	0.00		
b. Restricted		9740	0.00	0.00		
c. Committed						
Stabilization Arrangements	9750	0.00	0.00	0.00		
Other Commitments	9760	0.00	0.00	0.00		
d. Assigned						
Other Assignments	9780	0.00	0.00	0.00		
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	362,758.77	0.00	362,758.77	353,732.64	355,677.84
Unassigned/Unappropriated Amount	9790	9,941,348.29	0.00	9,941,348.29	9,826,784.46	9,661,893.10

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	The Language Academy of Sacramento
CDS code:	34674390106898
LEA contact information:	Eduardo de Leon: edeleon@lasac.info
Current School Year:	2020-2021
Prior School Year	2019-2020

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2020-2021 School Year		Amount
Total LCFF funds	\$	5,948,803
LCFF supplemental & concentration grants	\$	1,155,285
All other state funds	\$	711,442
All local funds	\$	58,300
Total federal funds	\$	973,397
Federal CARES funds	\$	680,002
Total Projected Revenue	\$	7,691,942
Total Budgeted Expenditures for the 2020-2021 School Year		Amount
Total Budgeted General Fund Expenditures	\$	7,332,175
Total Budgeted Expenditures in the Learning Continuity Plan	\$	1,417,966
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$	1,155,285
Expenditures not in the Learning Continuity Plan	\$	5,914,209
Expenditures for High Needs Students in the 2019-2020 School Year		Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	1,156,191
Actual Expenditures for High Needs Students in LCAP	\$	1,156,191

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: The Language Academy of Sacramento

