

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
 Friday, October 20, 2017/viernes, 20 de octubre del 2017
 5:30 p.m. in Room 7/5:30 p.m. en el salón 7

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.	Kathy Petree	Parent/Madre (17-20)		
2.	Jennifer Bacsafrá	Parent/Madre (16-19)		
3.	Fernando Aceves	Parent/Padre (15-18)		
4.	Adriana Yañez-Gutiérrez	Staff/Personal (17-20)		
5.	Perla Campos	Teacher/Maestra (16-19)		
6.	Irene Rodríguez	Teacher/Maestro (17-18)		
7.	Vacant	Community Member/Miembro Comunitario (17-20)		
8.	Erandi Zamora	Community Member/Miembro Comunitario (16-19)		
9.	Peter Moulton	Community Member/Miembro Comunitario (15-18)		
10.	Student Representative	Student Council President/Presidente del Concilio Estudiantil		
11.	Eduardo de León	Academic Director/Director Académico		
12.	Teejay Bersola	Academic Accountability Specialist/Especialista de Responsabilidad Académica		

C. APPROVAL OF AGENDA/Aprobación de la Agenda (p.1)

D. APPROVAL OF BOARD MEETING MINUTES/Aprobación de los Minutos de la Mesa Directiva
 a. September 2017 minutes/minutos del mes de septiembre del 2017

E. MISSION/Misión

The LAS mission is to create a learning community where students: utilize bilingual (Spanish and English) academic knowledge and 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 conocimiento académico y habilidades bilingües (español e inglés) 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)

B. INFORMATIONAL ITEMS/Artículos de Información:

1. Student Council/Concilio estudiantil – Representative/representante (5 minutes)
2. Parent Council/Association/Concilio y asociación de padres – Representative/representante (5 min)
3. College Board Practice Exams for Grade 8-: AP Spanish and SAT Spanish Subject Test/*Exámenes colegiales de practica para estudiantes del octavo grado - LAS Leadership/Liderazgo escolar* (5 min)

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

A. LAS Finance 101 and Monthly Financial Update/Información básica de finanzas de LAS y resumen financiero del mes - Gasper Martinez, EdTec (1 hour and 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 IIIA/*Se recomienda que la Mesa Directiva discuta y/o apruebe IIIA.*

Motion: _____ Second: _____ Vote: _____

B. August and September Check Register/Registros de la cuenta bancaria de los meses de agosto y septiembre – School Leadership/Liderazgo escolar (5 min.)

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

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

Motion: _____ Second: _____ Vote: _____

C. LAS Academic Accountability 101: State Dashboard, LAS External and Internal Accountability, and CAASPP FY17 Results/Información básica de responsabilidad académica de LAS: Tablero estatal, responsabilidad externa e interna, resultados de CAASPP del año fiscal 2017 – Bersola (40 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 IIIC/*Se recomienda que la Mesa Directiva discuta y/o apruebe IIIC.*

Motion: _____ Second: _____ Vote: _____

D. Bylaws and Policy Committee: 1) Board Member Resignation, 2) LAS Board Bylaws-Board Vacancy and 3) Board Election: Community Representative Elections Results/ Comité de estatutos y pólizas: 1) Renuncia de un miembro de la Mesa Directiva, 2) Póliza de vacancia en la Mesa Directiva, 3) Elecciones: resultados para representante comunitario – Bylaws Committee (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 IIID/*Se recomienda que la Mesa Directiva discuta y/o apruebe IIID.*

Motion: _____ Second: _____ Vote: _____

E. Board Development: 1) Board Executive Members, 2) Board Committee Memberships, 3) Board Master Calendar and Committee Yearly Tasks, 4) Charter Conferences Attendance, and 5) November 17 Board Meeting Attendance/ Desarrollo de la Mesa Directiva: 1) Miembros ejecutivos, 2) Membresías de comités, 3) Calendario y asignaciones anuales, 4) Conferencias de charter, 5) Asistencia de la reunión del 17 de noviembre - Bersola (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 IIIE/*Se recomienda que la Mesa Directiva discuta y/o apruebe IIIE.*

Motion: _____ Second: _____ Vote: _____

F. LAS Enrollment/Matriculación de LAS – de León (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 IIIF/*Se recomienda que la Mesa Directiva discuta y/o apruebe IIIF.*

Motion: _____ Second: _____ Vote: _____

G. Bylaws and Policy Committee: Suicide Prevention Policy/ Comité de pólizas y estatutos: póliza de prevención de suicidio – de León (20 min.)

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

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

Motion: _____ Second: _____ Vote: _____

IV. INFORMATIONAL ITEMS - ARTICULOS DE INFORMACIÓN

- A. LAS Charter Renewal Timeline/ Línea de tiempo de la renovación de la constitución - Bersola (5 min.)**
B. CDT/Comité de desarrollo curricular – Campos (5 min.)

V. FUTURE MEETINGS/Próxima Junta –

- a.** November 17, 2017 - Regular Board Meeting/17 de noviembre del 2017 - Reunion de la Mesa Directiva
b. December 15, 2017 - Regular Board Meeting/15 de diciembre del 2017 - Reunion de la Mesa Directiva

VI. ADJOURNMENT/Clausura

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

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



LANGUAGE ACADEMY OF SACRAMENTO
A Two-Way Spanish Immersion Public Charter School
 2850 49th Street, Sacramento, CA 95817



Regular Board Meeting - Minutes
 Friday, September 15, 2017
 5:30PM in Room 7

I. Preliminary

I.A and B Meeting was called to order by Erandi Zamora at 5:36PM

Name	Role	Present	Absent
Kathy Petree	Parent (17-20)	@5:39PM	
Jennifer Bacsafra	Parent (16-19)	x	
Fernando Aceves	Parent (17-18)	x	
Adriana Yañez-Gutiérrez	Staff (17-20)	x	
Perla Campos	Teacher (16-19)	x	
Irene Rodríguez	Teacher (17-18)	x	
Vacant	Community Member (17-20)		
Erandi Zamora	Community Member (16-19)	x	
Peter Moulton	Community Member (16-18)	x	
SC Representative	Student Council Representative		x
Eduardo de León	Academic Director	x	
Teejay Bersola	Academic Accountability Specialist	x	

Agenda	Action
I.C Approval of Agenda	<i>A motion was made to approve the September 15, 2017 agenda with the following changes: tabling the August Check Register due to incomplete information.</i> 1 st Motion: Fernando Aceves 2 nd Motion: Jennifer Bacsafra Absences: None Abstentions: Kathy Petree (due to arrival at 5:39PM) The motion passed with seven votes.
I.D Approval of Minutes	<i>A motion was made to approve the June 16, 2017 minutes. .</i> 1 st Motion: Peter Moulton 2 nd Motion: Erandi Zamora Absences: None Abstentions: Kathy Petree, Adriana Yañez-Gutiérrez, Irene Rodríguez The motion passed with five votes. <i>A motion was made to approve the August 18, 2017 minutes with the amendment of the ASES meeting date from September 30th to August 30th.</i> 1 st Motion: Jennifer Bacsafra 2 nd Motion: Perla Campos Absences: None Abstentions: Fernando Aceves, Irene Rodriguez, Peter Moulton, Erandi Zamora The motion passed with four votes.
I.E Mission	The mission was read aloud.

II. Communications Norms

II.A. Public Comments	1) de León welcomed newly elected board members: Petree, Rodriguez, and Yanez-Gutierrez. 2) de León shared information regarding statewide charter conferences: CSDC and CCSA.
II.B.1. Student Council	Student Council Advisors and representatives provided a report.
II.B.2 Parent Council/Association	The Parent Council Vice President, Liz Kennish, provided a report to the board about Literacy Night and Día de los Muertos events.
III.B.3 ASES Update	de León provided an update about the ASES program, including information that that was shared in a parent meeting on August 30 th : 17-18 enrollment process, ideas for changes and improvements.
III.	ITEMS SCHEDULED FOR DISCUSSION AND/OR ACTION
III.A Bylaws and Policy Committee: 1) Elections, 2) Candidate Interviews	The Board interviewed the two community board representative candidates, Aracely Campa and Ravindar Singh. <i>A motion was made to approve the continuation of the two community board</i>

		<i>representative candidates in the election process.</i> 1st Motion: Fernando Aceves 2nd Motion: Adriana Yañez-Gutiérrez Absences: None Abstentions: None Motion passed with eight votes.
	Public Comments	None
III.B	Board Development	The Board members learned about the agenda for the Sunday, October 8 th Retreat and provided input.
	Public Comments	None.
III.C	LAS Enrollment	School Leadership presented information regarding the academic program, including linguistic balance expectations within a dual language program, and current and past practices to encourage enrollment. The board requested that school leadership provide data related to this item for the upcoming meeting.
	Public Comments	
III.D	LAS LEA Addendum, School Plan and LCAP	Bersola provided an overview of the federal and state accountability systems and the integration of the compliance documents as required by law. This is the first of presentation series on LAS academics to the Board.
	Public Comments	None.
III.E	August Check Register	Item Tabled
	Public Comments	None.
IV	Informational Items	
IV.A	Monthly Financials	Summary was provided to the board.
V. Future Meetings October 8, 2017 – Board Retreat October 20, 2017 – Regular Board Meeting		
VI. Future Agenda Items 1) LAS Enrollment		
VII. Adjournment <i>A motion was made to adjourn the board meeting.</i> 1 st Motion: Fernando Aceves 2 nd Motion: Jennifer Bacsafrá Absences: Abstentions: None The motion passed unanimously by all board members present. The board meeting was adjourned at 8:00PM.		



Minutos de la reunión
 viernes, el 15 de septiembre del 2017
 5:30 PM – salón 7

I. Preliminar

I. A y B La reunión fue comenzada por Perla Campos a las 5:36PM

Nombre	Papel	Presente	Ausente
Kathy Petree	Madre (17-20)	Llegó a las 5:39	
Jennifer Bacsafrá	Madre (16-19)	x	
Fernando Aceves	Padre (17-18)	x	
Adriana Yañez-Gutiérrez	Personal (17-20)	x	
Perla Campos	Maestra (16-19)	x	
Irene Rodríguez	Maestra (17-18)	x	
Vacante	Representante comunitario (17-20)		
Erandi Zamora	Representante comunitario (16-19)	x	
Peter Moulton	Representante comunitario (16-18)	x	
Representante	Representante del concilio estudiantil		x
Eduardo de León	Director Académico	x	
Teejay Bersola	Especialista de responsabilidad académica	x	

Agenda	Acción
I.C Aprobación de la agenda	<i>Se hizo una moción para aprobar la agenda del 15 de septiembre del 2017 con los siguientes cambios: los registros de la cuenta bancaria del mes de agosto se moverán a la siguiente reunión debido a información incompleta.</i> 1ª Moción: Fernando Aceves 2ª Moción: Jennifer Bacsafrá Ausencias: Ninguna Abstenciones: Kathy Petree (debido a su llegada a las 5:39pm) La moción fue aprobada con siete votos.
I.D Aprobación de los minutos	<i>Se hizo una acción para aprobar los minutos del 16 de junio del 2017.</i> 1ª Moción: Peter Moulton 2ª Moción: Erandi Zamora Ausencias: Ninguna Abstenciones: Kathy Petree, Adriana Yañez-Gutiérrez, Irene Rodríguez La moción fue aprobada con cinco votos. <i>Se hizo una moción para aprobar los minutos del 18 de agosto del 2017 con un cambio a la fechas de la reunión de ASES del 30 de septiembre al 30 de agosto.</i> 1ª Moción: Jennifer Bacsafrá 2ª Moción: Perla Campos Ausencias: Ninguna Abstenciones: Fernando Aceves, Irene Rodríguez, Peter Moulton, Erandi Zamora La moción fue aprobada con cuatro votos.
I.E Misión	La misión fue leída en voz alta.

II. Normas de comunicación

II.A. Comentarios públicos	1) de León le dio la bienvenida a los nuevos miembros de la Mesa Directiva, Petree, Rodríguez y Yañez-Gutiérrez. 2) de León presentó información sobre las conferencias estatales de escuelas chárter
II.B.1. Inicio del año escolar	El concilio estudiantil y sus asesores presentaron un resumen de sus actividades.
II.B.2 Concilio y asociación de padres	La vicepresidenta del concilio de padres, Liz Kennish, presentó un resumen sobre la noche de lectura en familia y Día de los Muertos.
III.B.3 Noticias recientes de ASES	de León presento noticias recientes del programa de ASES, incluyendo información que fue presentada durante la reunión de padres del 30 de agosto: proceso de matriculación 17-18 e ideas para cambios y mejoras.

III. ARTÍCULOS DE DISCUSIÓN Y/O ACCION

III.A Comité de estatutos y pólizas: 1) Elecciones, 2) entrevistas	La Mesa Directiva entrevistó a los candidatos Aracely Campa y Ravindar Singh.
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	de candidatos	<p><i>Se hizo una moción para aprobar la continuación de los candidatos en el proceso de elección.</i></p> <p>1ª Moción: Fernando Aceves 2ª Moción: Adriana Yañez-Gutiérrez Ausencias: Ninguna Abstenciones: Ninguna La moción fue aprobada con ocho votos.</p>
	Comentarios públicos	Ninguno
III.B	Desarrollo de la Mesa Directiva	Los miembros de la Mesa Directiva repasaron la agenda del retiro del 8 de octubre y dieron sus opiniones.
	Comentarios públicos	Ninguno
III.C	Matriculación en LAS	El liderazgo escolar presentó información sobre el programa académico, incluyendo las expectativas del balance lingüístico dentro de un programa de inmersión dual y practicas para promover la matriculación de estudiantes a LAS. La Mesa Directiva solicitó que el Liderazgo escolar presente información adicional para la siguiente reunión.
	Comentarios públicos	Ninguno
III.D	Anexo de LEA, plan escolar y LCAP	Bersola presentó un resumen de los sistemas de responsabilidad estatal y federal y la integración de los documentos de conformidad requeridos por la ley. Esta es la primera de varias presentaciones sobre el estado académico de LAS.
	Comentarios públicos	Ninguno
III.E	Registros de la cuenta bancaria del mes de agosto	Artículo fue programado para la siguiente reunión.
	Comentarios públicos	Ninguno
IV	Artículos de información	
IV.A	Estados financieros del mes	Se compartió un resumen con la mesa directiva.
V. Próximas reuniones		
8 de octubre del 2017 – Retiro de la Mesa Directiva		
20 de octubre del 2017 – Reunión de la Mesa Directiva		
VI. Artículos para la próxima reunión		
1) Proceso de matriculación de LAS		
VII. Clausura		
<i>Se hizo una moción para terminar la reunión .</i>		
1ª Moción: Fernando Aceves		
2ª Moción: Jennifer Bacsafra		
Ausencias: Ninguna		
Abstenciones: Ninguna		
La moción fue aprobada con unanimidad por todos los presentes.		
La reunión fue terminada a las 8:00PM.		



A California Public School

Academia de Idiomas de Sacramento Language Academy of Sacramento

A Two-Way Spanish Immersion Charter School

Agenda Item# IIB1

Board Meeting Date: October 20, 2017

Subject: Student Council

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

Committee: Student Council (SC)

Information:

1. The last Student Council meeting was on October 5, 2017.
2. Treasure's Report: SC current funds are: \$ 3,517.14
3. **Student Council Reports:**
 - No public comments.
 - Debrief of fall dance, "Don't Fall, Just Dance"
 - Much greater participation than expected-SC decided that all dances will be free to encourage attendance.
 - Made over \$800, after paying expenses SC made a profit of about \$500
 - Overall students and families enjoyed the dance and in the future are looking to possibly make them longer
 - Spirit Day Calendar: Each SC member received the Spirit Day calendar for the school year and will post them on the SC announcement boards in their designated classrooms.
 - Committee Assignments: Each SC member was assigned to a committee. The committees are **School Improvement, Fundraising, Community Service, School Spirit.** Currently all committees are focusing on SC's next big event which is the Haunted House for Día de los Muertos on October 27.

<p>Estimated Time of Presentation: 5 min. Submitted By: Student Council Date: 10.15.17</p>

<p>Pertinent Pages in () Charter, pages _____ () 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

Agenda Artículo# IIB1

Fecha de la Reunión: el 20 de octubre del 2017

Tema: Concilio estudiantil

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

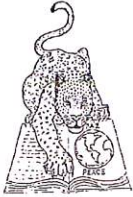
Comité: Concilio Estudiantil

Información:

1. La última reunión del concilio estudiantil fue el 5 de octubre del 2017.
2. Reporte del tesorero: Los fondos del concilio estudiantil son de \$3,517.14
3. **Reporte del concilio estudiantil**
 - No hubo comentarios públicos
 - Reporte sobre el baile de otoño.
 - Más participación de lo esperado – el concilio estudiantil decidió que todos sus bailes sean gratuitos para incrementar la participación.
 - Se recaudaron \$800. Después de pagar los costos, hubo en total de \$500.
 - En general, las familias y los estudiantes disfrutaron del baile y en el futuro se explorará la idea de extender el horario de los bailes.
 - Calendario de día de espíritu: cada miembro del concilio estudiantil recibió el calendario de días des espíritu y los pondrán en los boletines y en sus salones.
 - Asignación de comités: Cada estudiantes fue asignado a un comité. Los comités son: **Mejoramiento escolar, Recaudación de fondos, Servicio comunitario y espíritu escolar.** Actualmente todos los comités se están enfocando en el siguiente evento que es la casa de espantos para el evento del Día de los Muertos.

Tiempo estimado para la presentación: 5 min.
Entregado por: Concilio estudiantil
Fecha: 10.15.17

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



A California Public School

Agenda Item# IIB2

Board Meeting Date: October 20, 2017

Subject: Parent Council

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

Committee: Parent Council

Parent Council representatives will provide an update of activity to date.

<p>Estimated Time of Presentation: 5 min. Submitted By: Parent Council Date: 10.15.17</p>	<p>Pertinent Pages in () Charter, pages _____ () 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

Agenda Artículo# IIB2

Fecha de la Reunión: 20 de octubre del 2017

Tema: Concilio de padres

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

Comité: Concilio de padres

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El concilio de padres presentará un resumen de sus actividades.

<p>Tiempo estimado para la presentación: 5 min. Entregado por: Concilio de padres Fecha: 10.15.17</p>
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<p>Páginas pertinentes en: () La constitución, páginas _____ () MOU, páginas _____</p>



A California Public School

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

Agenda Item# IIB3

Board Meeting Date: October 20, 2017

Subject: College Board Practice Exams for Grade 8: AP Spanish and SAT Spanish Subject Test

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

Committee: School Leadership

On Saturday, November 4, 2017, LAS will be administering for the first time the practice test versions of the Advanced Placement (AP) Spanish and SAT Spanish Subject Tests to Grade 8 students. This is in conjunction with the establishment of the Grade 8 testing of PSAT, which was administered last May.

<p>Estimated Time of Presentation: 5 min Submitted By: School Leadership Date: 10.15.17</p>
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<p>Pertinent Pages in () Charter, pgs _____ () Bylaws, pgs _____ () MOU, pgs _____ () Policy _____</p>



A California Public School

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

Agenda Artículo# IIB3

Fecha de la Reunión: 20 de octubre del 2017

Tema: Exámenes colegiales de practica para estudiantes del octavo grado

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

Comité: Liderazgo escolar

El sábado, 4 de noviembre del 2017, LAS administrará por primera vez versiones de practica de exámenes universitarios de español a estudiantes del octavo grado. Esto es en conjunción a los exámenes que se le hicieron a los estudiantes del octavo grado el año pasado.

Tiempo estimado para la presentación: 5 min.
Entregado por: Comité de Estatutos/Política
Fecha: 10.15.17

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



A California Public School

Agenda Item#IIIA

Board Meeting Date: October 20, 2017

Subject: LAS Finance 101 and Monthly Financial Update

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

Committee: Gasper Magallanes, Client Manager, EdTec & School Leadership

Recommendation:

Gasper Magallanes, LAS Client Manager from EdTec, will provide a Finance Training for the Governing Board and members of the Finance Committee with three main objectives: 1) generally understand how LAS receives funding and spends that funding, 2) learn how to read and interpret different financial documents the Board receives each month, 3) be able to speak to major compliance considerations and understand the board's fiduciary responsibilities when it comes to LAS finances.

Integrated within the presentation will be an analysis and review of the attached monthly financial documents.

Documents Attached:

1. Finance 101 Presentation
2. September 2017 Financials
3. September 2017 Cash Flow
4. September 2017 Balance Sheet

Estimated Time of Presentation: 90 min.
Submitted By: School Leadership
Date: 10.16.17

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



A California Public School

Artículo de Agenda #IIIA

Fecha de la Reunión: 20 de octubre del 2017

Tema: LAS Finance 101 and Monthly Financial Update

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

Comité: Gasper Magallanes, Client Manager, EdTec & School Leadership

Recomendación:

Gaspar Magallanes, gerente de clientes para EdTec, facilitará un entrenamiento para la Mesa Directiva y miembros del comité de Finanzas con tres objetivos principales: 1) Generalmente, entender las formas en que LAS recibe fondos y en qué áreas gasta los fondos, 2) aprender como leer e interpretar diferentes documentos fiscales que la mesa directiva recibirá cada mes, 3) aprender como tomar en cuenta las expectativas de contabilidad al nivel estatal y federal y al mismo tiempo considerar las responsabilidades fiduciarias que tiene la mesa directiva.

Como parte de la presentación, la mesa directiva tendrá la oportunidad de revisar los documentos fiscales del mes.

Documentos adjunto:

1. Presentación: Finance 101
2. Finanzas del mes de septiembre
3. Flujo de efectivo del mes de septiembre
4. Saldo actual del mes de septiembre

Tiempo estimado para la presentación: 90 min.
Entregado por: Liderazgo escolar
Fecha: 10.16.17

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



Business and Development Specialists
for Charter Schools

Financial Summary of Activity through September 30, 2017

Prepared for the Governing Board of the Language Academy of Sacramento
Prepared by Gasper Magallanes, Sr. Director of Client Management & Development

September 2017 Financial Activity

- \$378K: September revenues (see page 3 of Budget vs. Actuals)
- \$585K: Year to date revenues since July 1, 2017
- Year to date revenues is about 10% of total revenues for the fiscal year with 25% of the fiscal year complete; this is aligned with EdTec expectations due to payment timing in the first part of the fiscal year
- \$470K: September expenses (see pages 4 through 6 of Budget vs. Actuals)
- \$910K: Year to date expenses since July 1, 2017
- Year to date spending is about 16% of total expenses for the fiscal year with 25% of the fiscal year complete; this is aligned with EdTec expectations due to lighter spending during the summer months
- Also had about \$1K in capital expenses (see page 7 of Budget vs. Actuals)
- No significant spending variances or overages

Balance Sheet Activity through September 30, 2017

- \$5.24MM available cash on hand; includes \$1.93MM that needs to be paid back to the state at some point, currently projected to be repaid in December 2017 (see Balance Sheet & Cash Flow Projections)
- Bulk of prior year revenues have been received with some being received in October 2017
- Balance sheet activity consistent with expectations
- Cash flow anticipated to be above the \$3MM mark all year

Forecast Revisions through September 30, 2017

- Last month, EdTec:
 - Incorporated \$84K in anticipated revenues, with an additional \$14K in increased ASES funding and \$70K in additional one-time funds.
 - Relative to the adopted budget, LAS was projecting a \$181K better fund balance by June 2018. \$84K of the \$181K comes from the additional revenues being projected. \$97K comes from the better beginning fund balance, as FY 2017 ended up being a better year than we were thinking it would be when the FY 2018 budget was adopted this past June.
- This month, EdTec:
 - \$4K in additional revenues, \$29K in additional operating spending, and \$36K in depreciation based on some final FY 2017 fixed asset schedule tabulations
 - Net result is LAS is projecting an operating income of \$312K, which is \$61K lower than last month's forecast, but still above the operating income of the approved budget
- Next month:
 - Anticipating some improvement to the projections because of some tech savings and slight higher funding rates

The Language Academy of Sacramento
 Budget vs. Actuals
 As of September 30, 2017

	Actual			Budget vs. Actual			Budget				
	Jul	Aug	Sep	Actual YTD	Budget YTD	Variance (YTD less Budget)	Approved Budget	Previous Month's Forecast	Current Forecast	Variance vs. Current Forecast	Forecast Remaining
SUMMARY											
Revenue											
LCFF Entitlement	-	166,150	347,408	513,558	507,326	6,232	5,178,168	5,178,168	5,178,168	-	4,664,610
Federal Revenue	-	-	-	-	-	-	245,320	245,320	245,320	-	245,320
Other State Revenues	13,387	14,887	25,206	53,480	27,106	26,374	533,663	617,463	620,073	2,610	566,593
Local Revenues	2,322	9,363	1,434	13,120	7,350	5,770	57,000	57,000	58,137	1,137	45,017
Fundraising and Grants	-	670	4,429	5,098	13,750	(8,652)	55,000	55,000	55,000	-	49,902
Total Revenue	15,709	191,070	378,477	585,256	555,532	29,724	6,069,151	6,152,951	6,156,698	3,746	5,571,442
Expenses											
Compensation and Benefits	120,183	170,912	351,318	642,414	614,742	(27,672)	3,877,367	3,877,367	3,877,367	-	3,234,954
Books and Supplies	27,582	41,370	31,616	100,567	138,873	38,306	248,794	248,794	260,359	(11,565)	159,792
Services and Other Operating Expenditures	40,067	40,196	86,792	167,055	222,851	55,896	1,133,941	1,133,941	1,152,029	(18,088)	984,874
Depreciation	-	-	-	-	-	-	519,423	519,423	555,000	(35,577)	519,423
Total Expenses	187,832	252,478	469,726	910,036	976,566	66,530	5,779,525	5,779,525	5,844,756	(65,231)	4,899,142
Operating Income	(172,123)	(61,408)	(91,250)	(324,781)	(421,034)	96,253	289,626	373,426	311,942	(61,484)	672,300
Fund Balance											
Beginning Balance (Unaudited)	7,922,016	7,756,309	7,684,980	7,922,016	7,831,095	90,921	7,831,095	7,922,016	7,922,016	-	-
Year-End Close Adjustment	6,416	-	-	6,416	-	6,416	-	6,416	6,416	-	-
Audit Adjustment	-	-	-	-	-	-	-	-	-	-	-
Operating Income	(172,123)	(61,408)	(91,250)	(324,781)	(421,034)	96,253	289,626	373,426	311,942	(61,484)	-
Ending Fund Balance (Operating)	7,756,309	7,694,901	7,593,730	7,603,651	7,410,061	193,590	8,120,721	8,301,858	8,240,374	(61,484)	
Capital Expenditure Activities											
Capital Expenditure Activities	-	9,921	1,250	11,171	-	(11,171)	-	-	-	-	-
Ending Fund Balance (Including Capital Expenditure Activities)*	7,756,309	7,684,980	7,592,480	7,592,480	7,410,061	182,420	8,120,721	8,301,858	8,240,374	(61,484)	

Note on Capitalization and Depreciation
 *Throughout the year, EdTec reflects ongoing capital expenditure activities on the income statement. At year end, these expenses are capitalized and shifted to the balance sheet. Simultaneously, EdTec will then book the associated depreciation expense as well as any other depreciation expense from capitalized expense.

The ending fund balance through the most recent month and year to date columns match the equity position on the balance sheet through the most recent month, which is reflective of the accounting approach throughout the year noted above. The ending fund balance in the budget and forecast columns is reflective of where the fund balance is anticipated to be after capitalization and depreciation.

Note on Debt Service

The interest component of debt service is reflected on the income statement. The principal component is reflected on the balance sheet, reducing the liability over time.

The Language Academy of Sacramento
 Budget vs. Actuals
 As of September 30, 2017

	Actual		Budget vs. Actual				Budget			
	Jul	Sep	Actual YTD	Budget YTD	Variance (YTD less Budget)	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining
Enrollment Summary										
K-3						282	282	282	-	
4-6						198	198	198	-	
7-8						107	107	107	-	
Total Enrolled						587	587	587	-	
ADA %						95.00%	95.00%	95.00%		
K-3						95.00%	95.00%	95.00%		
4-6						95.00%	95.00%	95.00%		
7-8						95.00%	95.00%	95.00%		
Average										
ADA						267.9	267.9	267.9		
K-3						188.1	188.1	188.1		
4-6						101.7	101.7	101.7		
7-8						557.7	557.7	557.7		
Total ADA										

The Language Academy of Sacramento
 Budget vs. Actuals
 As of September 30, 2017

REVENUE	Actual			Budget vs. Actual			Budget				
	Jul	Aug	Sep	Actual YTD	Budget YTD	Variance (YTD less Budget)	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining
LCFF Entitlement											
8011 Charter Schools LCFF - State Aid	-	166,150	166,150	332,300	354,597	(22,297)	3,492,610	3,492,610	3,492,610	-	3,160,310
8012 Education Protection Account Entitlement	-	-	-	-	-	-	663,140	663,140	663,140	-	663,140
8096 Charter Schools in Lieu of Property Taxes	-	-	181,258	181,258	152,729	28,529	1,022,418	1,022,418	1,022,418	-	841,160
SUBTOTAL - LCFF Entitlement	-	166,150	347,408	513,558	507,326	6,232	5,178,168	5,178,168	5,178,168	-	4,664,610
Federal Revenue											
8100	-	-	-	-	-	-	71,755	71,755	71,755	-	71,755
8181 Special Education - Entitlement	-	-	-	-	-	-	170,955	170,955	170,955	-	170,955
8291 Title I	-	-	-	-	-	-	2,610	2,610	2,610	-	2,610
8292 Title II	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Federal Income	-	-	-	-	-	-	245,320	245,320	245,320	-	245,320
Other State Revenues											
8300	-	1,500	1,110	2,610	-	2,610	-	-	2,610	2,610	-
8319 Other State Appointments - Prior Years	-	13,387	24,096	50,870	27,106	23,764	282,729	282,729	282,729	-	231,859
8381 Special Education - Entitlement (State)	-	-	-	-	-	-	100,935	100,935	100,935	-	100,935
8560 State Lottery Revenue	-	-	-	-	-	-	70,000	70,000	70,000	-	70,000
8590 All Other State Revenue	-	-	-	-	-	-	150,000	163,800	163,800	-	163,800
8596 ASES	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Other State Income	13,387	14,887	25,206	53,480	27,106	26,374	533,663	617,463	620,073	2,610	566,593
Other Local Revenue											
8600	-	4,138	-	4,138	1,500	2,638	6,000	6,000	6,000	-	1,862
8636 Uniforms	-	2,005	132	2,137	250	1,887	1,000	1,000	2,137	1,137	-
8638 Merchandise Sales	-	175	194	1,396	1,000	396	4,000	4,000	4,000	-	2,604
8660 Interest	1,026	1,000	-	1,000	600	400	6,000	6,000	6,000	-	5,000
8670 Fees and Contracts	-	-	-	-	3,500	(3,000)	35,000	35,000	35,000	-	34,500
8693 Field Trips	-	-	-	-	500	(500)	5,000	5,000	5,000	-	5,000
8699 All Other Local Revenue	-	-	-	-	500	(500)	-	-	-	-	(3,949)
8999 Uncategorized Revenue	1,296	2,044	608	3,949	-	3,949	-	-	-	-	-
SUBTOTAL - Local Revenues	2,322	9,363	1,434	13,120	7,350	5,770	57,000	57,000	58,137	1,137	45,017
Donations/Fundraising											
8800	-	200	600	800	3,750	(2,950)	15,000	15,000	15,000	-	14,200
8801 Donations - Parents	-	202	-	202	3,750	(3,548)	15,000	15,000	15,000	-	14,798
8802 Donations - Private	-	267	3,829	4,096	6,250	(2,154)	25,000	25,000	25,000	-	20,904
8803 Fundraising	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Fundraising and Grants	-	670	4,429	5,098	13,750	(8,652)	55,000	55,000	55,000	-	49,902
TOTAL REVENUE	15,709	191,070	378,477	585,256	555,532	29,724	6,069,151	6,152,951	6,156,698	3,746	5,871,442

The Language Academy of Sacramento
 Budget vs. Actuals
 As of September 30, 2017

	Actual			Budget vs. Actual			Budget			Variance (Previous vs. Current Forecast)	Forecast Remaining
	Jul	Aug	Sep	Actual YTD	Budget YTD	Variance (YTD less Budget)	Approved Budget	Previous Month's Forecast	Current Forecast		
EXPENSES											
Compensation & Benefits											
1000 Certified Salaries	(0)	16,736	164,879	181,615	175,816	(5,799)	1,758,160	1,758,160	1,758,160	-	1,576,545
1100 Teachers Salaries	884	-	-	884	1,480	596	14,800	14,800	14,800	-	13,916
1101 Teacher - Stipends	-	104	1,885	1,989	8,845	6,856	88,450	88,450	88,450	-	86,461
1103 Teacher - Substitute Pay	8,874	8,874	8,874	26,622	26,622	(0)	106,489	106,489	106,489	-	79,867
1300 Certified Supervisor & Administrator Salaries	4,684	13,551	22,809	41,045	58,794	17,749	235,175	235,175	235,175	-	194,131
1311 Certified SPED	3,680	-	-	3,680	9,300	5,620	9,300	9,300	9,300	-	5,620
1920 Other Cert. - Summer	2,573	6,186	12,650	21,409	34,631	13,222	138,524	138,524	138,524	-	117,116
1940 Academic Accountability & Intervention											
SUBTOTAL - Certified Employees	20,694	45,451	211,098	277,243	315,488	38,245	2,350,899	2,350,899	2,350,899	-	2,073,656
Classified Salaries											
2000 Classified Instructional Aide Salaries	-	3,678	3,688	7,367	2,946	(4,421)	16,201	16,201	16,201	-	8,834
2100 SPED Support	-	7,747	7,603	15,350	23,778	8,428	130,779	130,779	130,779	-	115,429
2200 Classified Support Salaries	-	5,067	8,758	13,825	12,677	(1,148)	69,723	69,723	69,723	-	55,898
2300 Classified Supervisor & Administrator Salaries	10,640	14,366	11,181	36,188	10,007	(26,181)	40,027	40,027	40,027	-	3,839
2400 Classified Clerical & Office Salaries	5,285	10,779	8,289	24,354	20,225	(4,129)	80,900	80,900	80,900	-	56,546
2900 Classified Other Salaries	1,642	20,296	14,824	36,762	29,091	(7,671)	160,001	160,001	160,001	-	123,239
2905 Other Classified - After School	3,642	7,925	6,728	18,296	18,047	(249)	72,187	72,187	72,187	-	53,892
2930 Other Classified - Maintenance/grounds											
SUBTOTAL - Classified Employees	21,210	69,859	61,072	152,141	138,811	(13,330)	657,983	657,983	657,983	-	505,842
Employee Benefits											
3000 STRS	2,009	6,484	30,226	38,719	45,525	6,806	339,235	339,235	339,235	-	300,515
3300 OASDI-Medicare-Alternative	1,960	6,004	7,766	15,729	12,829	(2,900)	84,970	84,970	84,970	-	69,240
3400 Health & Welfare Benefits	56,085	40,954	39,283	136,322	95,902	(40,420)	383,608	383,608	383,608	-	247,287
3500 Unemployment Insurance	21	54	135	210	1,921	1,711	14,112	14,112	14,112	-	13,902
3600 Workers Comp Insurance	17,223	-	-	17,223	9,027	(8,196)	36,107	36,107	36,107	-	18,894
3900 Other Employee Benefits	982	2,107	-	3,088	1,579	(1,510)	10,455	10,455	10,455	-	7,366
SUBTOTAL - Employee Benefits	78,280	55,602	79,148	213,030	166,992	(46,038)	868,486	868,486	868,486	-	655,456

The Language Academy of Sacramento

Budget vs. Actuals

As of September 30, 2017

	Actual			Budget vs. Actual			Budget					
	Jul	Aug	Sep	Actual YTD	Budget YTD	Variance (YTD less Budget)	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	
4000 Books & Supplies												
4100 Approved Textbooks & Core Curricula Materials	7,936	-	1,365	9,301	17,962	8,661	22,440	22,440	22,440	-	13,139	
4101 SPED Textbooks	-	-	-	-	5,600	5,600	7,000	7,000	7,000	-	7,000	
4102 Technology Curriculum Resources	3,569	-	4,000	7,569	2,642	(4,927)	10,566	10,566	10,566	-	2,997	
4200 Books & Other Reference Materials	5,719	19,607	9,963	35,289	24,160	(11,129)	30,200	30,200	35,289	(5,089)	-	
4300 Library Resources	1,542	14	(281)	1,275	11,740	10,465	14,675	14,675	14,675	-	13,400	
4315 Custodial Supplies	1,364	559	3,464	5,388	4,500	(888)	18,000	18,000	18,000	-	12,613	
4320 Educational Software	-	-	2,107	2,107	-	(2,107)	-	-	2,107	(2,107)	-	
4325 Instructional Materials & Supplies	1,925	8,515	4,151	14,592	3,669	(10,924)	14,675	14,675	14,675	-	83	
4330 Office Supplies	1,832	1,839	1,421	5,101	5,250	149	21,000	21,000	21,000	-	15,808	
4335 PE Supplies	-	781	-	781	1,468	687	5,870	5,870	5,870	-	5,089	
4340 Professional Development Supplies	232	-	445	676	1,000	324	4,000	4,000	4,000	-	3,324	
4352 Garden	-	-	250	250	1,000	750	4,000	4,000	4,000	-	3,750	
4354 ASEES Materials	2,456	133	360	2,949	1,500	(1,449)	15,000	15,000	15,000	-	12,051	
4355 Summer Preschool	57	-	-	57	492	435	600	600	600	-	343	
4410 Classroom Consumables	45	1,000	216	1,261	959	(302)	9,590	9,590	9,590	-	8,329	
4420 Classroom Furniture, Equipment & Supplies	590	4,143	3,572	8,310	8,000	(310)	10,000	10,000	10,000	-	1,690	
4423 Computers (individual items less than \$5k)	-	200	-	200	44,142	43,942	55,178	55,178	55,178	-	54,978	
4430 SPED Equipment	-	-	-	-	4,000	4,000	5,000	5,000	5,000	-	5,000	
4430 Non Classroom Related Furniture, Equipment & Supplies	215	4,572	583	5,370	800	(4,070)	1,000	1,000	5,370	(4,370)	-	
SUBTOTAL - Books and Supplies	27,592	41,370	31,616	100,567	138,873	38,306	248,794	248,794	260,359	(11,565)	159,792	