CDS Code: 34674390106898

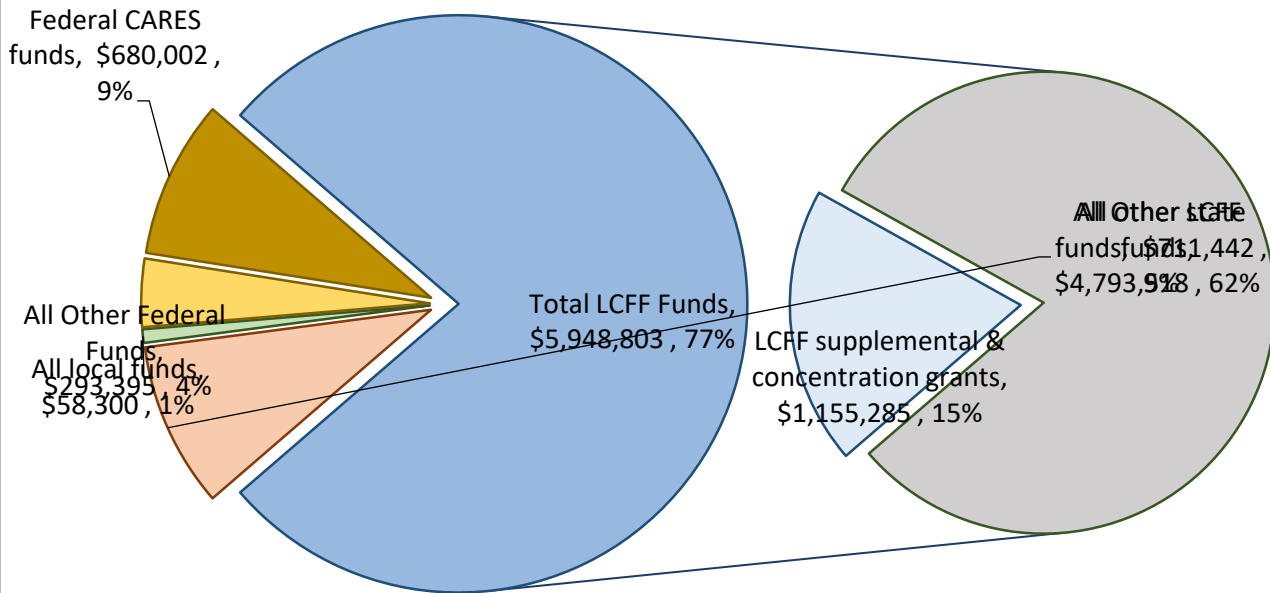
School Year: 2020-2021

LEA contact information: Eduardo de Leon: edeleon@lasac.info

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2020-2021 School Year

Projected Revenue by Fund Source

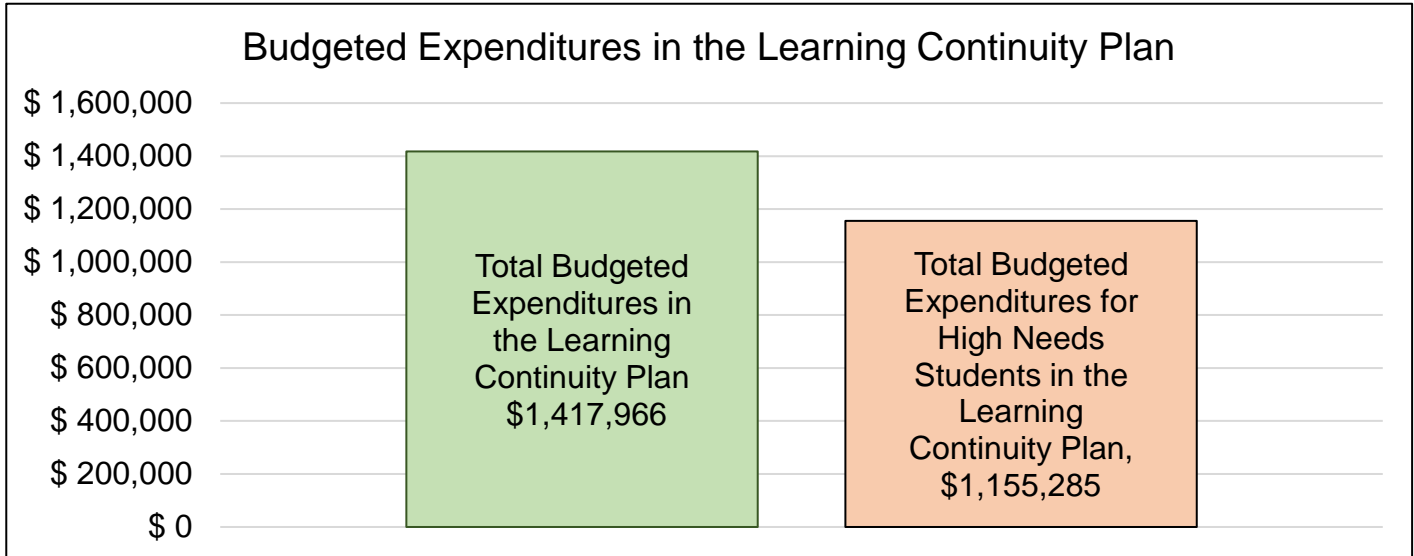


This chart shows the total general purpose revenue The Language Academy of Sacramento expects to receive in the coming year from all sources.

The total revenue projected for The Language Academy of Sacramento is \$7,691,942.00, of which \$5,948,803.00 is Local Control Funding Formula (LCFF) funds, \$711,442.00 is other state funds, \$58,300.00 is local funds, and \$973,397.00 is federal funds. Of the \$973,397.00 in federal funds, \$680,002.00 are federal CARES Act funds. Of the \$5,948,803.00 in LCFF Funds, \$1,155,285.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

For the 2020-21 school year school districts must work with parents, educators, students, and the community to develop a Learning Continuity and Attendance Plan (Learning Continuity Plan). The Learning Continuity Plan replaces the Local Control and Accountability Plan (LCAP) for the 2020–21 school year and provides school districts with the opportunity to describe how they are planning to provide a high-quality education, social-emotional supports, and nutrition to their students during the COVID-19 pandemic.



This chart provides a quick summary of how much The Language Academy of Sacramento plans to spend for planned actions and services in the Learning Continuity Plan for 2020-2021 and how much of the total is tied to increasing or improving services for high needs students.

The Language Academy of Sacramento plans to spend \$7,332,175.00 for the 2020-2021 school year. Of that amount, \$1,417,966.00 is tied to actions/services in the Learning Continuity Plan and \$5,914,209.00 is not included in the Learning Continuity Plan. The budgeted expenditures that are not included in the Learning Continuity Plan will be used for the following:

General fund expenditures that were previously planned in a pre-COVID 19 environment. Some examples of these costs could be rent, utilities, administrator and support salaries.