The Language Academy of Sacramento

Budget vs. Actuals
As of September 30, 2017

	Actual			Budget vs. Actual			Budget				Forecast Remaining
	Jul	Aug	Sep	Actual YTD	Budget YTD	Variance (YTD less Budget)	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	
Services & Other Operating Expenses											
5000 Conference Fees	-	-	1,530	1,530	4,000	2,470 (770)	16,000	16,000	16,000	-	14,470
5010 Travel - Mileage, Parking, Tolls	624	1,363	2,970	4,957	500	(2,470) (770)	2,000	2,000	2,000	-	(970)
5020 Travel and Lodging	31	-	51	82	-	(51) (51)	5,000	5,000	5,000	-	5,000
5030 Travel - Meals & Entertainment	-	-	-	-	1,250	1,250	5,000	5,000	5,000	-	28,743
5040 Dues & Membership - Professional	12,161	4,096	26,229	42,486	19,688	3,431 (45,900)	142,140	142,140	142,140	-	115,911
5050 Insurance - Other	-	-	-	-	35,535	9,306 (45,900)	54,000	54,000	54,000	-	54,000
5055 Janitorial, Gardening Services & Supplies	-	-	-	-	13,500	13,500	21,000	21,000	21,000	-	15,882
5055 Utilities - All Utilities	1,762	1,678	5,118	8,558	5,250	132 (12,285)	9,782	9,782	9,782	-	82,123
5605 Equipment Leases	567	750	3,846	5,163	2,500	(2,663) (2,663)	10,000	10,000	10,000	-	4,837
5610 Rent	982	229	-	1,211	625	(586) (586)	2,500	2,500	2,500	-	2,500
5615 Repairs and Maintenance - Building	-	-	-	-	250	(250) (250)	1,000	1,000	1,000	(211)	0
5616 Repairs and Maintenance - Computers	-	-	-	-	100	(100) (100)	1,000	1,000	1,000	(9,500)	11,000
5607 Repairs and Maintenance - Other Equipment	2,970	-	(2,970)	-	100	100	10,500	10,500	10,500	-	10,500
5804 Accounting Fees	-	-	-	-	5,051	5,051 (5,051)	20,203	20,203	20,203	-	20,203
5805 Parent Training	-	-	-	-	246	(246) (246)	2,400	2,400	2,400	-	2,113
5806 Administrative Fees	-	-	-	-	177	(177) (177)	420	420	420	-	408
5809 Assemblies	-	-	-	-	12	(12) (12)	95,000	95,000	95,000	-	95,000
5812 Banking Fees	-	-	-	-	23,750	23,750	2,000	2,000	2,000	-	2,000
5813 Business Services	-	-	-	-	500	(500) (500)	5,000	5,000	5,000	-	5,000
5818 Board Development	-	-	-	-	1,250	1,250	5,000	5,000	5,000	-	5,000
5820 SPED Legal Fees	-	-	-	-	7,500	7,500	30,000	30,000	30,000	-	30,000
5824 Title I - SES Spending	-	-	12,285	12,285	7,500	(4,785) (4,785)	51,782	51,782	51,782	-	39,497
5824 District Oversight Fees	-	-	3,075	3,075	5,283	(2,208) (2,208)	52,830	52,830	52,830	-	49,755
5830 Field Trips Expenses	-	-	492	492	50	(442) (442)	500	500	500	-	8
5833 Fines and Penalties	-	-	-	-	50	(50) (50)	250	250	250	(250)	148
5836 Finerprinting	32	132	352	514	200	(152) (152)	36,000	36,000	36,000	-	24,322
5839 Fundraising Expenses	3,634	5,596	2,448	11,678	9,000	(2,678) (2,678)	90,000	90,000	90,000	-	90,000
5843 Interest - Loans Less than 1 Year	-	-	-	-	1,950	1,950	7,800	7,800	7,800	-	7,058
5845 Legal Fees	143	600	-	743	1,950	1,208 (2,344)	2,334	2,334	2,334	(234)	(0)
5848 Licenses and Other Fees	234	-	-	234	300	(66) (66)	1,200	1,200	1,200	-	1,200
5851 Marketing and Student Recruiting	619	2,308	941	3,868	2,250	(1,619) (1,619)	9,000	9,000	9,000	-	5,131
5857 Payroll Fees	764	2,553	4,349	7,666	3,000	(4,666) (4,666)	12,000	12,000	12,000	-	4,334
5860 Printing and Reproduction	-	-	-	-	7,893	(7,893) (7,893)	-	-	-	-	-
5861 Prior Yr Exp (not accrued)	-	7,840	963	8,804	5,000	(3,804) (3,804)	20,000	20,000	20,000	(7,893)	-
5863 Professional Development	-	130	(130)	-	-	-	-	-	-	-	11,196
5864 Common Core Professional Development	-	343	2,953	3,296	1,750	(1,546) (1,546)	7,000	7,000	7,000	-	3,705
5866 SPED Professional Development	-	-	2,703	2,703	14,045	11,342 (11,342)	140,450	140,450	140,450	-	137,747
5869 Special Education Contract Instructors	-	-	-	-	1,468	(1,468) (1,468)	14,675	14,675	14,675	-	14,675
5874 Sports	-	-	-	-	250	(250) (250)	1,000	1,000	1,000	-	1,000
5875 Staff Recruiting	-	-	-	-	2,872	(2,872) (2,872)	11,490	11,490	11,490	-	11,490
5876 Student Assessment	-	-	-	-	440	(440) (440)	1,761	1,761	1,761	-	1,461
5880 Student Information System	-	-	300	300	12,034	(11,734) (11,734)	14,675	14,675	14,675	-	14,675
5887 Technology Services	-	-	-	-	4,319	(4,319) (4,319)	18,000	18,000	18,000	-	13,681
5893 Transportation - Student	-	1,527	2,792	4,319	4,500	(181) (181)	50,000	50,000	50,000	-	42,500
5899 Miscellaneous Operating Expenses	10,206	4,375	3,125	17,706	5,000	(12,706) (12,706)	-	-	-	-	(8,194)
5910 Communications - Internet / Website Fees	-	3,153	(5,164)	8,194	-	(8,194) (8,194)	-	-	-	-	4,701
5915 Postage and Delivery	125	162	291	578	1,200	(622) (622)	4,800	4,800	4,800	-	1,509
5920 Communications - Telephone & Fax	5,837	2,637	-	8,524	6,000	(2,524) (2,524)	24,000	24,000	24,000	-	15,476
SUBTOTAL - Services & Other Operating Exp.	40,067	40,196	86,792	167,055	222,951	55,896	1,135,941	1,135,941	1,152,029	(18,088)	984,974

The Language Academy of Sacramento
 Budget vs. Actuals
 As of September 30, 2017

	Actual		Budget vs. Actual				Budget			
	Jul	Sep	Actual YTD	Budget YTD	Variance (YTD less Budget)	Approved Budget	Previous Month's Forecast	Current Forecast	Variance vs. Current Forecast	Forecast Remaining
6000 Capital Outlay	-	1,250	11,171	-	(11,171)	-	-	-	-	(11,171)
6100 Sites & Improvement of Sites	-	-	-	-	-	-	-	-	-	-
6300 Parking Lot	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Capital Outlay	-	1,250	11,171	-	(11,171)	-	-	-	-	(11,171)
TOTAL EXPENSES	187,832	262,399	921,207	976,566	55,359	5,200,102	5,200,102	5,289,756	(29,654)	4,368,549

6000 Capital Outlay
 6100 Sites & Improvement of Sites
 6300 Parking Lot

SUBTOTAL - Capital Outlay

TOTAL EXPENSES

ESP-CA
EdTec Network : Language Academy of Sacramento (LAS)
Balance Sheet
End of Sep 2017

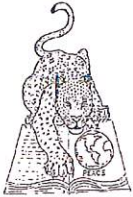
Financial Row	Amount
ASSETS	
Current Assets	
Bank	
9120-LAS - Cash in Bank - LAS	
9121-3857 - Cash in Bank - LAS: SFCU Checking	\$1,332,794.33
9124-857S - Cash in Bank - LAS: SFCU Savings	\$3,233,742.18
9125-857M - Cash in Bank - LAS: SFCU Money Market	\$619,030.10
9126-857C - Cash in Bank - LAS: SFCU CD	\$56,731.98
Total - 9120-LAS - Cash in Bank - LAS	\$5,242,298.59
Total Bank	\$5,242,298.59
Accounts Receivable	
9200 - Accounts Receivable	
9211 - AR - Title I	\$42,219.00
9219 - AR - Special Ed (Fed)	\$16,487.00
9230 - AR - State Aid	\$20,023.00
9232 - AR - Property Taxes	(\$32,142.82)
9233 - AR - Lottery	\$13,748.66
9237 - AR - ASES	\$15,000.00
9239 - AR - Special Education	\$13,868.00
Total - 9200 - Accounts Receivable	\$89,202.84
Total Accounts Receivable	\$89,202.84
Total Current Assets	\$5,331,501.43
Fixed Assets	
9420 - Land Improvements	\$1,085,111.45
9425 - Accumulated Depreciation - Land Improvements	(\$155,314.44)
9431 - Fixed Asset - Building Improvements	\$8,973,096.59
9436 - Accumulated Depreciation - Building Improvements	(\$886,468.83)
9440 - Equipment	\$419,593.24
9445 - Accumulated Depreciation-Equipment	(\$289,802.19)
9450 - Construction in Progress	\$29.70
Total Fixed Assets	\$9,146,245.52
Total ASSETS	\$14,477,746.95

ESP-CA
EdTec Network : Language Academy of Sacramento (LAS)
Balance Sheet
End of Sep 2017

Financial Row	Amount
LIABILITIES & EQUITY	
Current Liabilities	
Accounts Payable	
9500 - Accounts Payable	
9500 - Accounts Payable	(\$7,798.04)
9512 - AP - District Prior Year Prop Tax Adjustment	\$48,702.00
Total - 9500 - Accounts Payable	\$40,903.96
Total Accounts Payable	\$40,903.96
Credit Card	
9515-LAS - Credit Card Summary - LAS	
9515-3761 - Credit Card - LAS : CCU #3761	(\$3,111.98)
9515-6574 - Credit Card - LAS : CCU #6574	(\$9,180.95)
Total - 9515-LAS - Credit Card Summary - LAS	(\$12,292.93)
Total Credit Card	(\$12,292.93)
Other Current Liability	
9501 - Accrued Accounts Payable	\$250,321.97
9502 - AP - District Oversight Fee	\$48,931.00
9514 - AP - Other	\$1,933,532.00
9525 - Flex Plan Liability	\$1,000.00
9530 - Garnishment/Lien Payable	\$60.00
9540 - Payroll Liability - Federal	\$7,096.99
9545 - Payroll Liability - State	(\$318.09)
9546 - Payroll Liability - SUI	\$1,601.23
9547 - Payroll Liability - SDI	\$7,319.81
9555 - Retirement Liability - STRS	(\$6,277.06)
9570 - Wages Payable	\$24,731.75
9571 - Wages Payable (July & August)	\$8,425.29
9580 - 403B Payable	\$8,282.39
9585 - Other Payroll Liabilities	\$882.88
Total Other Current Liability	\$2,285,590.16
Total Current Liabilities	\$2,314,201.19
Long Term Liabilities	
9660 - Long Term Liabilities	
9670 - CDE Loan	\$4,571,064.96
Total - 9660 - Long Term Liabilities	\$4,571,064.96
Total Long Term Liabilities	\$4,571,064.96
Equity	
Equity	
Net Income	(\$335,951.53)
Total Equity	\$7,592,480.80
Total LIABILITIES & EQUITY	\$14,477,746.95

The Language Academy of Sacramento
 Monthly Cash Forecast
 As of September 30, 2017

	Jul Actual	Aug Actual	Sep Actual	2017/18 Actual & Projected												Forecast	API/AR
				Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected					
Beginning Cash	5,008,285	4,745,812	5,291,953	5,242,299	5,480,282	5,423,080	5,371,031	5,600,655	5,580,554	5,493,926	5,863,292	5,754,483					
Revenue																	
LCFF Entitlement	-	166,150	347,408	555,029	387,017	387,017	561,261	387,017	318,156	685,591	280,040	280,040	5,178,168	823,443			
Federal Income	-	-	-	43,391	-	-	43,391	-	-	43,391	42,335	-	245,320	72,811			
Other State Income	13,387	14,887	25,206	112,791	32,434	32,434	64,525	32,434	34,768	75,718	60,299	34,768	620,073	86,422			
Local Revenues	2,322	9,363	1,434	5,002	5,002	5,002	5,002	5,002	5,002	5,002	5,002	5,002	58,137	-			
Fundraising and Grants	-	670	4,429	5,545	5,545	5,545	5,545	5,545	5,545	5,545	5,545	5,545	55,000	-			
Total Revenue	15,709	191,070	378,477	721,758	429,997	429,997	679,723	429,997	363,471	815,247	393,221	325,354	6,156,698	982,676			
Expenses																	
Compensation & Benefits	120,183	170,912	351,318	359,439	359,439	359,439	359,439	359,439	359,439	359,439	359,439	359,439	3,877,367	-			
Books & Supplies	27,582	41,370	31,616	17,755	17,755	17,755	17,755	17,755	17,755	17,755	17,755	17,755	260,359	-			
Services & Other Operating Expenses	40,067	40,196	86,792	145,232	146,861	87,396	89,230	89,230	89,230	85,011	141,160	85,011	1,151,584	26,168			
Capital Outlay	-	9,921	1,250	-	-	-	-	-	-	-	-	-	-	(11,171)			
Total Expenses	187,832	262,399	470,976	522,426	524,055	464,590	466,424	466,424	466,424	462,205	518,354	462,205	5,289,311	14,997			
Operating Cash Inflow (Outflow)	(172,123)	(71,329)	(92,500)	199,332	(94,058)	(34,593)	213,300	(36,426)	(102,953)	353,042	(125,133)	(136,851)	867,387	967,679			
Revenues - Prior Year Accruals	-	773,851	-	22,327	20,531	42,219	-	-	-	-	-	-	-	-			
Expenses - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Accounts Payable - Current Year	(51,580)	(77,718)	23,616	-	-	-	-	-	-	-	-	-	-	-			
Summerholdback for Teachers	(81,017)	(78,663)	19,229	16,325	16,325	16,325	16,325	16,325	16,325	16,325	16,325	16,325	-				
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Loans Payable (Long Term)	-	-	-	-	-	(75,000)	-	-	-	-	-	-	(75,000)	-			
Capital Leases Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Other Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Capital Expenditure & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Other Balance Sheet Changes	42,247	-	-	-	-	(1,000)	-	-	-	-	-	-	-	-			
Ending Cash	4,745,812	5,291,953	5,242,299	5,480,282	5,423,080	5,371,031	5,600,655	5,580,554	5,493,926	5,863,292	5,754,483	5,558,957					



A California Public School

Agenda Item# IIIB

Board Meeting Date: October 20, 2017

Subject: August and September Check Registers

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

Committee: School Leadership

Recommendation:

School Leadership requests that the Governing Board review and approve the August 2017 and September 2017 check registers.

Documents Attached:

1. August Check Register
2. September Check Register

August Check Register	Aye	Nay	Abstain	Absent
Petree, Kathy				
Jennifer Bacsafrá				
Aceves, Fernando				
Moulton, Peter				
Rodriguez, Irene				
Zamora, Erandi				
Yañez-Gutiérrez, Adriana				
Campos, Perla				
Vacant				
Totals:				

September Check Register	Aye	Nay	Abstain	Absent
Petree, Kathy				
Jennifer Bacsafrá				
Aceves, Fernando				
Moulton, Peter				
Rodriguez, Irene				
Zamora, Erandi				
Yañez-Gutiérrez, Adriana				
Campos, Perla				
Vacant				
Totals:				

Estimated Time of Presentation: 5 min Submitted By: School Leadership Date: 10.15.17	Pertinent Pages in () Charter, pages _____ () MOU, pages _____
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A California Public School

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

Agenda Artículo# IIIB

Fecha de la Reunión: 20 de octubre del 2017

Tema: Registros de la cuenta bancaria de los meses de agosto y septiembre

- 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 los registros de la cuenta bancaria de los meses de agosto y septiembre del 2017.

Documentos adjuntos:

1. Registros de la cuenta bancaria del mes de agosto
2. Registros de la cuenta bancaria del mes de septiembre

Registros de la cuenta bancaria del mes de agosto	Aye	Nay	Abstain	Absent
Petree, Kathy				
Jennifer Bacsafra				
Aceves, Fernando				
Moulton, Peter				
Rodríguez, Irene				
Zamora, Erandi				
Yañez-Gutiérrez, Adriana				
Campos, Perla				
Vacante				
Total:				

Registros de la cuenta bancaria del mes de septiembre	Aye	Nay	Abstain	Absent
Petree, Kathy				
Jennifer Bacsafra				
Aceves, Fernando				
Moulton, Peter				
Rodríguez, Irene				
Zamora, Erandi				
Yañez-Gutiérrez, Adriana				
Campos, Perla				
Vacante				
Total:				

Tiempo estimado para la presentación: 5 min.
 Entregado por: Liderazgo Escolar
 Fecha: 10.15.17

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

**Language Academy of Sacramento
Check Register
August 2017**

Grand Total: 207,338.98

Check Date	Check Number	Vendor	Inv Description (Bill)	Amount
8/2/2017	6241	ACCO Brands USA, LLC	Laminator Service Agreement (Annual)	556.81
8/2/2017	6242	CircleUp Education LLC	Professional Dev - Staff Retreat	3,700.00
8/2/2017	6243	Clever Prototypes, LLC (DBA Storyboard That)	Web-based Instructional Material	80.95
8/2/2017	6244	CPM Educational Program	Core Curriculum	3,356.95
8/2/2017	6245	CustomInk	Student Uniforms	2,979.00
8/2/2017	6246	Department of Justice	Fingerprinting apps	32.00
8/2/2017	6247	Virginia Diaz	Parent as leaders thru Sacramento ACT & LAS	2,970.00
8/2/2017	6248	First Book	Library Books	300.44
8/2/2017	6249	Gopher	PE Instructional equipment	401.22
8/2/2017	6250	Grainger	Custodial equipment, Office supplies, Safety material	1,258.10
8/2/2017	6251	I Love to Read in Spanish	Classroom Library	2,041.55
8/2/2017	6252	LA Libreria	Classroom Library	6,363.91
8/2/2017	6253	Lakeshore Learning Materials	Classroom Furniture	590.37
8/2/2017	6254	Isela Mendez	Materials Reimbursement	22.50
8/2/2017	6255	Network Office Systems	Equipment Lease: Black/White & Color Meters - 07/18/17	685.43
8/2/2017	6256	Office Depot	ASES Materials, Classroom Materials, Ink, Office Supplies	9,053.04
8/2/2017	6257	Patterson Medical Supply, Inc dba Medco Supply Co	First Aid Supplies	1,288.12
8/2/2017	6258	Pearson Education	Core Curriculum	4,950.08
8/2/2017	6259	Promevo LLC	gPanel - Core (Education) - Annual	1,428.00
8/2/2017	6260	Really Good Stuff, Inc.	Classroom Materials	1,119.94
8/2/2017	6261	Riso Products of Sacramento	Riso Service Agreement (Annual)	425.00
8/2/2017	6262	Sacramento City Unified School District	Field Trip Transportation Services	472.52
8/2/2017	6263	Social Thinking	SPED Instructional material	58.65
8/2/2017	6264	Cynthia Suarez	Reimbursement - PE library funds	51.76
8/2/2017	6265	SupplyWorks	Custodial Supplies	320.87
8/2/2017	6266	Teacher Synergy, LLC	Supplemental Instructional material	274.73
8/2/2017	6267	Karina Vargas	Reimbursement	41.65
8/3/2017	6268	Jaime Lemus	Reimbursement - Dia de los muertos	367.00
8/3/2017	6269	Sacramento City Unified School District	Annual Lease Room Q, Utilities - Oct - Mar '17	55,349.38
8/3/2017	6270	Occupational Therapy for Children	Student SPED Services	45.00
8/3/2017	6271	Judy Morales	Reimbursement: Office Supplies	49.31
8/3/2017	6272	Network Office Systems	Labor Fee: Set up scan files	225.00
8/3/2017	6273	Windstream	Communication and Internet Services	2,687.33
8/3/2017	6274	Squar Milner LLP	2nd Installment Audit contract	3,165.00
8/3/2017	6275	Patterson Medical Supply, Inc dba Medco Supply Co	First Aid Supplies	115.63
8/3/2017	6276	Super Duper Publications	SPED Instructional material	79.95
8/3/2017	6277	Eddie Lomeli	Maintenance Services (Paint office)	750.00
8/3/2017	6278	Sundance Publishers	Classroom Library	2,075.76
8/3/2017	6279	Speech Corner	SPED Instructional material	87.88
8/3/2017	6280	SupplyWorks	Custodial material	550.04
8/3/2017	6281	Kaiser Foundation Health Plan Inc	Monthly Health Premium: Sep17	18,345.02
8/16/2017	6282	World of Wonders	Middle School Science Curriculum	185.38
8/25/2017	6283	Office Depot	ASES Materials, Classroom Materials, Ink, Office Supplies	7,929.89

8/25/2017	6284	Network Office Systems	Copy Machine Meters (July - Aug), Copy Machine Toner	221.91
8/25/2017	6285	Professional CPR	Professional Development	3,315.44
8/25/2017	6286	Perla Campos	Reimbursement: Classroom materials	74.58
8/25/2017	6287	Graciela Castaneda	Reimbursement: Classroom materials	545.25
8/25/2017	6288	Charter Safe	August Monthly Installment	4,095.96
8/25/2017	6289	Customlnk	Fundraiser (Uniforms)	4,190.60
8/25/2017	6290	Eduardo S. De Leon	Staff Retreat Lunch	550.00
8/25/2017	6291	Department of Justice	Fingerprinting	192.00
8/25/2017	6292	Diverse Network Associates, Inc.	Website Hosting, CMS Software & Technical Support - Aug 2017	99.00
8/25/2017	6293	Stephanie Dobkin	Reimbursement: Classroom materials/Library, Responsible Classroom Conference	1,848.40
8/25/2017	6294	Escareno's Home/Commercial Improvements, Inc	School Improvement	9,920.70
8/25/2017	6295	Estrellita, Inc.	Supplemental Curriculum	984.80
8/25/2017	6296	Gemma Jauregui	Reimbursement: Classroom materials	77.04
8/25/2017	6297	Lakeshore Learning Materials	Classroom materials	314.39
8/25/2017	6298	Xana Macias	Reimbursement: Classroom materials, School Climate	140.07
8/25/2017	6299	Isela Mendez	Reimbursement: School Climate	1,398.08
8/25/2017	6300	Mid Pacific Engineering, Inc.	Parking Project	600.00
8/25/2017	6301	Judith M Morales	Reimbursement: Office Supplies/LAS Retreat	51.67
8/25/2017	6302	Newlin, Julia	Reimbursement: Classroom materials	246.03
8/25/2017	6303	Miguel Perez	Reimbursement: Classroom materials	228.27
8/25/2017	6304	Rosio Perez	Reimbursement: Responsible Classroom Conference, Classroom Materials	1,039.68
8/25/2017	6305	Kathleen Petree	Reimbursement: Tea and Tears, Robotics Set (enrichment)	192.74
8/25/2017	6306	Rodriguez, Andrea	Reimbursement: Classroom materials/Library	498.54
8/25/2017	6307	Evelyn Sandoval	Reimbursement: Classroom Curriculum	25.00
8/25/2017	6308	Scholastic Inc	Supplemental Curriculum	495.29
8/25/2017	6309	Sierra Window Coverings	Office Improvements	1,255.70
8/25/2017	6310	SYNCB/AMAZON	Office/Garden Equipment	1,980.24
8/25/2017	6311	Teachers College Reading & Writing Project	Conference Registration	825.00
8/25/2017	6312	Lisa Togioka-Fong	Yoga/Wellness class: 8/9 and 8/23	130.00
8/25/2017	6313	Vision Service Plan - CA	August 2017, September 2017	1,767.00
8/25/2017	6314	Benchmark Education Company LLC	Classroom Library	6,126.53
8/25/2017	6315	Pro-Ed	Classroom materials	230.84
8/25/2017	6316	Gopher	PE Equipment	390.42
8/25/2017	6317	Patterson Medical Supply, Inc dba Medco Supply Co	First aid supplies	305.46
8/25/2017	6318	Scholastic Reading Club	Classroom Library	100.00
8/25/2017	6319	Western Health Advantage	Medical Benefits	10,011.92
8/25/2017	6320	De Lage Landen Financial Services	Copy Machine Lease	1,677.88
8/25/2017	6321	Grainger	Office Supplies	289.55
8/25/2017	6322	Sutter Health Plus	Medical Benefits	8,243.72
8/25/2017	6323	UNUM Life Insurance Company of America	Insurance Premium	4,498.52
8/25/2017	6324	Riso Products of Sacramento	Riso Service Agreement	425.00
8/25/2017	6325	Total Education Solutions	Special Ed Services (July)	343.00
8/25/2017	6326	Sundance Publishers	Supplemental Curriculum	561.60
Total				207,338.98

**Language Academy of Sacramento
Check Register
September 2017**

Grand Total: 166,500.53

Check Date	Check Number	Vendor	Inv Description (Bill)	Amount
9/26/2017	6328	Pedro Aguilera	Reimbursement: ASES Materials	35.15
9/26/2017	6329	Teadora-Jean A. Bersola-Isaguirre	Reimbursement: Parent Assciation Meeting	29.85
9/26/2017	6330	Graciela Castaneda	Reimbursement: Classroom Materials	128.83
9/26/2017	6331	Charter Schools Development Center	CSDC Conference Registration	870.00
9/26/2017	6332	Colleen Conant	Reimbursement: Classroom Supplies	336.69
9/26/2017	6333	De Lage Landen Financial Services	Copy Machine Lease (Sep), Property Tax & Admin Fee	2,169.90
9/26/2017	6334	Department of Justice	Fingerprinting apps	128.00
9/26/2017	6335	Diverse Network Associates, Inc.	Website Hosting (Sep17)	99.00
9/26/2017	6336	Heinemann	Core Curriculum	1,365.48
9/26/2017	6337	Rebecca Heredia	Reimbursement: Classroom Libraries	328.33
9/26/2017	6338	I Love to Read in Spanish	Classroom Library	323.72
9/26/2017	6339	JCL Electronics, LLC	Cabling room setup	3,438.90
9/26/2017	6340	K12 Health	Fundamental Health Services	2,528.00
9/26/2017	6341	Lice Clinics of America - Sacramento	Lice Screening	300.00
9/26/2017	6342	Cristina Meza	Reimbursement: School Supplies	562.06
9/26/2017	6343	Michael's Transportation Service	Transportation Services	3,125.00
9/26/2017	6344	Judy Morales	Reimbursement: Certified Mail, First Aid, Office Supplies	131.98
9/26/2017	6345	Network Office Systems	Copy machine toner, Copy Machine Lease	761.27
9/26/2017	6346	Newsele	Tech Curriculum (annual)	4,000.00
9/26/2017	6347	Office Depot	Office supplies, Ink, Copy Paper, Office material, ASES Materials	1,494.04
9/26/2017	6348	Powerhouse Science Center	2nd Grade Field Trip - 1/24/18	800.00
9/26/2017	6349	Sacramento City Unified School District	Electricity, Fuel, Heating, Waste Removal & Water: Apr - Jun'17, Salary/Benefits: Maxine Lopez & Arthur Morales - August '17	52,695.76
9/12/2017	6350	Effie Yeaw Nature Center	3rd grade field trip deposit	220.00
9/12/2017	6351	Diverse Network Associates, Inc.	Website Hosting, CMS Software & Technical Support - Jul 2017	99.00
9/12/2017	6352	Elevator Industries	Elevator Monthly Maintenance, Elevator water extract	407.50
9/12/2017	6353	Riso Products of Sacramento	Copy Machine, Black Ink & Master	760.40
9/12/2017	6354	Michael's Transportation Service	Transportation Services	4,375.00
9/12/2017	6355	CCHAT Center	SPED Services	175.26
9/12/2017	6356	Sundance Publishers	Books & Supplies	660.96
9/12/2017	6357	Windstream	Communication and Internet Services	2,692.65
9/12/2017	6358	Cahperd	Conference Registration	195.00
9/12/2017	6359	I Love to Read in Spanish	Books & Supplies	3,569.30
9/12/2017	6360	Office Depot	Classroom, SPED, Office materials and Ink; PE equipment	9,766.93
9/12/2017	6361	Pedro Miranda	Lawn clean up and services	960.00
9/12/2017	6363	Teacher Created Materials	Classroom supplies	44.58
9/12/2017	6364	WOW Field Study Trips	2nd Grade Field Trip	405.00
9/12/2017	6365	Committee for Children	Supplemental material	240.00
9/12/2017	6366	Hayes, Alex	Reimb: Classroom Libraries/Instructional materials	177.44
9/12/2017	6367	Rebecca Heredia	Reimb: Supplemental instruction materials, classroom libraries	373.25
9/12/2017	6368	Gemma Jauregui	Reimb: Supplemental instruction materials	119.91
9/12/2017	6369	Learning Solutions	Student Services Aug 2017	2,822.50
9/12/2017	6370	Xana C Macias	Reimb: Classroom Libraries	137.00
9/12/2017	6371	Ana Novoa	Reimb: Conference Meals/Mileage, Classroom Materials	711.39
9/12/2017	6372	Pantoja, Ariana	Reimb: School climate	101.60
9/12/2017	6373	Evelyn Sandoval	Reimb: Conference registration/transportation	1,089.97
9/12/2017	6374	Cynthia Suarez	Reimb: Conference Mileage/odging/Meals, Classroom Libraries, Supplemental Instructional Materials	1,593.74
9/12/2017	6375	American Reading Company	Books & Supplies	1,992.15
9/12/2017	6376	SupplyWorks	Custodial equipment and supplies	2,944.21
9/12/2017	6377	Lakeshore Learning Materials	Books & Supplies	257.24
9/12/2017	6378	Wilson Trophy Company	Books & Supplies	533.60
9/12/2017	6379	Grainger	Office supplies	11.42
9/12/2017	6380	BloomBoard, Inc.	Teacher Evaluation Software annual renewal	2,107.00
9/12/2017	6381	Escareno's Home/Commercial Improvements, Inc	Garden work	1,250.00
9/12/2017	6382	Kaiser Foundation Health Plan Inc	Monthly Health Premium: Oct17	13,540.50
9/12/2017	6383	Patterson Medical Supply, Inc dba Medco Supply Co	First Aid Supplies	44.93
9/12/2017	6384	Benchmark Education Company LLC	Books & Supplies	1,452.11
9/12/2017	6385	CircleUp Education LLC	Professional Dev - Staff Retreat	833.33
9/12/2017	6386	One Stone Apparel	PE Uniforms	2,405.75
9/12/2017	6387	UNUM Life Insurance Company of America	Insurance Premium	8,581.69
9/12/2017	6388	Sacramento City USD	Facility Rental (8th grade Grad)	286.53
9/26/2017	6390	Sacramento Zoo	TK - Field trip 10/17/2017	130.00
9/26/2017	6391	Central Printing Services	Printing services	87.14
9/26/2017	6392	Cynthia Suarez	Reimbursement: Professional Development, Classroom Libraries	295.60
9/26/2017	6393	SupplyWorks	Custodial Supplies	505.73
9/26/2017	6394	Sutter Health Plus	Group ID: 086116 (October)	7,650.98
9/26/2017	6395	SYNCB/AMAZON	Professional development Books, Classroom Libraries, Classroom Materials	1,094.95
9/26/2017	6396	TheatreWorks USA	Kinder Field trip - 2/22/18, 2nd Grade Field Trip - 2/22/18	1,520.00
9/26/2017	6397	Lisa Togioka-Fong	Professional Development	130.00
9/26/2017	6398	Vision Service Plan - CA	Vision Benefits, October 2017	893.43
9/26/2017	6399	Western Health Advantage	Medical Benefits	10,601.90
		Total		166,500.53



A California Public School

Agenda Item# IIIC

Board Meeting Date: October 20, 2017

Subject: LAS Academic Accountability 101

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

Background: Continuation of Presentation (Part 2)

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

Governing Board members are responsible for:

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

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

- September/October Meeting: Overview of Accountability Progress Reporting (APR) system: State Dashboard and of the compliance documents from the federal (LEA Plan, LEA Addendum, School Strategic Plan), the state (LCAP) and the integration of these documents
- November Meeting: Components of the Annual Progress Report (APR) and the documents delineated above
- December- February Meeting: Mid-Year updates on LAS Academic Goals as stated in the LAS Charter and integrated in LCAP (LEA Addendum and School Strategic Plan)



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October 20, 2017 Part 2:

Overview of LAS Accountability System and CAASPP Analysis:

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

CAASPP 2015, 2016, and 2017 Analysis: Comparative Data – LAS, SCUSD, and CA State

Attachments: CAASPP Data

- 1) School-wide: ELA and Math
- 2) Excerpt Element 3 APR
- 3) LAS Charter Academics 101 Excerpt
- 4) LAS School Dashboard 4 Tabs

Estimated Time of Presentation: 40 min
Submitted By: Bersola
Date: 10.15.17

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



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Agenda Artículo# IIIC

Fecha de la Reunión: 20 de octubre del 2017

Tema: Responsabilidad Académica

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

Contexto: Continuación de presentación (Parte 2)

La Mesa Directiva de LAS es responsable del liderazgo, la visión y la planeación estratégica para lograr las metas educacionales de la escuela como es indicado en el carácter.

Los miembros de la Mesa Directiva son responsables de:

1. Entender el sistema de reportaje de responsabilidad de progreso al nivel estatal y federal: State Dashboard
2. Entender los siguientes documentos de conformidad y sus implicaciones al recaudar fondos.
 - A. Federal (Fondos de Title 1 y Title 2)
 1. Plan de agencia educacional local (LEA)
 2. Anexo de LEA
 3. Plan estratégico escolar
 - B. Estatal (Formula local de responsabilidad de fondos LCFF)
 1. LCAP
3. Revisar y adoptar actualizaciones en el anexo de LEA, el plan estratégico escolar y LCAP.

La Mesa Directiva recibirá una serie de presentaciones sobre los componentes mayores durante los próximos meses.

- Reunión de septiembre/octubre: Repaso del sistema de reportaje de responsabilidad de progreso: State Dashboard y de los documentos de conformidad federales (plan de LEA, anexo de LEA, plan estratégico escolar) y estatales (LCAP)
- Reunión de noviembre: Componentes de la auditoria y los documentos delineados arriba
- Reunión de diciembre-febrero: Noticias de a mediados del año escolar sobre las metas académicas de LAS como indicadas en el carácter de LAS e integradas en LCAP.



A California Public School

21 de Octubre del 2016 Parte 2:

Resumen del sistema de responsabilidad de LAS y análisis de CAASPP:

Basado en investigación de inmersión dual y adquisición de lenguajes, se toma aproximadamente entre 5 y 7 años para desarrollar competencia cognitiva y académica en lenguaje (Cognitive Academic Language Proficiency). Con una meta de alfabetización dual en un periodo de siete años, LAS estratégicamente monitorea los logros de los estudiantes a través de periodos importantes. El proceso de alfabetización bilingüe está dividido en tres etapas: Etapa 1 – Alfabetización bilingüe emergente, Etapa 2: - Alfabetización bilingüe en expansión, Etapa 3 – Alfabetización bilingüe completa. Debido al modelo de lenguaje de inmersión 90-10, los estudiantes en etapa 1 y principiantes de etapa 2 reciben instrucción en español. Simultáneamente, evaluaciones académicas en estos niveles son administradas en español. Al terminar la etapa 2, muchos estudiantes hacen una transferencia lingüística y académica, como es esperado en programas de inmersión dual. Por lo tanto, es más apropiado que LAS use la evaluación estandarizada de fin de quinto grado como punto de referencia para analizar el crecimiento individual de los estudiantes. Para los grados séptimo y octavo en la etapa 3, la competencia de los estudiantes, en inglés y en diversas materias, es comparable o hasta más alta que la de los estudiantes que no están en programas de inmersión dual. Al mismo tiempo, los estudiantes de secundaria de LAS habrán adquirido competencia igual a la de un estudiante universitario en una clase de idioma avanzada. Al alcanzar alfabetización bilingüe completa, los estudiantes de LAS entran a la preparatoria mejor preparados para alcanzar metas profesionales y educacionales.

Análisis de CAASPP 2015, 2016 y 2017: Información comparativa – LAS, Distrito escolar y el estado de California

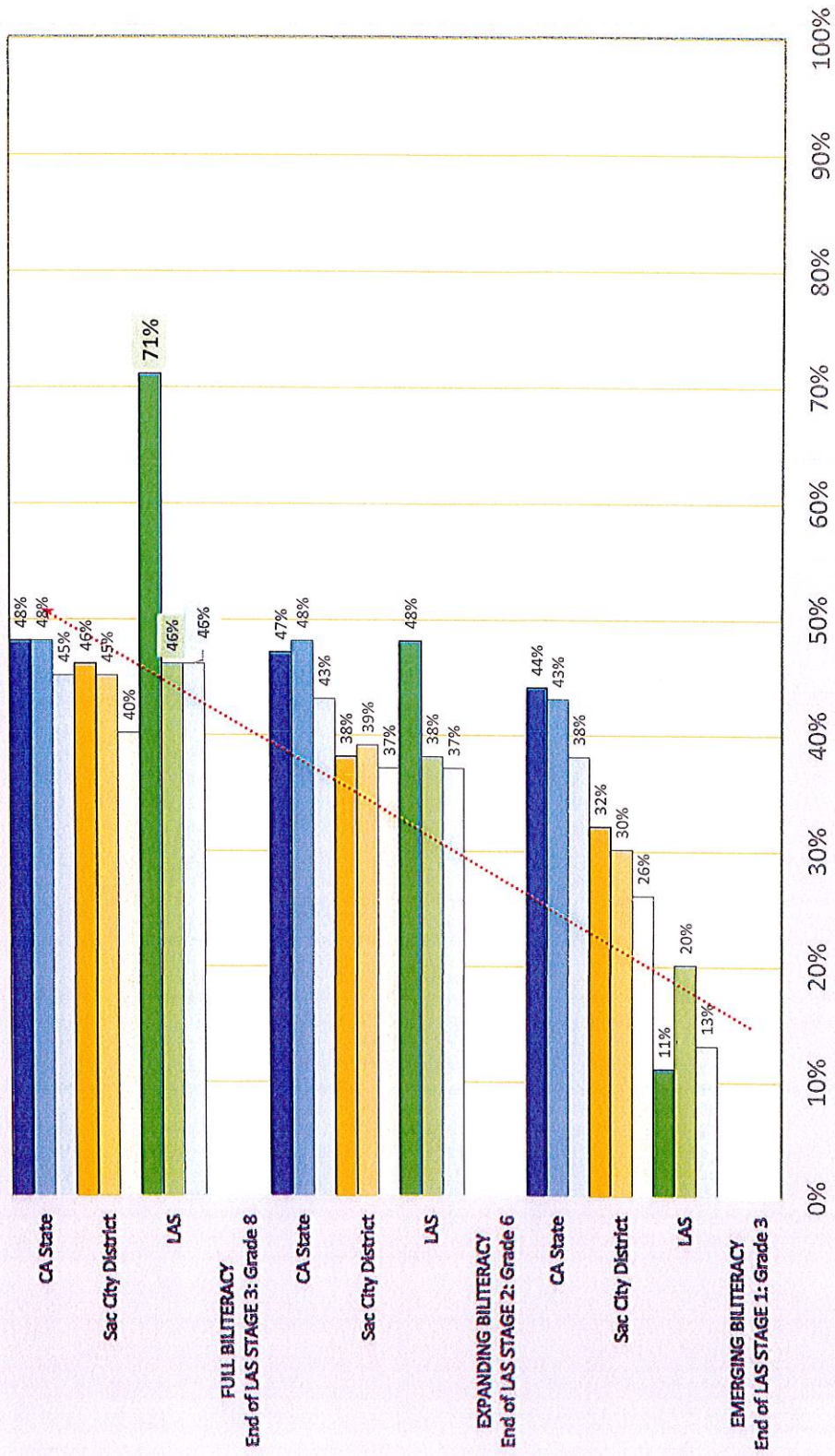
Documentos Adjuntos:

1. Nivel escolar: Artes del lenguaje inglés (ELA) y matemáticas
2. Extracto “Element 3” de APR
3. Extracto de la constitución de LAS sobre el plan académico
4. 4 secciones de “State Dashboard” de LAS

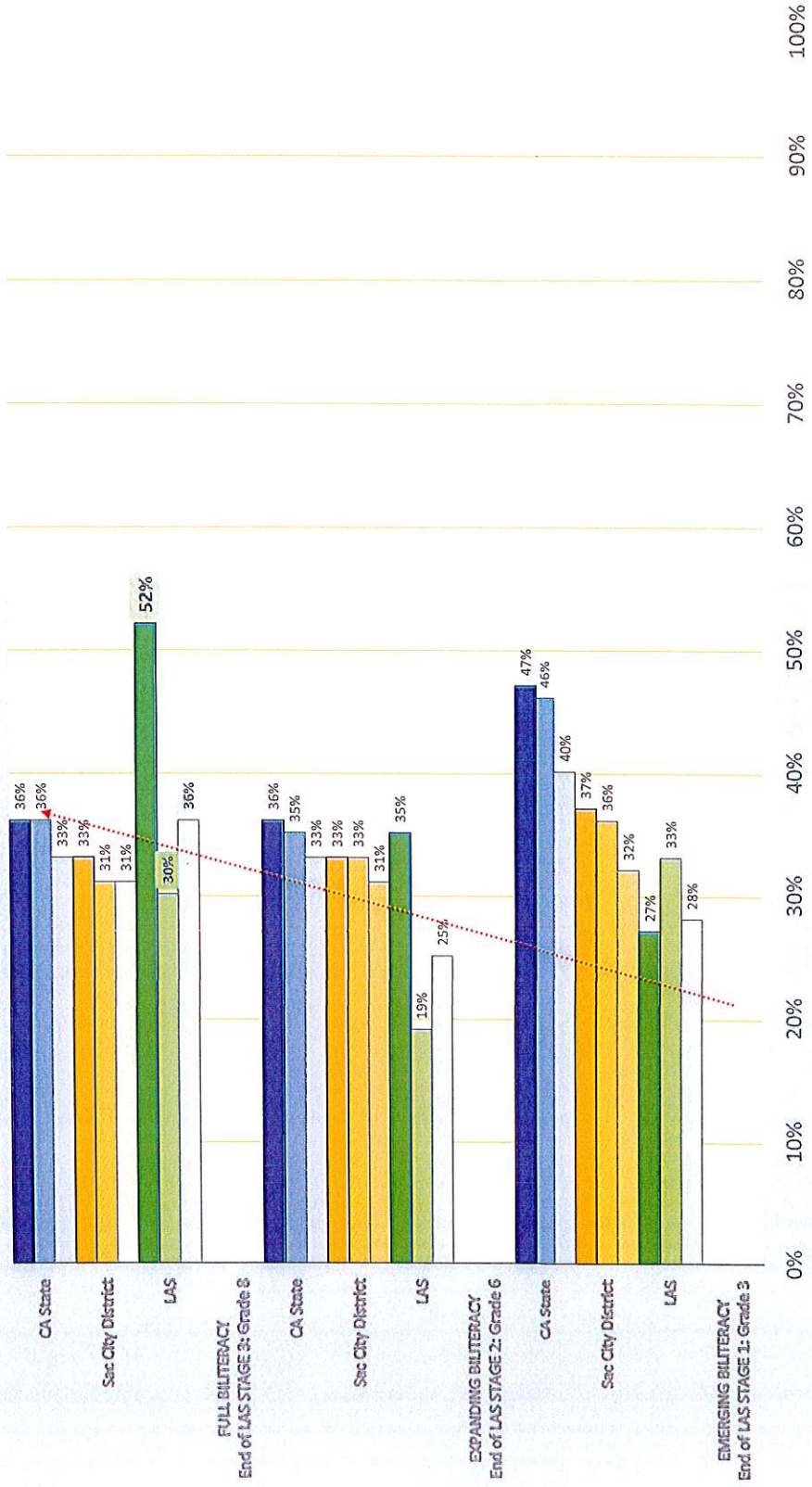
Tiempo estimado para la presentación: 40 min.
Entregado por: Bersola
Fecha: 10.15.17