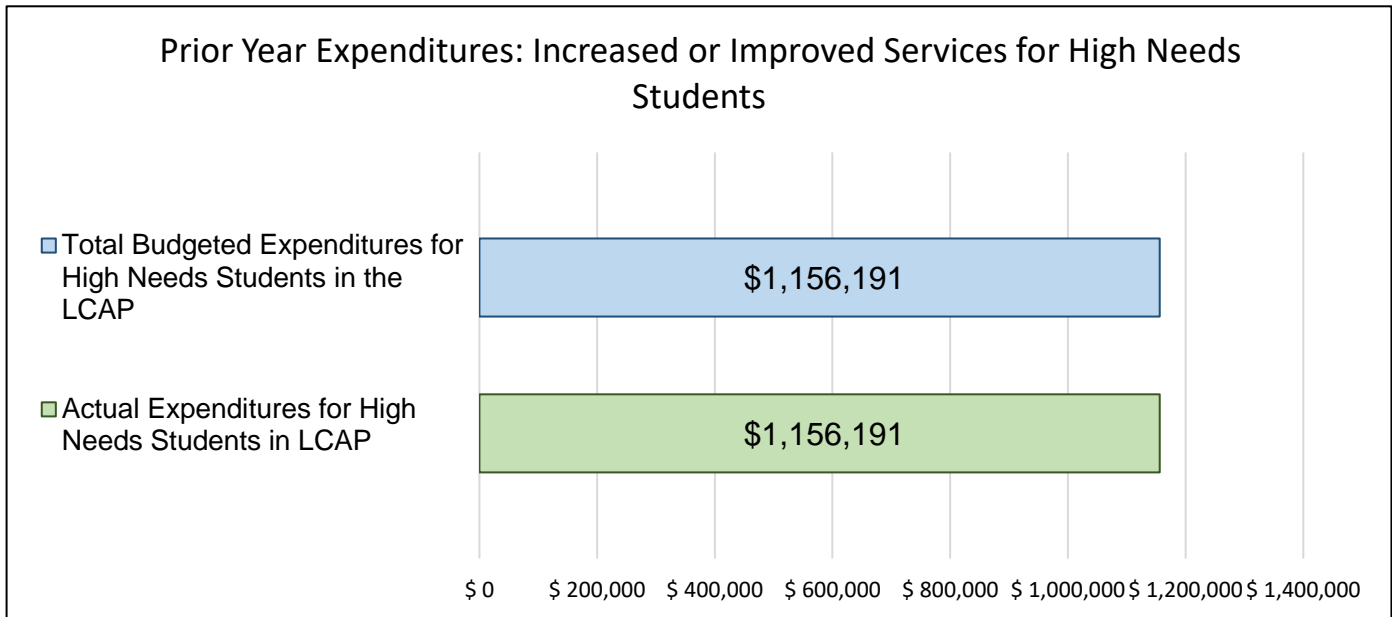
Increased or Improved Services for High Needs Students in in the Learning Continuity Plan for the 2020-2021 School Year

LCFF Budget Overview for Parents

In 2020-2021, The Language Academy of Sacramento is projecting it will receive \$1,155,285.00 based on the enrollment of foster youth, English learner, and low-income students. The Language Academy of Sacramento must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. The Language Academy of Sacramento plans to spend \$1,155,285.00 towards meeting this requirement, as described in the Learning Continuity Plan.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2019-2020



This chart compares what The Language Academy of Sacramento budgeted in the 2019-20 LCAP for actions and services that contributed to increasing or improving services for high needs students with what The Language Academy of Sacramento actually spent on actions and services that contributed to increasing or improving services for high needs students in the 2019-20 school year.

In 2019-2020, The Language Academy of Sacramento's LCAP budgeted \$1,156,191.00 for planned actions to increase or improve services for high needs students. The Language Academy of Sacramento actually spent \$1,156,191.00 for actions to increase or improve services for high needs students in 2019-2020.



A California Public School

Agenda Item#IVF

Board Meeting Date: November 20, 2020

Subject: October 2020 Check Register

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

Committee: School Leadership

Recommendation:

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

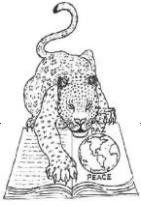
Documents Attached:

1. October 2020 Check Register

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

Estimated Time of Presentation: 5 min
Submitted By: School Leadership
Date: 11.16.2020

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



A California Public School

Agenda Artículo#IVF

Fecha de la Reunión: 20 de noviembre del 2020

Tema: Registros de la cuenta bancaria octubre 2020

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

Comité: Liderazgo Escolar

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

Documento adjunto:

1. Registro de la cuenta bancaria del mes de octubre 2020.

octubre 2020				
Members	Aye	Nay	Abstain	Absent
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: 11.16.2020