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

CAASPP 2015, 2016 and 2017 (Darkest Shade) - ELA
 Percentage of Students At Standard Met and Exceeded-
 Comparative Data: LAS, Sac City District and CA State



CAASPP 2015, 2016 and 2017 (Darkest Shade) - Mathematics
 Percentage of Students At Standard Met and Exceeded-
 Comparative Data: LAS, Sac City District, and CA State



LAS APR FY17 Excerpt: E3 - Pupil Progress

(Charter Department will send District information by September 15, 2017)

<u>SBAC ELA</u>	LAS % Standard Met/Exceeded 2016-17	District % Standard Met/Exceeded 2016-17	Comp School 1 (FB Kenny K-8: 95817) % Standard Met/Exceeded 2016-17	Comp School 2 (Oak Ridge K-6: 95820) % Standard Met/Exceeded 2016-17	Comp School 3 (Will C Wood 7-8) % Standard Met/Exceeded 2016-17
Grade 3	11	32	25	11	
Grade 4	29	33	31	10	
Grade 5	32	33	36	21	
Grade 6	48	38	66	17	
Grade 7	60	43	68		28
Grade 8	71	46	43		39
<u>SBAC Math</u>	LAS % Standard Met/Exceeded 2016-17	District % Standard Met/Exceeded 2016-17	Comp School 1 (FB Kenny K-8: 95817) % Standard Met/Exceeded 2016-17	Comp School 2 (Oak Ridge K-6: 95820) % Standard Met/Exceeded 2016-17	Comp School 3 (Will C Wood 7-8) % Standard Met/Exceeded 2016-17
Grade 3	27	37	40	19	
Grade 4	32	31	23	9	
Grade 5	12	25	28	5	
Grade 6	35	33	30	9	
Grade 7	36	35	16		18
Grade 8	52	33	29		29



Language Academy
of
Sacramento
Charter



Original Charter Approved by Sacramento City Unified School District

February 19, 2004

Charter Renewal Approved by Sacramento City Unified School District

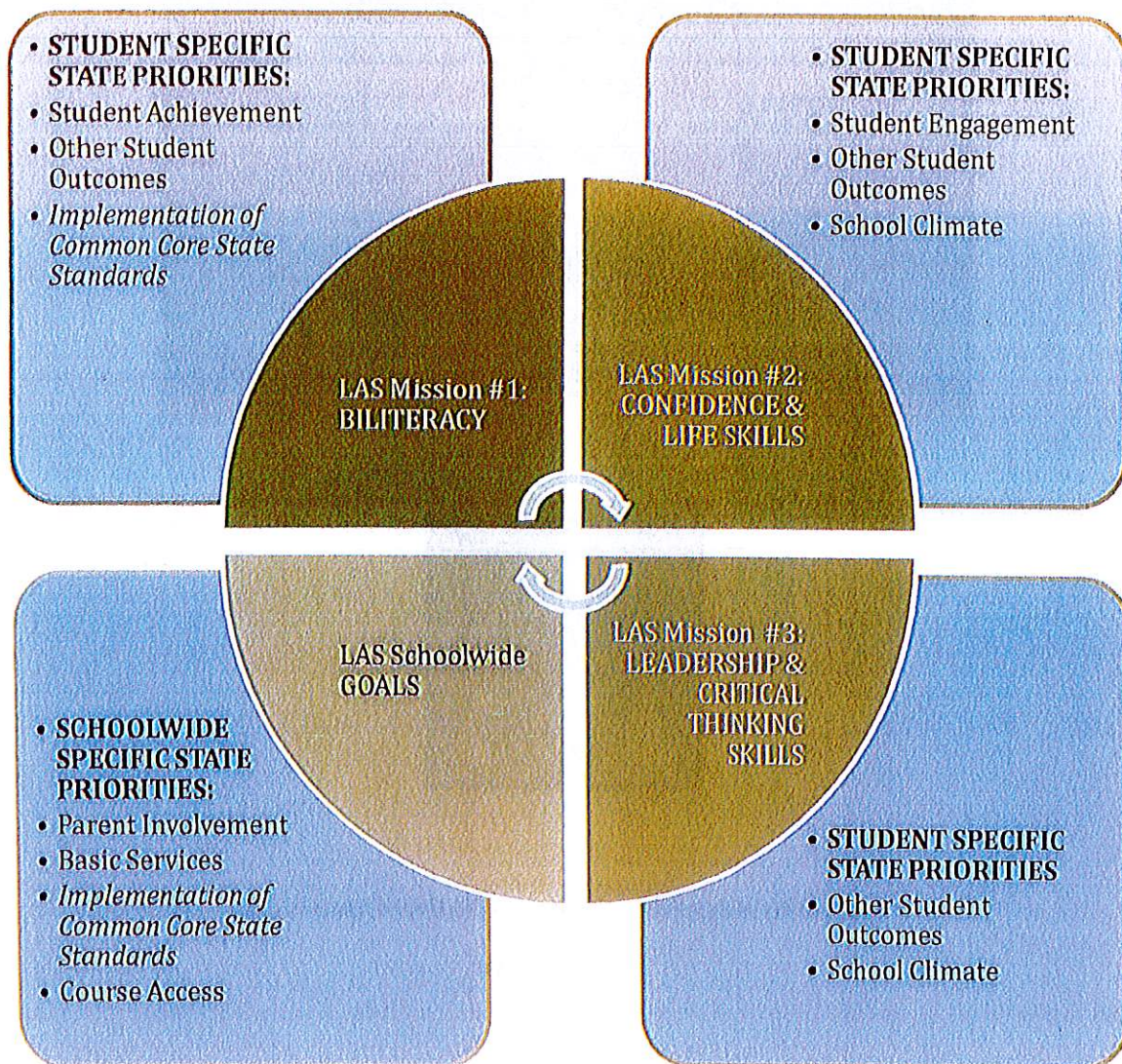
September 8, 2008

Charter Renewal Submitted for Approval to Sacramento City Unified School District

January 24, 2014 (March 20, 2014 Final Version)



Figure 5: LAS MISSION ALIGNMENT WITH EIGHT STATE PRIORITIES



POPULATION TO BE SERVED BY THE SCHOOL

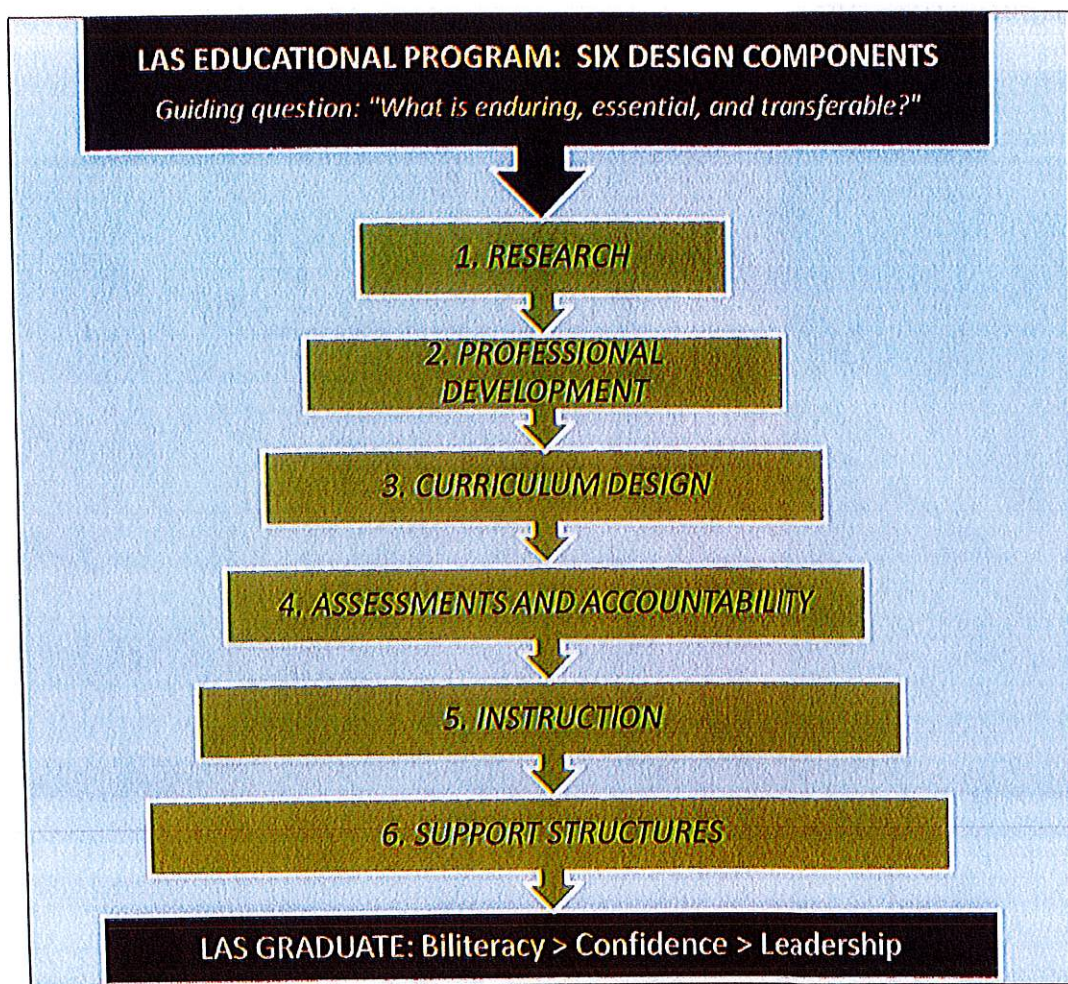
It is the intent of the LAS to offer an exemplary two-way language immersion educational program for kindergarten through eighth-grade students, particularly English learners and those from historically underserved populations. As the facilities expansion project reaches completion, LAS expects to serve 597 students at its maximum capacity.

For several years, LAS has defined the picture of the LAS Graduate in relation to a college and career readiness template. Upon finishing grade 8, the LAS Graduate will possess the cornerstone skills of a 21st century-educated person and be able to negotiate the world not just in one, but at least two languages.

LAS EDUCATIONAL PROGRAM: SIX DESIGN COMPONENTS

LAS mission of biliteracy, confidence, and leadership for the LAS Graduate commands a well-structured educational program. The question, "What is enduring, essential, and transferable?" serves as a guiding focus as staff meets to address the LAS Educational Program: Six Design Components.

Figure 10: LAS EDUCATIONAL PROGRAM: SIX DESIGN COMPONENTS



individual(s) with primary responsibility for each, all aligned with the state’s priorities defined in CA Education Code 52060(d). As the State finalizes new standardized assessment tools and new school performance measures (e.g. API), and finalizes the format of the new Local Control Accountability Plans as applicable to charter schools, LAS will work with the District to ensure that it creates and updates its plans and goals accordingly. The LCAP shall not be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered a “material revision to the charter” as defined on section 47607. Actions intended to ensure that the school meets these goals and targets are delineated throughout this charter petition (e.g. Element 1: Educational program. Element 4: Governance and parental involvement, etc.) See the following charter for specific actions, their corresponding measurable outcomes and methods of measurement.

Figure 26: LAS BILITERACY GRADE SPAN PROGRESSION MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT

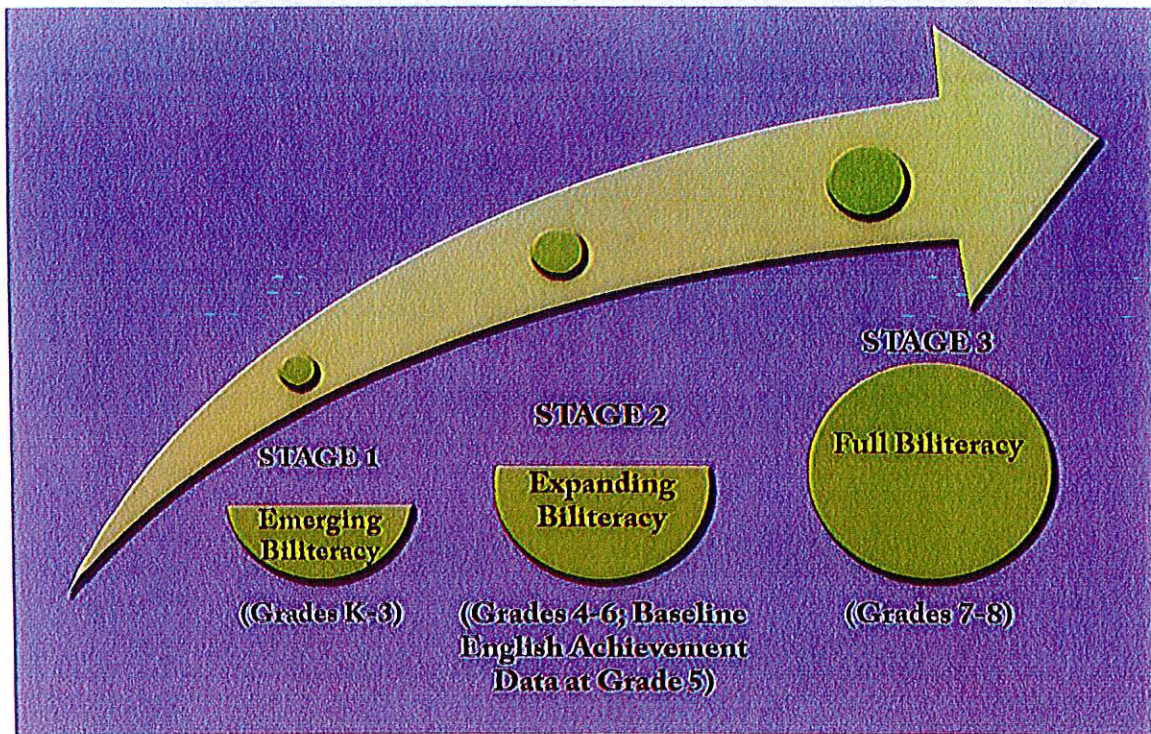


Figure 27: INTERNAL ACCOUNTABILITY: SPANISH AND ENGLISH PERFORMANCE



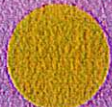
	 STAGE 1 Emerging Biliteracy Grades K-3	 STAGE 2 Expanding Biliteracy Grades 4-6	 STAGE 3 Full Biliteracy Grades 7-8
INTERNAL Accountability: Spanish and English Performance	1.1 (SPANISH) 80% or more of all students will show progress on internal benchmark assessments	2.1A (SPANISH) 80% or more of all students will show progress on internal benchmark assessments 2.1B (ENGLISH) 70% or more of all students will show progress on Internal benchmark assessments	3.1A (SPANISH) 80% or more of all students will show progress on internal benchmark assessments 3.1B (ENGLISH) 80% or more of all student will show progress on Internal benchmark assessments
	1.2A (SPANISH GrK-3) 80% or more of all students will meet grade level mark or above in their courses by the end of the year 1.2B (ENGLISH: Gr3 only) 80% will be approaching grade level by the end of 3 rd grade	2.2A (SPANISH Gr4 only) 80% or more of all students will meet grade level mark or above in their courses by the end of the year. 2.2B (ENGLISH Gr4 only) 70% or more of all students will meet grade level mark or above in their courses by the end of the year. 2.2.C (SPANISH and ENGLISH: Gr5 and Gr6) 80% or more of all students will earn a passing grade of C or above in their courses	3.2 (SPANISH and ENGLISH) 85% or more of all students will earn a passing grade of C or above in their courses

Figure 28: EXTERNAL ACCOUNTABILITY: ENGLISH PERFORMANCE

	 STAGE 1 Emerging Billiteracy Grades K-3	 STAGE 2 Expanding Billiteracy Grades 4-6	 STAGE 3 Full Billiteracy Grades 7-8
EXTERNAL Accountability: English Performance	PREMISES FOR DATA ANALYSIS (PDA) <ol style="list-style-type: none"> LAS will meet the state API targets for school wide and LAS significant subgroups LAS will establish new goals upon the official implementation of the new state assessments: Smarter Balanced Tests and English Language Proficiency Assessments (ELPAC) LAS will use the 2014-2015 data as the growth baseline to align with the first year administration of the Smarter Balanced Tests End of Gr 5 standardized test in English data will serve as baseline for Gr 6 -8 students progress End of Grade Level Span CELDT goals will be assessed in the fall of the following year Students who do not reach grade-level benchmarks receive academic intervention, targeting skills and strategies necessary to meet this goal. 		
	1.1 (ENGLISH) 80% of all EL students will be at: a. Intermedlate level or above in the llistening and speaking sections and; b. Early Intermediate level or above in the reading and writing sections of the CELDT by the end of Stage 1	2.1 (ENGLISH) 80% of all EL students will be at: a. Early Advanced level or above in listening and speaking sections and; b. Intermedlate level or above in the reading and writing sections of the CELDT by the end of Stage 2	3.1 (ENGLISH) 90% or more of EL students will be reclassified by the end of Stage 3
		2.2 (ENGLISH) 70% or more of all Gr 6 students will demonstrate growth on the Smarter Balanced Tests (See PDA 3-5)	3.2 (ENGLISH) 70% or more of all students will demonstrate growth on the Smarter Balanced Tests (See PDA 3-5)
		2.3 (ENGLISH) 70% or more of students in Identified subgroups will demonstrate growth on the Smarter Balanced Tests (See PDA 3-5) *SED *Latino *SWD *EL	3.3 (ENGLISH) 70% or more of students in Identified subgroups will demonstrate growth on the Smarter Balanced Tests (See PDA 3-5) *SED *Latino *SWD *EL



Home / Sacramento City Unified - Sacramento / The Language Academy of Sacramento / Equity Report

*Note: Updated Dashboard
will not be available
until December 2017.
Results below
based on 2015-16
CAASPP.*

① Equity Report

The Language Academy of Sacramento - Sacramento County

Enrollment: 641 Socioeconomically Disadvantaged: 78% English Learners: 41% Foster Youth: N/A Grade Span: K-8 Charter School: Yes

Reporting Year: Spring 2017

- Equity Report
- Status and Change Report
- Detailed Reports
- Student Group Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator as many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each ind Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Oran
Chronic Absenteeism	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		4	0
English Learner Progress (K-12)		1	0
<u>English Language Arts (3-8)</u>		4	0
<u>Mathematics (3-8)</u>		4	0

Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators	Ratings
Basics (Teachers, Instructional Materials, Facilities)	N/A
Implementation of Academic Standards	N/A
Parent Engagement	N/A
Local Climate Survey	N/A

Performance Levels: Blue (Highest) Green Yellow Orange Red (Lowest)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

② Status and Change Report





The Language Academy of Sacramento - Sacramento County

Enrollment: 541 Socioeconomically Disadvantaged: 78% English Learners: 41% Foster Youth: N/A Grade Span: K-8 Charter School: Yes

Reporting Year: Spring 2017

[Equity Report](#)
 [Status and Change Report](#)
[Detailed Reports](#)
[Student Group Report](#)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		Very Low 0.2%	Declined Significantly -1.2%
English Learner Progress (K-12)		Medium 69.5%	Increased +8.3%
<u>English Language Arts (3-8)</u>		Low 31.8 points below level 3	Increased Significantly +24.3 points
<u>Mathematics (3-8)</u>		Low 40.7 points below level 3	Increased +10.3 points

Performance Levels:  Blue (Highest)  Green  Yellow  Orange  Red (Lowest)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.



Home / Sacramento City Unified - Sacramento / The Language Academy of Sacramento

3 Detailed Report

The Language Academy of Sacramento - Sacramento County

Enrollment: 541 Socioeconomically Disadvantaged: 78% English Learners: 41% Foster Youth: N/A Grade Span: K-8 Charter School: Yes

Reporting Year: Spring 2017

Equity Report Status and Change Report **Detailed Reports** Student Group Report

This report shows information about the indicators used to assess academic performance in the Dashboard. Select any of the underlined indicators for more detailed information.

Academic Performance School Conditions and Climate Academic Engagement

State Indicators	All Students Performance	Status	Change
<u>English Learner Progress (K-12)</u>		Medium 69.5%	Increased +8.3%
<u>English Language Arts (3-8)</u>		Low 31.8 points below level 3	Increased Significantly +24.3 points
<u>Mathematics (3-8)</u>		Low 40.7 points below level 3	Increased +10.3 points

Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators	Ratings	
<u>Basics (Teachers, Instructional Materials, Facilities)</u>	N/A	()
<u>Implementation of Academic Standards</u>	N/A	()

Performance Levels: Blue (Highest) Green Yellow Orange Red (Lowest)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

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4 Student Group Report

The Language Academy of Sacramento - Sacramento County

Enrollment: 541 Socioeconomically Disadvantaged: 78% English Learners: 41% Foster Youth: N/A Grade Span: K-8 Charter School: Yes

Reporting Year: Spring 2017

Equity Report Status and Change Report Detailed Reports **Student Group Report**

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	American Indian	Asian	African American	Filipino	Hispanic	Pacific Islander	Two or More Races
Chronic Absenteeism		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>			N/A	N/A			*	*	*	*		*	*
English Learner Progress (K-12)		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>English Language Arts (3-8)</u>			N/A	N/A			*	*	*	*		*	*
<u>Mathematics (3-8)</u>			N/A	N/A			*	*	*	*		*	*

Performance Levels: Blue (Highest) Green Yellow Orange Red (Lowest)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.



A California Public School

Agenda Item# IIID

Board Meeting Date: October 20, 2017

Subject:

Item 1: LAS Board Member Resignation

Item 2: LAS Board Bylaws-Board Vacancy

Item 3: Board Election: Community Representative Election Results

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

Committee: By-Laws and Policy Committee/ Board Elections

Item 1: Board Member Resignation - Peter Moulton (See attached letter)

Recommendation: It is recommended that the Board accept Mr. Moulton's resignation as a board member.

Item 2: LAS Board Bylaws-Board Vacancy

Review Article 7 Board of Directors: Excerpt (pg. 4-5)

Section 9. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) death or resignation of any Board member; (b) the declaration by the resolution of the Board of Directors of a vacancy in the office of a Board member who has been convicted of a felony, declared of unsound mind by a court order, or found by a final order or judgement of any court to have breached a duty under California Non-Profit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of Board members; (d) disenrollment from The Language Academy of Sacramento of the student or students of a parent serving on the Board of Directors; and (e) termination of employment with the charter school.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of Board members then in office is less than a quorum, by (1) the unanimous consent of the Board members then in office, (2) the affirmative vote of a majority of the Board members then in office at a meeting held according to notice or waivers of notice complying with Corporations Code section 5211, or (3) a sole remaining Board member.



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Recommendation: The committee recommends that the Governing Board review the excerpt above and discuss the plan regarding the recent Board vacancy for community representative position (1 year term: 2017-18).

Item 3: Board Election- Community Representative

Candidates:

- 1) Aracely Campa
- 2) Ravindar Singh

Ms. Aracely Campa won the recent election for the Board Community Representative (2017-2020).

LAS Board Member Resignation – Peter Moulton	Aye	Nay	Abstain	Absent
Petree, Kathy				
Jennifer Bacsafra				
Aceves, Fernando				
Moulton, Peter				
Rodriguez, Irene				
Zamora, Erandi				
Yañez-Gutiérrez, Adriana				
Campos, Perla				
Vacant				
Totals:				

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



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Agenda Artículo# IIID

Fecha de la Reunión: 20 de octubre del 2017

Tema:

Artículo 1: Renuncia de un miembro de la Mesa Directiva

Artículo 2: Estatutos de la Mesa Directiva – Vacancias

Artículo 3: Elecciones de la Mesa Directiva: Representante comunitario – resultados

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

Comité: Comité de pólizas y estatutos/ elecciones de la Mesa Directiva

Artículo 1: Renuncia de un miembro de la Mesa Directiva – Peter Moulton (vea la carta adjunta)

Recomendación: Se recomienda que la Mesa Directiva acepte la renuncia del Señor Moulton como Miembro de la Mesa Directiva.

Artículo 2: Estatutos de la Mesa Directiva – Vacancia

Revisar el artículo 7 de mesa directiva: Extracto (paginas 4-5)

Sección 9. EVENTOS QUE CAUSAN VACANCIAS. Habrá una vacancia (o vacancias) en caso de que (a) halla una muerte o renuncia de cualquier miembro de la Mesa Directiva; (b) la declaración de una vacancia por parte de la Junta Directiva a causa de la convicción de un miembro de la Mesa Directiva por una felonía, falta de facultades mentales por parte de una orden judicial, o una violación de la ley de corporaciones sin fin de lucro, capítulo 2, artículo 3; (c) el aumento autorizado del número de miembros de la Mesa Directiva; (d) la partida de un estudiante de La Academia de Idiomas de Sacramento que sea hijo/a de un miembro de la Mesa Directiva; (e) terminación de empleo con la escuela.

Sección 12: VACANCIAS LLENADAS POR LA MESA DIRECTIVA. Vacancias en la mesa directiva pueden ser llenadas con la aprobación de la Mesa Directiva, o si el número de miembros no constituye un quórum mediante, (1) el consentimiento unánime de los miembros, (2) un voto afirmativo de la mayoría de los miembros presentes en una reunión que se dé acabo con ciertos avisos como estipulado en el código de corporaciones 5211, o (3) un solo miembro.

Recomendación:

El comité recomienda a la Mesa Directiva que revisen los pasajes previos y discutan el plan para llenar la vacancia de representante comunitario (término de 1 año).



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Artículo 3: Elecciones de la Mesa Directiva: Representante comunitario – resultados

Candidatos:

1. Aracely Campa
2. Ravindar Singh

Aracely Campa gano las elecciones para representante comunitario a la Mesa Directiva (2017-2020).

Renuncia de un miembro de la Mesa Directiva – Peter Moulton	Aye	Nay	Abstain	Absent
Petree, Kathy				
Jennifer Bacsafra				
Aceves, Fernando				
Moulton, Peter				
Rodriguez, Irene				
Zamora, Erandi				
Yañez-Gutiérrez, Adriana				
Campos, Perla				
Vacant				
Totals:				

Pertinent Pages in <input type="checkbox"/> Charter, pgs _____ <input type="checkbox"/> Bylaws, pgs _____ <input type="checkbox"/> MOU, pgs _____ <input type="checkbox"/> Policy _____
--

Peter Moulton <pmoulton@lasac.info>
To: board@lasac.info

Wed, Oct 4, 2017 at 10:41 AM

Hello Las board,

At this time I am submitting my resignation as a community board member at the Language Academy. I believe that both of the current community representatives that are up for election would be a better advocate for what the school is trying to achieve. Thank you for allowing me to be part of this board.

Sincerely,

Peter Moulton



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

Agenda Item# IIIE

Board Meeting Date: October 20, 2017

Subject: Board Development

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

Committee: Bersola

Item 1: Board Executive Member Announcement

President: Fernando Aceves
 Vice President: Erandi Zamora
 Treasurer: Kathy Petree
 Secretary: Jenny Bacsafra

Item 2: Board Committee Memberships (see attachment)

Recommendation for Items 1 and 2: It is recommended that the Board review the overall executive and committee memberships for appropriate member placements for various positions and vacancies.

Item 3: Board Calendar and Committee Yearly Tasks (see attachment)

Item 4: Charter Conferences Attendance

Item 5: November 17, 2017 Board Meeting Attendance

Article 1 and 2	Aye	Nay	Abstain	Absent
Petree, Kathy				
Jennifer Bacsafra				
Aceves, Fernando				
Moulton, Peter				
Rodriguez, Irene				
Zamora, Erandi				
Yañez-Gutiérrez, Adriana				
Campos, Perla				
Vacant				
Totals:				

Estimated Time of Presentation: 15 min
Submitted By: Bersola
Date: 10.20.17

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



A California Public School

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

Agenda Articulo# IIIE

Fecha de la Reunión: 20 de octubre del 2017

Tema: Desarrollo de la Mesa Directiva

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

Comité: Bersola

Artículo 1: Anuncio de los miembros ejecutivos de la Mesa Directiva

Presidente: Fernando Aceves
 Vicepresidente: Erandi Zamora
 Tesorera: Kathy Petree
 Secretaria: Jennifer Bacsafra

Artículo 2: Membresías de comités (vea documentos adjuntos)

Recomendación para artículos 1 y 2: Se solicita que la Mesa Directiva revise las membresías de posiciones ejecutivas y de comité para apropiadamente llenar la vacancias.

Artículo 3: Calendario de la Mesa Directiva y asignaciones para comités (vea documentos adjuntos)

Artículo 4: Asistencia a conferencias de escuelas chárter

Artículos 5: Asistencia para la reunión del 17 de noviembre del 2017

Artículo 1 y 2	Aye	Nay	Abstain	Absent
Petree, Kathy				
Jennifer Bacsafra				
Aceves, Fernando				
Moulton, Peter				
Rodriguez, Irene				
Zamora, Erandi				
Yañez-Gutiérrez, Adriana				
Campos, Perla				
Vacant				
Totals:				

in.	Pertinent Pages in <input type="checkbox"/> Charter, pgs _____ <input type="checkbox"/> Bylaws, pgs _____ <input type="checkbox"/> MOU, pgs _____ <input type="checkbox"/> Policy _____
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LAS Governing Board Standing and Ad-hoc Committees
2017-18 v10.17.17

Board Standing Committees	CDT	Facilities	Finance (Ideally, for Community Board Reps.)	ELAC
Board Chair	Campos	Yañez-Gutiérrez	Petree	Rodriguez, I.
Board Member		Aceves	Yañez-Gutiérrez	VACANT
Staff Member(s)	TK-2: de Luna	TK-K: Vargas	TK-K: Hubbell	Meza
	3-5: Conant	1: Tejada	1-2: Frederiksen	Suárez**
	6-8: Jáuregui	2-3: Macías	3-5: Pérez, M.	Lomell**
	Other: Suárez	4-5: Pérez, R.	3-5: Castañeda (Fall)	Mercado**
		6-8: Gellie	6-8: Luna, B.	Ferreira**
Parent		Mlakar, Matt (Parent)*	Gonzalez, Richard (Parent)*	
School Leadership	de León	de León	de León	**Will be released and attend one PA meeting during the year
	Bersola	Morales	Morales	

Board Ad-hoc Committees	By-laws/Policy	Community Partnerships & Fundraising	Director's Evaluation	School Climate
Board Chair	Aceves		Bacafrá	Pantoja
Board Member	Zamora		VACANT	Sandoval
	Petree		Financial Audit	Méndez
Staff Member(s)	Heredia		VACANT	Pérez, M.
	Gutiérrez		Dispute Resolution	Anguiano
School Leadership	Bersola		Zamora, Board VACANT, Staff VACANT	Valencia
** Elected Parent Representatives for Finance and Facilities				
				de León
				Dobkin

Executive Members
 President Fernando Aceves Parent
 Vice President Erandi Zamora Community
 Treasurer Kathy Petree Parent
 Secretary Perla Campos Staff

Key: S= Staff Preparation, C= Committee, R= Board Review, A= Board Adoption/Action

Lead Committee and Staff (C or S)		Board Role (R or A)	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
1.0	ACADEMICS													
1.1	Review School Assessment System and Academic Policies	S, CDT										1		
1.2	Review Assessment Data:	S			1									
1.2a	External Accountability: State Mandated	S			1									
1.2b	Internal Accountability: LAS Defined	S												
2.0	FINANCE													
2.1	Review and Approve Fiscal Policies and Amendments	Finance					1							
2.2	Annual Budget Development/Oversight	S, Finance, EdTec										1		
2.3a	Draft budget for budget year	S, Finance, EdTec							1					
2.3b	Second draft budget for budget year	S, Finance, EdTec								1				
2.3c	Approve final budget for budget year	S, Finance, EdTec										1		
2.4d	Conduct interim budget review during the year	S, Finance, EdTec		1										
2.4e	Conduct End of the year (EOY) budget review	S, Finance, EdTec												
2.5	Review and Approve Categorical Programs Application	S, EdTec									1			
2.6	Audit				1									
2.6a	Receive/Review Audit Report	S					1							
2.6b	Oversee Audit Response	S					1							
2.6c	Review Audit Contract/Engage RFP for new auditor	S			1									
3.0	GOVERNANCE AND OPERATIONS													
3.1	1) Board													
3.1a	Review and Approve Amendments to Board Policies	S, BylawsPolicy											1	
3.1b	Recruit prospective board members	S, BylawsPolicy								1				
3.1c	Conduct and participate in Board training and annual retreat	R, A								1				
3.1d	Complete Board Self-Evaluation	R, A											1	
3.2	2) Personnel													
3.2a	Establish Performance Goals for Director	Academic Director, Director Evaluation									1			
3.2b	Evaluate Director Performance	R, A												
3.3c	Renew/Discontinue Director Contract	Director Evaluation											1	
3.3d	Review/Create Director Succession Plan	R, A								1				
3.3e	Receive and listen to stakeholder feedback	R, A								1				
3.3	3) Community Relations													
3.3a	Review and Approves Student/Parent Policies	S, BylawsPolicy												
3.3b	Receive and listen to stakeholder feedback	S, Dispute Resolution								1				
4.0	STRATEGIC PLANNING and CHARTER PERFORMANCE AND RENEWAL													
4.1	Review and approve LAS Annual LCAP Update	S											1	
4.2	Review LAS Annual Performance Report	S												
4.3	Review School Strategic Plan, LEA, LEA Addendum (Integrated with LCAP)	S											1	
4.4	Review Charter Renewal Proposal and Report (5 year cycle)	S												1

Committee Name:

Board Member Chair Name:

Annual Checklist Completed
Date:

Mark when completed	August-September	October	Mark when completed	November-December	Mark when completed	December-January	Mark when completed	February-April	Mark when completed	May	Mark when completed	June
	Select your committee assignment(s). <i>Note: Teacher Representatives are limited to only one</i>	Attend Board Retreats/Trainings on Governance		Conduct first committee meeting: At the meeting, discuss meeting norms and expectations during committee meeting		Conduct 2nd committee meeting		Conduct 3rd -5th committee meeting		Conduct 6th or last committee meeting for the year		Share EOY Committee Summary with the Board
		Receive committee membership list		At the meeting, discuss meeting norms and expectations during committee meeting						Complete a draft of the End-Of-Year (EOY) Committee Summary with entire committee membership		
		Contact committee members to decide on the first meeting date in November		At the meeting, decide on meetings dates/times for the year						Submit completed EOY Committee summary for June Board Packet		
		Contact/meet with School Leadership to discuss pending committee work		At the meeting, discuss short-term committee work (Needs to be completed in less than three months)								
		Draft and send committee meeting agenda to committee members and LAS community		At the meeting, discuss long-term committee work (Needs to be completed in more than three months)								
				At the meeting, begin to build the committee's agenda drafts for the year								
				After the meeting, draft the MEETING MINUTES		After the meeting, draft the MEETING MINUTES		After the meeting, draft the MEETING MINUTES		After the meeting, draft the MEETING MINUTES		
				A week before the upcoming month's regular board meeting, send the School Leadership your committee work's BOARD SUMMARY to be included in the board packet.		A week before the upcoming month's regular board meeting, send the School Leadership your committee work's BOARD SUMMARY to be included in the board packet.		A week before the upcoming month's regular board meeting, send the School Leadership your committee work's BOARD SUMMARY to be included in the board packet.		A week before the upcoming month's regular board meeting, send the School Leadership your committee work's BOARD SUMMARY to be included in the board packet.		
				Send Committee MEETING AGENDA to members and LAS Community for the upcoming meeting		Send Committee MEETING AGENDA to members and LAS Community for the upcoming meeting		Send Committee MEETING AGENDA to members and LAS Community for the upcoming meeting		Send Committee MEETING AGENDA to members and LAS Community for the upcoming meeting		

Board End of Year (EOY) Committee Summary v11.20.15

Committee Name:

School Year:

Committee Chair:

Committee Members:

	Goals	Outcome	Completed Y or N
	<i>Items here should come from the Committee Agendas and Minutes for the year</i>	<i>Items here should start with a verb - i.e. approved, recommended, denied, continuing, researching</i>	
Short Term (Less than 3 months)			
Long Term (More than 3 months)			

Board Committees Master Blueprint v12.2.15

Standing Committees	
Committee Name	Curriculum Design Team (CDT)
Membership	Board Chair Director/designee Coordinator Teacher Cohort Reps University Faculty (available)
Description	Advises on textbook adoption, curriculum implementation, professional development, instruction support, program design, assessment, and student performance benchmarks
SEPT	Review assessment results from previous year.
OCT	Discuss/set support structure based on student needs.
NOV	Provide board monthly update on work progress.
DEC	Provide board monthly update on work progress.
JAN	Provide board monthly update on work progress.
FEB	Provide board monthly update on work progress.
MAR	Share curriculum, assessment, program expense changes to Director/Finance Committee to be included in upcoming Budget year.
APR	Provide board monthly update on work progress.
MAY	Provide board monthly update on work progress.
JUN	Complete End-of-Year Committee Summary
Long-Term Goals (More than 3 months)	
Short-Term Goals (Less than 3 months)	
Meeting Dates	
Meeting Times	

Board Committees Master Blueprint v12.2.15

Committee Name Membership	Finance Board Chair CFO/Treasurer Board Member Chief Business Officer/designee Teacher Cohort Reps Staff Rep Parent Rep (2x)
Description	Develop the annual budget, identify budgetary modification during school year. Review and manage expenses. Establish financial needs and priorities. Assure that procedures and controls are in place to maintain financial integrity, and make financial recommendation to the Board
SEPT	Attend Board Retreat on LAS Finance 101.
OCT	Check Mid-year Current Year Budget Revisions, if needed. Review monthly financials. Review LAS Reserves. Review LAS Fiscal Policy.
NOV	Check Mid-year Current Year Budget Revisions, if needed. Review monthly financials. Review LAS Reserves. Review LAS Fiscal Policy.
DEC	Board Approval of above revisions, if needed. Review monthly financials. Study LCAP/LCFF alignment for Parent Association Presentations.
JAN	Review monthly financials. Draft Budget for next year Part1
FEB	Review monthly financials. Draft Budget for next year Part2
MAR	Review monthly financials. Share Budget Proposal for next year to Board PART1
APR	Review monthly financials. Share Budget Proposal for next year to Board PART2
MAY	Review monthly financials. Recommend Board Budget Approval for next year. Complete End-of-Year Committee Summary
JUN	
Long-Term Goals (More than 3 months)	
Short-Term Goals (Less than 3 months)	
Meeting Dates	
Meeting Times	

**Board Committees Master
Blueprint v12.2.15**

Committee Name	Facility
Membership	Board Chair Board Member Teacher Cohort Reps Staff Rep Parent Rep (2x)
Description	Provide planning and oversight of all aspects of site development and maintenance, assessment of needs, establishments of priorities, determination of costs, and preparation of recommendations to the Board
SEPT	Review facility goals from previous year. If necessary, create a need assessment for facility work for the current year.
OCT	Decide Short-Term (Less than 3 months) and Long-Term (More than 3 months goals)
NOV	Decide Short-Term (Less than 3 months) and Long-Term (More than 3 months goals)
DEC	Decide Short-Term (Less than 3 months) and Long-Term (More than 3 months goals)
JAN	Provide board monthly update on work progress.
FEB	Provide board monthly update on work progress.
MAR	Provide board monthly update on work progress.
APR	Provide board monthly update on work progress.
MAY	Provide board monthly update on work progress.
JUN	Complete End-of-Year Committee Summary
Long-Term Goals (More than 3 months)	
Short-Term Goals (Less than 3 months)	
Meeting Dates	
Meeting Times	