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

Language Academy of Sacramento
Check Register
October 2020

Check Date	Check Number	Vendor	Inv Description	Amount
10/9/2020	8726	ABDO	Library books	764.10
10/9/2020	8727	Maria Anguiano	Reimb: Classroom materials	79.50
10/9/2020	8728	Cengage Learning	Supplemental material - TK	448.03
10/9/2020	8729	Charter Schools Development Center	Membership Fees	1,827.00
10/9/2020	8730	Companion	Library software	1,272.00
10/9/2020	8731	EdTec Inc.	Back Office October 2020	6,550.00
10/9/2020	8732	Elevator Industries	Elevator Maintenance	100.00
10/9/2020	8733	Rebecca Heredia	Reimb: Classroom Library/Materials	561.97
10/9/2020	8734	JCL Electronics, LLC	Tech Support Sept 2020	7,338.00
10/9/2020	8735	K12 Health	SPED Services	1,264.00
10/9/2020	8736	Kaiser Foundation Health Plan Inc	Employee Health Benefits	24,914.83
10/9/2020	8737	LA Libreria	Classroom library books	77.64
10/9/2020	8738	Pedro Leon	Reimb: Classroom Library	27.17
10/9/2020	8739	Ana Novoa	Reimb: Classroom materials	51.11
10/9/2020	8740	NWEA	Math Assessment	5,520.00
10/9/2020	8741	Occupational Therapy for Children	SPED Services	382.50
10/9/2020	8742	Office Depot	Office supplies	17.55
10/9/2020	8743	Jacob Peters	Reimb: Office supplies	18.48
10/9/2020	8744	Yetzireh Ramirez	Reimb: (CPR /Fingerprint)	110.95
10/9/2020	8745	Irene Rodriguez	Reimb: Classroom materials	177.82
10/9/2020	8746	Evelyn Sandoval	Reimb: SPED materials	114.99
10/9/2020	8747	Cynthia Suarez	Reimb: Intervention/PD/Literacy coach materials	825.62
10/9/2020	8748	Sutter Health Plus	Health Benefits	12,896.54
10/9/2020	8749	Windstream/PAETEC	Communication Services	1,146.56
10/28/2020	8750	Luis Cruz-Llamas	Reimb: Classroom Library	728.61
10/28/2020	8751	Elevator Industries	Elevator maintenance	100.00
10/28/2020	8752	Rebecca Heredia	Reimb: Classroom library/materials/Postage	864.67
10/28/2020	8753	Lincoln National Life Insurance Company	Health Benefits	4,384.85
10/28/2020	8754	Microsoft- VOIDED	Missing address required void	-
10/28/2020	8755	Miguel Perez	Reimb: Classroom materials	139.08
10/28/2020	8756	Point Quest Education	SPED Services	585.00
10/28/2020	8757	Andrea Rodriguez	Reimb: Classroom Library	713.74
10/28/2020	8758	Evelyn Sandoval	Reimb: Conference Fees	406.58
10/28/2020	8759	Cynthia Suarez	Reimb: PD and Classroom materials	162.33
10/28/2020	8760	SYNCB/AMAZON	Classroom library/Technology	18.84
10/28/2020	8761	Vision Service Plan - CA	Health Benefits	949.69
10/28/2020	8762	Western Health Advantage	Health Benefits	8,942.81
10/28/2020	8763	Microsoft Corporation	Technology-Microsoft Pros	62,681.86
Total				147,164.42



A California Public School

Agenda Item# IVG

Board Meeting Date: November 20, 2020

Subject: El Dorado County Charter SELPA Local Plan Revision

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

Committee: School Leadership

Information:

El Dorado County Charter SELPA Local Plan Revision – Governance and Administration

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

Recommendation

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

Attachments

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

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

Estimated Presentation time: 10 min.
Submitted by: School Leadership
Date: 11/17/2020

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



Fecha de la Reunión: 20 de noviembre de 2020

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

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

Comité: Liderazgo Escolar

Información:

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

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

Recomendación

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

Documentos

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

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

Tiempo estimado para la presentación: 10 min.
Entregado por: School Leadership
Fecha 11172020

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

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



California Department of Education
Special Education Division
January 2020

SELPA

Fiscal Year

B. Governance and Administration

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

Participating Local Educational Agencies

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

Special Education Local Plan Area—Local Plan Requirements

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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10. For multi-LEA local plans, specify:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

meeting. (Ed. Code § 56331)

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

Excusal of Team Member

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

Parent/Guardian Participation and Other Rights

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

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

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

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

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

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

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

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

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

Parents/guardians have the right to:

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

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

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

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

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

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

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

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

Policies, Procedures, and Programs

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

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

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

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

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

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

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

The Governing Board of each participating LEA shall provide educational alternatives that afford students with disabilities full educational opportunities. Students with disabilities shall receive a FAPE in the least restrictive environment as required by law.
The Charter Chief Executive Officer or designee shall implement the SELPA Procedural Guide. The Procedural Guide outlines the composition of the IEP team, and sets forth procedures regarding the development, review, and revision of the IEP.
The specifics of the IEP process are set out in CEO Administrative Regulation 3

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

Policy/Procedure Number:

Document Title:

Document Location:

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

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

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

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

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

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

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

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

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

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Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

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

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

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14. Personnel Qualifications

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

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stated:

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

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

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

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Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

Administration of Regionalized Operations and Services

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

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

Reference Number:

Document Title:

Document Location:

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

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

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Description:

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

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

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

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

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

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

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

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

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

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

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

2. Coordinated system of identification and assessment:

Reference Number:

Document Title:

Document Location:

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

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

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

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

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

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

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3. Coordinated system of procedural safeguards:

Reference Number:

Document Title:

Document Location:

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

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

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

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

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

Reference Number:

Document Title:

Document Location:

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Description:

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

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

Reference Number:

Document Title:

Document Location:

Description:

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

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

Reference Number:

Document Title:

Document Location:

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

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

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

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

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

SELPA REVIEW PROCESS

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

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

CHARTER SCHOOLS AT-RISK

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

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

Charter SELPA administration may make a determination and proceed to:

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

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

7. Coordinated system of data collection and management:

Reference Number:

Document Title:

Document Location:

Description:

8. Coordination of interagency agreements:

Reference Number:

Document Title:

Document Location:

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

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

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Description:

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

9. Coordination of services to medical facilities:

Reference Number:

Document Title:

Document Location:

Description:

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

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

Reference Number:

Document Title:

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Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

Description:

12. Fiscal and logistical support of the CAC:

Reference Number:

Document Title:

Document Location:

Description:

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

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

Reference Number:

Document Title:

Document Location:

Description:

Legal Requirements Regarding Special Education Transportation
Education Code Section 56040(a) states: "Every individual with exceptional needs, who is eligible to receive special education instruction and related services under this part, shall receive that instruction and those services at no cost to his or her parents or, as appropriate, to him or her." Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education [34 CFR 300.34(a)]. Transportation as a related service includes travel to and from school and between schools, travel in and around school buildings; and specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a child with a disability [34 CFR 300.34(c)(16i-iii)]. LEAs/districts should not automatically assign students to transportation based on the students' disability without considering the students' individual needs and the continuum of placements [Hopkinton (MA) Pub. Schs., 108 LRP 41626 (OCR 2007)]. For students with medical needs, 34 CFR 300.34(a)(ii) limits the responsibility of a public agency to appropriately monitor and maintain medical devices that are needed to maintain the health and safety of the child, including breathing, nutrition, or operation of other bodily functions, while the child is transported to and from school.

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

Reference Number:

Document Title:

Document Location:

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Description:

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

15. Assurance of full educational opportunity:

Reference Number:

Document Title:

Document Location:

Description:

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

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

Reference Number:

Document Title:

Document Location:

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Description:

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

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

Reference Number:

Document Title:

Document Location:

Description:

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

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

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

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

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Special Education Local Plan Area Services

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

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

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

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

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

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

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Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

Description:

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

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

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

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

Reference Number:

Document Title:

Document Location:

Description:

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



AGREEMENT FOR PARTICIPATION

EL DORADO CHARTER SELPA

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

RECITALS

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

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

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

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

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

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

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

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



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

1. SHARED COMMITMENTS

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



2. **LEA/ORGANIZATIONAL PARTNER RESPONSIBILITIES**

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



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

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



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

3. **SELPA DUTIES AND RESPONSIBILITIES**

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

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



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

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

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

4. EDCOE DUTIES AND RESPONSIBILITIES

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

5. TERMINATION OF THIS AGREEMENT AND PARTICIPATION IN SELPA

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



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

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

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

6. DISPUTE RESOLUTION

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

7. MUTUAL REPRESENTATIONS

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



8. RESERVATION OF RIGHTS

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

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

Executed on this ____ day of _____, 20_____.

In accordance with SELPA policy, _____,

[INSERT Charter LEA Name]

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

LEA

Date

Signature of CEO of Charter LEA

[PRINT CEO Name, Title]

EL DORADO COUNTY OFFICE OF EDUCATION

Date

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

Date

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