Board Committees Master Blueprint v12.2.15

Committee Name	English Language Advisory Council (ELAC)
Membership	Board Chair (Parent Rep) School admin/designee Staff members (2x) Parents/guardians of English Learners (Elected positions from Board and/or Parent Council); Must be same % of EL in school)
Description	An advisory body to the Board on four areas enumerated in EC 52176 (c): The ELAC shall be responsible for advising the principal and staff on programs and services for English learners. Assist the school in the development of: The school's needs assessment. The school's annual language census. Ways to make parents aware of the importance of regular school attendance.
SEPT	
OCT	Provide Board Report. Prepare LCAP/LCFF presentations to PA/PC Mtgs.
NOV	Provide Board Report. Prepare LCAP/LCFF presentations to PA/PC Mtgs.
DEC	Provide Board Report. Prepare LCAP/LCFF presentations to PA/PC Mtgs.
JAN	Provide Board Report. Prepare LCAP/LCFF presentations to PA/PC Mtgs.
FEB	Provide Board Report. Prepare LCAP/LCFF presentations to PA/PC Mtgs.
MAR	Provide Board Report. Prepare LCAP/LCFF presentations to PA/PC Mtgs.
APR	Provide Board Report. Prepare LCAP/LCFF presentations to PA/PC Mtgs.
MAY	
JUN	Complete End-of-Year Committee Summary
Long-Term Goals (More than 3 months)	
Short-Term Goals (Less than 3 months)	
Meeting Dates	
Meeting Times	

Board Committees Master
Blueprint v12.2.15

Ad-hoc Committees	
Committee Name	Bylaws (Elections)
Membership	Board Chair Staff
Description	Update LAS Policies. Ensure policy procedures and protocols are clearly delineated.
SEPT	
OCT	
NOV	
DEC	Gather/invite nominees for Community Representative and Parent Representative. Review Board By-laws for updates.
JAN	Plan Election Timeline for Community Representative and Parent Representative. Propose By-laws revisions.
FEB	Conduct TownHall Meetings for Elections. Share By-laws revisions/updates with Board. Announce Election Results.
MAR	Recommend Board By-laws updates for approval.
APR	
MAY	
JUN	Complete End-of-Year Committee Summary
Long-Term Goals (More than 3	
Short-Term Goals (Less than 3	
Meeting Dates	
Meeting Times	

Board Committees Master Blueprint
v12.2.15

Committee Name	Director's Evaluation
Membership	Board Chair Board Member Current/previous Administrator/Higher Education Professor
Description	Conduct observations on all functions of Director's responsibilities. Compile teacher, parent and community feedback. Complete final evaluation by April 15th. Recommend contract renewal to Board
SEPT	
OCT	
NOV	
DEC	Study/review the process for Director Evaluation. Compose the team.
JAN	Create timeline for evaluation process. Decide interview logistics (who, when, where, what)
FEB	Conduct implementation process. Gather data.
MAR	Draft report to share with board. Share draft of recommendation to the Board.
APR	Recommend contract renewal for Director by April 15th
MAY	
JUN	Complete End-of-Year Committee Summary
Long-Term Goals (More than 3 months)	
Short-Term Goals (Less than 3 months)	
Meeting Dates	
Meeting Times	

**Board Committees Master
Blueprint v12.2.15**

Committee Name	Financial Audit (Convene if needed)
<p>Membership</p> <p>Board Chair Board Member</p>	
<p>Description</p>	<p>In charge of gathering annual audit bid. Research audit firms including request for proposal to eligible audit entities as listed per State CA Attorney General's list. Annual bidding is only required if multi-year bid is not agreed upon.</p>
<p>SEPT OCT</p>	
<p>NOV</p>	<p>If needed, get bids for Fiscal Auditor. Choose Auditor. Propose recommendation to Board.</p>
<p>DEC</p>	<p>Work with School Leadership to ensure Audit process is completed in DEC. and JAN</p>
<p>JAN</p>	
<p>FEB</p>	
<p>MAR</p>	<p>Share Fiscal Audit report to Board.</p>
<p>APR</p>	
<p>MAY</p>	
<p>JUN</p>	
<p>Long-Term Goals (More than 3 months)</p>	
<p>Short-Term Goals (Less than 3 months)</p>	
<p>Meeting Dates</p>	
<p>Meeting Times</p>	

Board Committees Master
Blueprint v12.2.15

Committee Name	Dispute Resolution (Convene if needed)
Membership	Board Chair Board Member Staff
Description	Investigates, facilitates and/or mediates students, teacher, or parent disputes that have not been resolved via the formal grievance/complaint process. Make recommendations for board action regarding resolution to a pending dispute.
SEPT	
OCT	
NOV	
DEC	
JAN	
FEB	
MAR	
APR	
MAY	
JUN	
Long-Term Goals (More than 3 months)	
Short-Term Goals (Less than 3 months)	
Meeting Dates	
Meeting Times	

17

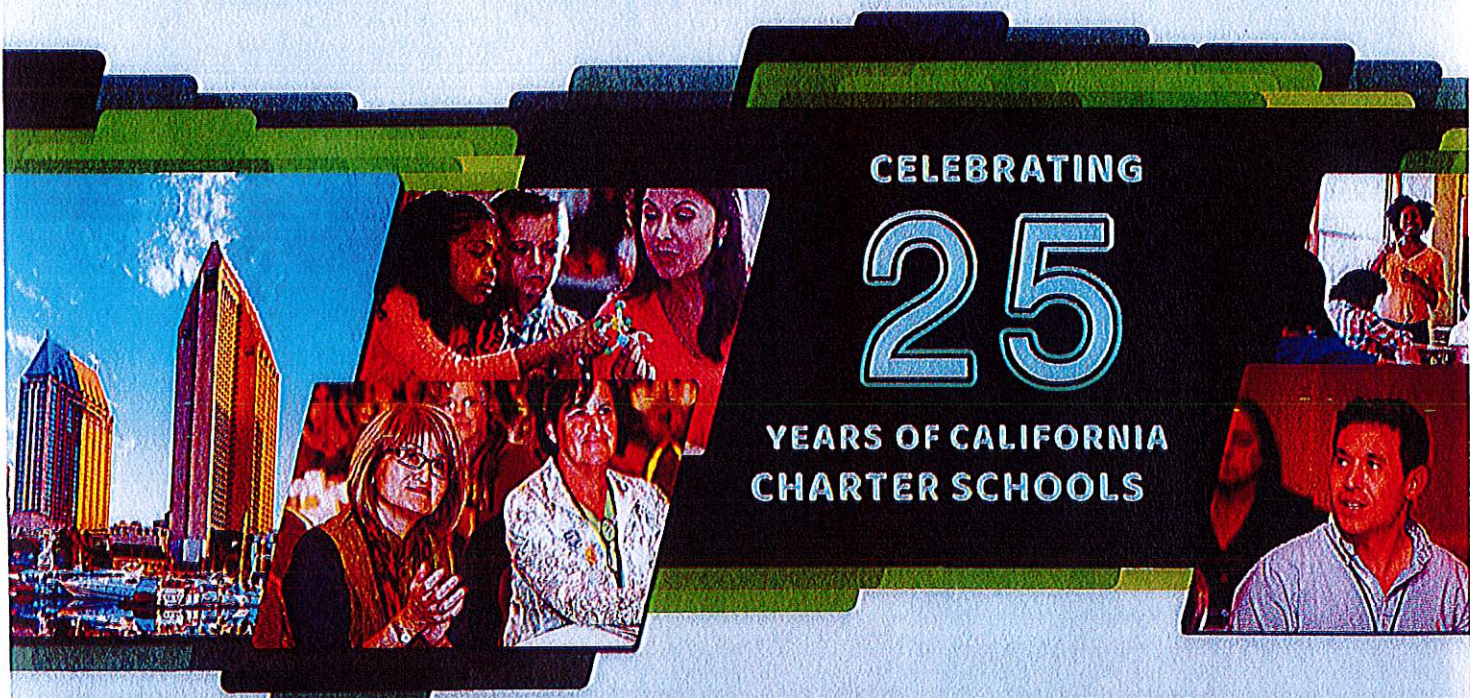
CALIFORNIA
CHARTER SCHOOLS
LEADERSHIP UPDATE



CHARTER SCHOOLS
DEVELOPMENT CENTER

CONFERENCE

NOVEMBER 16-17, 2017 MANCHESTER GRAND HYATT SAN DIEGO



CELEBRATING

25

YEARS OF CALIFORNIA
CHARTER SCHOOLS



KEYNOTE SPEAKER

Dr. Carl A. Cohn

Executive Director, California
Collaborative of Educational
Excellence (CCEE)

PAGE 12



FEATURING THE

25th Anniversary Panel

Veteran leaders reflect on 25
years of California public charter
schools

PAGE 13



FOR YOUR STAFF:

8 Workshops

Select from eight 3.75-hour
trainings and workshops
included at no additional cost.

PAGE 18

CONFERENCE SCHEDULE

MONDAY, MARCH 26

- 1:30 – 2:45 pm Opening Plenary Session
- 3 – 4 pm Breakout Sessions 1
- 4:15 – 5:30 pm Regional Meetings
- 5:30 – 6:30 pm Welcome Reception
- 6:30 – 8:30 pm CCSA Advocates Kickoff

TUESDAY, MARCH 27

- 8:30 – 9:30 am Tuesday Plenary Session
- 9:15 am – 4:45 pm Exhibit Hall Open
- 9:30 – 10:45 am Coffee Break/Expos/Exhibits
- 10:45 – 11:45 am Breakout Sessions 2
- 11:45 am – 12:45 pm Lunch
- 11:45 am – 1:30 pm Expos/Exhibits
- 1:30 – 2:30 pm Breakout Sessions 3
- 2:45 – 3:45 pm Breakout Sessions 4
- 3:45 – 4:45 pm Ice Cream Social/Exhibits
- 4:45 – 7:00 pm The 25th Anniversary Plenary Session
- Dinner on own

WEDNESDAY, MARCH 28

- 8:30 – 9:30 am Breakout Sessions 5
- 9:15 am – 1:30 pm Exhibit Hall Open
- 9:30 – 10:45 am Coffee Break/Expos/Exhibits
- 10:45 – 11:45 am Breakout Sessions 6
- 11:45 am – 12:45 pm Lunch
- 11:45 am – 1:30 pm Expos/Exhibits
- 1:30 – 2:30 pm Breakout Sessions 7
- 2:45 – 4:00 pm Closing Plenary Session

Please contact us at registration@ccsa.org (mailto:registration@ccsa.org) if you have comments about the schedule.

CONFERENCE MISSION

The California Charter Schools Conference inspires academic excellence, operational integrity and unity among charter schools throughout California.

The conference is presented by the California Charter Schools Association.

CONNECT WITH US





A California Public School

Agenda Item#IIIF

Board Meeting Date: October 20, 2017

Subject: LAS Enrollment

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

Committee: School Leadership

Informaiton:

During the September Governing Board meeting, members engaged in conversation regarding the enrollment at LAS, as well as other items. In an effort to continue the conversation, the board requested that school leadership provide date regarding historical and current enrollment.

- Number of student currently enrolled at LAS: 585
- Number of students on current waitlist: 665 students
- Percentage of siblings that were enrolled in the 2017-18 school year: 47%
- LAS demographic changes over time – the following are comparisons between 2004-05 (236 students) and 2016-17 (565 students):
 - Free & Reduced
 - 80% - 62%
 - English Language Learners
 - 63% - 47%
 - Race/Ethnicity
 - Latino: 85% - 94%
 - African American: 6%- 2%
 - White: 4%-3%
 - Other: 6%-1%
- 95820 Zip Code Data – the following are data points that were found on the California Demographics website <https://www.california-demographics.com/> & City Data <http://www.city-data.com/zips/95820.html>
 - Race/Ethnicity
 - Latino/Hispanic: 42%
 - White: 30.5%
 - Asian: 11.1%
 - Black/African American: 11%
 - Other: 5.4%
 - Median Income
 - In 2015, the median household income was \$40,898.

Estimated Time of Presentation: 10 min.
Submitted By: School Leadership
Date: 10.16.17

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



A California Public School

Artículo de Agenda #IIIF

Fecha de la Reunión: 20 de octubre del 2017

Tema: Matriculación de LAS

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

Comité: Liderazgo escolar

Información:

Durante la junta de la mesa directiva de septiembre, miembros conversaron acerca del proceso de la matriculación en LAS, entre otros temas. Para poder seguir con la conversación, la mesa directiva pidió datos históricos y actuales relacionados con la matriculación de estudiantes.

- Número de estudiantes actualmente matriculados: 585
- Número de estudiantes actualmente en lista de espera: 665
- Porcentaje de hermanos de estudiantes actuales inscritos para el año 2017-18: 47%
- Cambios en la demografía de LAS – comparación entre 2004-05 (236 estudiantes) y 2016-17 (565 estudiantes):
 - Almuerzo gratis/reducido:
 - 80% - 62%
 - Aprendices de inglés:
 - 63% - 47%
 - Etnicidad/Raza:
 - Latino: 85% - 94%
 - Afro-americano: 6%- 2%
 - Anglosajón: 4%-3%
 - Otro: 6%-1%
- Código Postal 95820 – los siguientes datos provienen de dos sitios: California Demographics website <https://www.california-demographics.com/> & City Data <http://www.city-data.com/zips/95820.html>
 - Etnicidad/Raza:
 - Latino: 42%
 - Anglosajón: 30.5%
 - Asiático: 11.1%
 - Afro-americano: 11%
 - Otros: 5.4%
 - Ingresos Mediano:
 - En 2015, \$40,898

Tiempo estimado para la presentación: 10 min.
Entregado por: Liderazgo escolar
Fecha: 10.16.17

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



A California Public School

Agenda Item#IIIG

Board Meeting Date: October 20, 2017

Subject: Bylaws and Policy Committee: Suicide Prevention Policy

- Information Item Only
- Approval on Consent Agenda
- Conference/First Reading (Action Anticipated: Nov. 2017)
- Conference
- Conference/Action
- Action

Committee: Policy/Bylaws Committee

Information: In accordance with Assembly Bill 2246, LAS must adopt a suicide prevention policy given that we are a charter public school serving 7th-8th grade students. The attached policy has been developed by staff in accordance with California Department of Education guidelines, reviewed by legal counsel, and shared with the policy/bylaws committee. School leadership will continue to finalize the policy and bring to the board for approval in November.

Recommendation: None at this time.

<p>Estimated Time of Presentation: 10 min. Submitted By: School Leadership Date: 10.16.17</p>
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<p>Pertinent Pages in () Charter, pages _____ () MOU, pages _____</p>
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A California Public School

Artículo de Agenda #IIIG

Fecha de la Reunión: 20 de octubre del 2017

Tema: Póliza de Prevención de suicidio

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

Comité: Comité de Pólizas/Estatutos

Información: De acuerdo con la ley de Asamblea 2246, es requerido que LAS adopta una póliza de prevención de suicidio debido a que es una escuela chárter pública con nivel 7° y 8°. La póliza adjunta fue desarrollada por el personal, utilizando la guía proveída por el Departamento de Educación de California, revisado por los abogados escolares, y compartida con el comité de póliza/estatutos. El liderazgo escolar continuará finalizando la póliza para aprobación por la mesa directiva en la junta del mes de noviembre.

Tiempo estimado para la presentación: 10 min.
Entregado por: Liderazgo escolar
Fecha: 10.16.17

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

Model Youth Suicide Prevention Policy

Introduction

California *Education Code (EC)* Section 215, as added by Assembly Bill 2246, (Chapter 642, Statutes of 2016) mandates that the Governing Board of any local educational agency (LEA) that serves pupils in grades seven to twelve, inclusive, adopt a policy on pupil suicide prevention, intervention, and postvention. The policy shall specifically address the needs of high-risk groups, including suicide awareness and prevention training for teachers, and ensure that a school employee acts within the authorization and scope of the employee's credential or license.

For more information on AB 2246 Pupil Suicide Prevention Policies, go to the California Legislative Information Web page at https://leginfo.ca.gov/faces/billNavClient.xhtml?bill_id=201520160AB2246.

For resources regarding youth suicide prevention, go to the State Superintendent of Public Instruction (SSPI) letter regarding Suicide Prevention Awareness Month on the California Department of Education (CDE) Web page at <http://www.cde.ca.gov/nr/el/le/yr16ltr0901.asp> and the Directing Change For Schools Web page at <http://www.directingchange.org/schools/>.

Additionally, the CDE encourages each LEA to work closely with their county behavioral health department to identify and access resources at the local level.

While the mandate does not apply to private schools or students below grade seven, we do encourage them to consider adopting a suicide prevention policy as a safety net for all students. This is particularly important since suicide is the second leading cause of death for youth ages fifteen to twenty-four. Students in earlier grades are also known to consider, attempt, and die by suicide—which is also a leading cause of death among ten- to twelve-year-olds. Research demonstrates that suicidal ideation may start as early as preschool (however, suicide deaths are very rare among children nine years of age and younger). Although elementary and private schools are not legally required to adhere to AB 2246, they may want to consult with their legal staff about the advisability of adopting such a policy.

Language Academy of Sacramento Youth Suicide Prevention Policy

The Governing Board of Language Academy of Sacramento (LAS) recognizes that suicide is a leading cause of death among youth and that an even greater amount of youth consider (17 percent of high school students) and attempt suicide (over 8 percent of high school students) (Centers for Disease Control and Prevention, 2015).

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing campus that minimizes suicidal ideation in students.

Recognizing that it is the duty of the ~~district and schools~~ school to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. As it is known that the emotional wellness of students greatly impacts school attendance and educational success, this policy ~~is intended to shall be paired with other policies that~~ support the emotional and behavioral wellness of students.

This policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or “place the idea in someone’s mind.”

In an attempt to reduce suicidal behavior and its impact on students and families, the ~~Superintendent or Designee~~ [LEA to Insert Superintendent/Designee Name] Academic Director and support staff shall develop strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for ~~select~~ all-school personnel ~~in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide, including substitute teachers, volunteers, expanded learning staff (afterschool) and other individuals in regular contact with students such as crossing guards, tutors, and coaches.~~

The Academic Director and support staff ~~Superintendent or Designee~~ [LEA to Insert Superintendent/Designee Name] shall develop and implement preventive strategies and intervention procedures that include the following:

Overall Strategic Plan for Suicide Prevention

The Academic Director and support staff ~~Superintendent or Designee~~ [LEA to Insert Superintendent/Designee Name] shall involve school-employed mental health professionals (e.g., school counselors, psychologists, social workers, ~~nurses~~),

administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, and community organizations in planning, implementing, and evaluating the ~~district's school's~~ strategies for suicide prevention and intervention. ~~Districts must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources. [LEA to List Representatives by Name, Sector, and Title Here]~~

~~To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the district shall appoint an individual (or team) to serve as the suicide prevention point of contact for the district. In addition, each school shall identify at least one staff member to serve as the liaison to the district's suicide prevention point of contact, and coordinate and implement suicide prevention activities on their specific campus. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.~~

~~Resources:~~

- ~~The K–12 Toolkit for Mental Health Promotion and Suicide Prevention has been created to help schools comply with and implement AB 2246, the Pupil Suicide Prevention Policies. The Toolkit includes resources for schools as they promote youth mental wellness, intervene in a mental health crisis, and support members of a school community after the loss of someone to suicide.~~

~~Additional information about this Toolkit for schools can be accessed on the Heard Alliance Web site at <http://www.heardalliance.org/>.~~

- ~~You can find information about a comprehensive suicide prevention toolkit for schools on the Palo Alto Unified School District Counseling Services Web page at <https://www.pausd.org/student-services/counseling-services>~~

Prevention

A. Messaging about Suicide Prevention

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, ~~Language Academy of Sacramento LAS along with its partners~~ has critically reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide.

Resources:

- For information on public messaging on suicide prevention, see the National Action Alliance for Suicide Prevention Web site at <http://suicidepreventionmessaging.actionallianceforsuicideprevention.org/>

- For information on engaging the media regarding suicide prevention, see the Your Voice Counts Web page at <http://resource-center.yourvoicecounts.org/content/making-headlines-guide-engaging-media-suicide-prevention-california-0>
- For information on how to use social media for suicide prevention, see the Your Voice Counts Web page at <http://resource-center.yourvoicecounts.org/content/how-use-social-media>

B. Suicide Prevention Training and Education

The Language Academy of Sacramento ~~along with its partners~~ has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for ~~all-select~~ school staff members and other adults on campus (including ~~teachers, office personnel, after school program staff, substitutes and intermittent staff, volunteers, interns, tutors, coaches, and expanded learning [afterschool] staff~~).

Training:

- At least annually, ~~select~~all-staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
- All suicide prevention trainings shall be offered under the direction of school-employed mental health professionals (e.g., school counselors, psychologists, or social workers) who have received advanced training specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies. Staff training can be adjusted year-to-year based on previous professional development activities and emerging best practices.
- ~~At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment. Previously employed staff members shall attend a minimum of one-hour general suicide prevention training (LEA to Insert Training Options). Core components of the general suicide prevention training shall include:~~
 - ~~Suicide risk factors, warning signs, and protective factors;~~
 - ~~How to talk with a student about thoughts of suicide;~~

- ~~How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;~~
- ~~Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;~~
- ~~Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;~~
- ~~Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.~~
- In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff should include the following components:
 - The impact of traumatic stress on emotional and mental health;
 - Common misconceptions about suicide;
 - School and community suicide prevention resources;
 - Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
 - The factors associated with suicide (risk factors, warning signs, protective factors);
 - How to identify youth who may be at risk of suicide;
 - Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on district guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines;
 - District-approved School procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;

- ~~District-approved~~**School** procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
 - Responding after a suicide occurs (suicide postvention);
 - Resources regarding youth suicide prevention;
 - Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
 - Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.
- The professional development also shall include additional information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
 - Youth affected by suicide;
 - Youth with a history of suicide ideation or attempts;
 - Youth with disabilities, mental illness, or substance abuse disorders;
 - Lesbian, gay, bisexual, transgender, or questioning youth;
 - Youth experiencing homelessness or in out-of-home settings, such as foster care;
 - Youth who have suffered traumatic experiences;
 - Youth who have family members that have been/are incarcerated;
 - Youth living in fear of displacement/broken families.

Resources:

- ~~Youth Mental Health First Aid (YMHFA) teaches a 5-step action plan to offer initial help to young people showing signs of a mental illness or in a crisis, and connect them with the appropriate professional, peer, social, or self-help care. YMHFA is an 8-hour interactive training for youth-serving adults without a mental health background. See the Mental Health First Aid Web page at <https://www.mentalhealthfirstaid.org/cs/take-a-course/course-types/youth/>~~
- ~~Free YMHFA Training is available on the CDE Mental Health Web page at <http://www.cde.ca.gov/ls/cg/mh/projectcalwell.asp>~~

- ~~Question, Persuade, and Refer (QPR) is a gatekeeper training that can be taught online. Just as people trained in cardiopulmonary resuscitation (CPR) and the Heimlich Maneuver help save thousands of lives each year, people trained in QPR learn how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help. See the QPR Web site at <http://www.qprinstitute.com/>~~
- ~~SafeTALK is a half-day alertness training that prepares anyone over the age of fifteen, regardless of prior experience or training, to become a suicide-alert helper. See the LivingWorks Web page at <https://www.livingworks.net/programs/safetalk/>~~
- ~~Applied Suicide Intervention Skills Training (ASIST) is a two-day interactive workshop in suicide first aid. ASIST teaches participants to recognize when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety. See the LivingWorks Web page at <https://www.livingworks.net/programs/asist/>~~
- ~~Kognito At-Risk is an evidence-based series of three online interactive professional development modules designed for use by individuals, schools, districts, and statewide agencies. It includes tools and templates to ensure that the program is easy to disseminate and measures success at the elementary, middle, and high school levels. See the Kognito Web page at <https://www.kognito.com/products/pk12/>~~

C. Employee Qualifications and Scope of Services

~~Employees of the Language Academy of Sacramento and their partners must act only within the authorization and scope of their credential or license.~~ While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

D. Specialized Staff Training (Assessment)

Additional professional development in suicide risk assessment and crisis intervention shall be provided to mental health professionals (school counselors, psychologists, ~~social workers, and nurses~~) employed by Language Academy of Sacramento

Resource:

- ~~Assessing and Managing Suicide Risk (AMSR) is a one-day training workshop for behavioral health professionals based on the latest research and designed to help~~

~~participants provide safer suicide care. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/training-events/amr>~~

E. Parents, Guardians, and Caregivers Participation and Education

- To the extent possible, parents/guardians/caregivers should be included in all suicide prevention efforts. At a minimum, schools shall share with parents/guardians/caregivers the Language Academy of Sacramento suicide prevention policy and procedures.
- This suicide prevention policy shall be prominently displayed on the Language Academy of Sacramento Web page and included in the parent handbook.
- Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
- All parents/guardians/caregivers should have access to suicide prevention training that addresses the following:
 - Suicide risk factors, warning signs, and protective factors;
 - How to talk with a student about thoughts of suicide;
 - How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

Resource:

- ~~Parents as Partners: A Suicide Prevention Guide for Parents is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be at risk for suicide. It is available from Suicide Awareness-Voices of Education (SAVE). See the SAVE Web page at <https://www.save.org/product/parents-as-partners/>~~
- Help & Hope for Survivors of Suicide Loss is a guide to help those during the bereavement process and who were greatly affected by the death of a suicide. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/resources-programs/help-hope-survivors-suicide-loss>

F. Student Participation and Education

The Language Academy of Sacramento ~~along with its partners~~ has carefully reviewed available student curricula to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Under the supervision of school-employed mental health professionals, and following consultation with county and community mental health agencies, students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;
- Receive developmentally appropriate guidance regarding the district's suicide prevention, intervention, and referral procedures.
- The content of the education shall include:
 - Coping strategies for dealing with stress and trauma;
 - How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
 - Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;
 - Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, ~~freshman orientation classes~~, science, and physical education).

The Language Academy of Sacramento will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Weeks, Peer Counseling Programs, ~~Freshman Success Programs, and National Alliance on Mental Illness on-Campus High School Clubs~~).

Resources:

- ~~More Than Sad is school-ready and evidence-based training material, listed on the national Suicide Prevention Resource Center's best practices list, specifically designed for teen-level suicide prevention. See the American Foundation for Suicide Prevention Web page at <https://afsp.org/our-work/education/more-than-sad/>~~
- ~~Break Free from Depression (BFFD) is a 4-module curriculum focused on increasing awareness about adolescent depression and designed for use in high-school classrooms. See the Boston Children's Hospital Web page at <http://www.childrenshospital.org/breakfree>~~

- ~~Coping and Support Training (CAST) is an evidence-based life-skills training and social support program to help at-risk youth. See the Reconnecting Youth Inc. Web page at <http://www.reconnectingyouth.com/programs/cast/>~~
- ~~Students Mobilizing Awareness and Reducing Tragedies (SMART) is a program comprised of student-led groups in high schools designed to give students the freedom to implement a suicide prevention on their campus that best fits their school's needs. See the SAVE Web page at <https://www.save.org/what-we-do/education/smart-schools-program-2/>~~
- ~~Linking Education and Awareness for Depression and Suicide (LEADS) for Youth is a school-based suicide prevention curriculum designed for high schools and educators that links depression awareness and secondary suicide prevention. LEADS for Youth is an informative and interactive opportunity for students and teachers to increase knowledge and awareness of depression and suicide. See the SAVE Web page at <https://www.save.org/what-we-do/education/leads-for-youth-program/>~~

Intervention, Assessment, Referral

A. Staff

Two Language Academy of Sacramento staff members who have received advanced training in suicide intervention shall be designated as the primary and secondary suicide prevention liaisons. Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

- Under normal circumstances, the primary and/or secondary contact persons shall notify the ~~Academic Director~~principal, another school administrator, school psychologist or school counselor, if different from the primary and secondary contact persons. The names, titles, and contact information of multi-disciplinary crisis team members shall be distributed to all students, staff, parents/guardians/caregivers and be prominently available on school and district Web sites. [~~LEA to Insert Primary and Secondary Suicide Prevention Liaisons~~].
 - Primary Suicide Prevention Liaison:
 - Ariana Pantoja, School Counselor, (916) 277-7137, apantoja@lasac.info
 - Secondary Suicide Prevention Liaison:
 - Evelyn Sandoval, School Psychologist, (916) 277-7137; esandoval@lasac.info

The ~~principal~~Academic Director, another school administrator, school counselor, school psychologist, ~~social worker, or nurse~~ shall then notify, if appropriate and in the best interest of the student, the student's parents/guardians/caregivers as soon as possible and shall refer the student to mental health resources in the school or community. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

If the student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

- Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary or secondary suicide prevention liaisons.
- Students experiencing suicidal ideation shall not be left unsupervised.
- A referral process should be prominently disseminated to all staff members, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.
- The ~~Superintendent or Designee~~Academic Director shall establish crisis intervention procedures to ensure student safety and appropriate communications if a suicide occurs or an attempt is made by a student or adult on campus or at a school-sponsored activity.

B. Parents, Guardians, and Caregivers

A referral process should be prominently disseminated to all parents/guardians/caregivers, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

C. Students

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt. ~~(LEA to include crisis intervention procedures, including counseling and other support systems).~~

SUICIDE RISK ASSESSMENT PROCEDURES

Language Academy of Sacramento

1. Anyone (teachers or staff) concerned that a student is exhibiting a potential *suicide* risk must immediately contact the Academic Director or his/her designee. If *suicide* risk is active and immediate, call 911 and then contact the Academic Director or his/her designee. The student is to remain under constant adult supervision while professional staff (trained in assessing suicide risk) is notified.
2. Upon receiving a referral regarding a student exhibiting a potential suicide risk, the Academic Director or his/her designee shall immediately contact the school psychologist or school counselor. If no professional staff trained in assessing suicide risk is available the Academic Director or his/her designee will contact parents and/or proper authorities.
3. The school psychologist or school counselor will interview the student in private to assess for suicide risk.
4. At the conclusion of the interview, the school psychologist or school counselor will notify the Academic Director or his/her designee and necessary staff members. The interviewer will make a determination of notification to parent/guardian to ensure the student is not endangered by parental notification. Notwithstanding this disclosure requirement, no disclosure shall be made to the student's parent/guardian when there is reasonable cause to believe that the disclosure would result in a clear and present danger to the health, safety, or welfare of the student.
5. If the interviewer has reasonable cause to believe that law enforcement involvement is necessary to avert clear and present danger to the student's health or safety, the interviewer shall work with the Academic Director or his/her designee to contact law enforcement.
6. If the student is assessed to be in immediate risk of self-harm, the interviewer is to remain with the student, ensuring safety until an appropriate disposition plan can be developed that includes the provision of adequate supervision.
7. If the student is not assessed to be in immediate risk of self-harm, the interviewer may determine the student can return to class and share pertinent information with appropriate staff.

D. Parental Notification and Involvement

Each school within tThe Language Academy of Sacramento shall identify a process to ensure continuing care for the student identified to be at risk of suicide. The following steps should be followed to ensure continuity of care:

- After a referral is made for a student, school staff shall verify with the parent/guardian/caregiver that follow-up treatment has been accessed. Parents/guardians/caregivers will be required to provide documentation of care for the student.
- If parents/guardians/caregivers refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the suicide point of contact (or other appropriate school staff member) will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build

understanding of the importance of care. If follow-up care for the student is still not provided, school staff should consider contacting Child Protective Services (CPS) to report neglect of the youth. ~~(LEA to Insert CPS Contact Information)~~.

- Child Protective Services, Sacramento:
 - PO Box 269057, Sacramento, CA 95826
 - (916) 875-5437

E. Action Plan for In-School Suicide Attempts

If a suicide attempt is made during the school day on campus, it is important to remember that the health and safety of the student and those around him/her is critical. The following steps should be implemented:

- Remain calm, remember the student is overwhelmed, confused, and emotionally distressed;
- Move all other students out of the immediate area;
- Immediately contact the administrator or suicide prevention liaison;
- Call 911 and give them as much information about any suicide note, medications taken, and access to weapons, if applicable;
- If needed, provide medical first aid until a medical professional is available;
- Parents/guardians/caregivers should be contacted as soon as possible;
- Do not send the student away or leave them alone, even if they need to go to the restroom;
- Listen and prompt the student to talk;
- Review options and resources of people who can help;
- Be comfortable with moments of silence as you and the student will need time to process the situation;
- Provide comfort to the student;
- Promise privacy and help, and be respectful, but do not promise confidentiality;
- Student should only be released to parents/guardians/caregivers or to a person who is qualified and trained to provide help.

F. Action Plan for Out-of-School Suicide Attempts

If a suicide attempt by a student is outside of Language Academy of Sacramento property, it is crucial that ~~the~~ LEALAS protects the privacy of the student and maintain a confidential record of the actions taken to intervene, support, and protect the student. The following steps should be implemented:

- Contact the parents/guardians/caregivers and offer support to the family;
- Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students;
- Obtain permission from the parents/guardians/caregivers to share information to ensure the facts regarding the crisis is correct;
- Designate a staff member to handle media requests;
- Provide care and determine appropriate support to affected students;
- Offer to the student and parents/guardians/caregivers steps for re-integration to school.

G. Supporting Students after a Mental Health Crisis

It is crucial that careful steps are taken to help provide the mental health support for the student and to monitor their actions for any signs of suicide. The following steps should be implemented after the crisis has happened:

- Treat every threat with seriousness and approach with a calm manner; make the student a priority;
- Listen actively and be non-judgmental to the student. Let the student express his or her feelings;
- Acknowledge the feelings and do not argue with the student;
- Offer hope and let the student know they are safe and that help is provided. Do not promise confidentiality or cause stress;
- Explain calmly and get the student to a trained professional, guidance counselor, or designated staff to further support the student;

- Keep close contact with the parents/guardians/caregivers and mental health professionals working with the student.

H. Re-Entry to School After a Suicide Attempt

A student who threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

The following steps shall be implemented upon re-entry:

- Obtain a written release of information signed by parents/guardians/caregivers and providers;
- Confer with student and parents/guardians/caregivers about any specific requests on how to handle the situation;
- Inform the student's teachers about possible days of absences;
- Allow accommodations for student to make up work (be understanding that missed assignments may add stress to student);
- Mental health professionals or trusted staff members should maintain ongoing contact to monitor student's actions and mood;
- Work with parents/guardians/caregivers to involve the student in an aftercare plan.

Resource:

- ~~The School Reentry for a Student Who Has Attempted Suicide or Made Serious Suicidal Threats is a guide that will assist in school re-entry for students after an attempted suicide. See the Mental Health Recovery Services Resource Web page at http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/~~

I. Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on students and staff. Therefore, it is vital that we are prepared ahead of time in the event of such a tragedy. LEA to Insert Ariana Pantoja, School Counselor, (-Primary Suicide Prevention Liaison) and Evelyn Sandoval, School Psychologist, (Secondary Suicide Prevention Liaison)s] for the Language Academy of Sacramento shall ensure that ~~each school site~~ the school adopts an action plan for responding to a suicide death ~~as part of the general Crisis-Response Plan~~. The Suicide Death Response Action Plan (Suicide Postvention Response Plan) needs to incorporate both immediate and long-term steps and objectives.

- Suicide Postvention Response Plan shall:
 - Identify a staff member to confirm death and cause (school site administrator);
 - Identify a staff member to contact deceased's family (within 24 hours);
 - Enact the Suicide Postvention Response Plan, include an initial meeting of the district/school Suicide Postvention Response Team;
 - Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
- Coordinate an all-staff meeting, to include:
 - Notification (if not already conducted) to staff about suicide death;
 - Emotional support and resources available to staff;
 - Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
 - Share information that is relevant and that which you have permission to disclose.
- Prepare staff to respond to needs of students regarding the following:
 - Review of protocols for referring students for support/assessment;
 - Talking points for staff to notify students;
 - Resources available to students (on and off campus).
- Identify students significantly affected by suicide death and other students at risk of imitative behavior;

- Identify students affected by suicide death but not at risk of imitative behavior;
- Communicate with the larger school community about the suicide death;
- Consider funeral arrangements for family and school community;
- Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered;
- Identify media spokesperson skilled to cover story without the use of explicit, graphic, or dramatic content (go to the Reporting on Suicide.Org Web site at www.reportingonsuicide.org). Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors.
- Utilize and respond to social media outlets:
 - Identify what platforms students are using to respond to suicide death
 - Identify/train staff ~~and students~~ to monitor social media outlets
- Include long-term suicide postvention responses:
 - Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
 - Support siblings, close friends, teachers, and/or students of deceased
 - Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

Resources:

- ~~After a Suicide: A Toolkit for School is a comprehensive guide that will assist schools on what to do if a suicide death takes place in the school community. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/comprehensive-approach/postvention>~~
- ~~Help & Hope for Survivors of Suicide Loss is a guide to help those during the bereavement process and who were greatly affected by the death of a suicide. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/resources-programs/help-hope-survivors-suicide-loss>~~
- ~~For additional information on suicide prevention, intervention, and postvention, see the Mental Health Recovery Services Model Protocol Web page at~~

http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/

- Information on school climate and school safety is available on the CDE Safe Schools Planning Web page at <http://www.cde.ca.gov/ls/ss/vp/safeschlplanning.asp>
- Additional resources regarding student mental health needs can be found in the SSPI letter Responding to Student Mental Health Needs in School Safety Planning at <http://www.cde.ca.gov/nr/el/le/yr14ltr0212.asp>.

Note: This model policy is considered exemplary and is not prescriptive, per EC Section 33308.5:

- (a) ~~Program guidelines issued by the State Department of Education shall be designed to serve as a model or example, and shall not be prescriptive. Program guidelines issued by the department shall include written notification that the guidelines are merely exemplary, and that compliance with the guidelines is not mandatory.~~
- (b) ~~The Superintendent of Public Instruction shall review all program guidelines prepared by the State Department of Education prior to issuance to local education agencies. The superintendent shall approve the proposed guidelines only if he or she determines that all of the following conditions are met:~~
 - (1) ~~The guidelines are necessary.~~
 - (2) ~~The department has the authority to issue the guidelines.~~
 - (3) ~~The guidelines are clear and appropriately referenced to, and consistent with, existing statutes and regulations.~~



A California Public School

Agenda Item# IVA

Board Meeting Date: October 20, 2017

Subject: LAS Charter Renewal Timeline

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

Committee: Bersola

LAS Charter will be submitting its renewal petition in September 2018. During the 2017-2018 school year, school leadership will be working with various LAS stakeholder groups and gathering consensus on academic, governance, and fiscal goals and appropriate aligned action plans.

Charter Renewal Timeline	Aye	Nay	Abstain	Absent
Petree, Kathy				
Jennifer Bacsafra				
Aceves, Fernando				
Moulton, Peter				
Rodriguez, Irene				
Zamora, Erandi				
Yañez-Gutiérrez, Adriana				
Campos, Perla				
Vacant				
Totals:				

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



A California Public School

Agenda Articulo# IVA

Fecha de la Reunión: 20 de octubre del 2017

Tema: Línea de tiempo para la renovación de la constitución de LAS

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

Comité: Bersola

En septiembre del 2018, LAS solicitará la renovación de su constitución. Durante el año escolar 2017-2018, el liderazgo escolar trabajará con miembros interesados y obtendrá un consenso de las metas académicas, de gobernanza y fiscales e identificará los planes de acción apropiados.

Línea de tiempo para la renovación de la constitución de LAS	Aye	Nay	Abstain	Absent
Petree, Kathy				
Jennifer Bacsafra				
Aceves, Fernando				
Moulton, Peter				
Rodriguez, Irene				
Zamora, Erandi				
Yañez-Gutiérrez, Adriana				
Campos, Perla				
Vacant				
Totals:				

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



A California Public School

Agenda Item IVB

Board Meeting Date: October 20, 2017

Subject: Curriculum Design Team

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

Committee: School Leadership

Recommendation: Campos, P., Bacsafrá, J., Conant, C., Suárez, C., G., Bersola, de León, de Luna, Maria, Jauregui, Gemma, Rodriguez, Irene

The Curriculum Design Team (CDT) met on October 5, 2017, and addressed the following agenda items:

- Announcements/2016-2017 Meeting Schedule
- Professional Development at LAS
 - Staff input
- Report Cards & Progress Reports
- CAASPP 2017 Results & California Dashboard
- Charter Renewal; LCAP: Internal and External Accountability
 - Timeline

The next scheduled meeting will take place on Thursday, November 2, 2017 at 2:45pm.

Estimated Time of Presentation: 5 min.
Submitted By: Campos
Date: 10.20.17

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



A California Public School

Artículo de Agenda # IVB

Fecha de la Reunión de: 20 de Octubre del 2017

Tema: Comité del Diseño Curricular

- 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: Campos, P., Bacsafra, J., Conant, C., Suárez, C., G., Bersola, de León, de Luna, Maria, Jauregui, Gemma, Rodriguez, Irene

El Comité de Diseño Curricular (CDT) se reunió el 5 de octubre de 2017, y discutió los siguientes temas:

- Normas y Expectativas/Horario de juntas para 2017-2018
- Capacitación Profesional en LAS
 - Sugerencias de parte de los empleados
- Boletas de calificación y reportes de progreso
- Resultados de Exámenes CAASPP
- Renovación del Charter de LAS & Responsabilidades Academicas
 - Línea de Tiempo

La próxima junta se llevará a cabo el 2 de noviembre de 2017 a las 2:45pm.

Tiempo estimado para la presentación: 5 min.
Entregado por: Campos
Fecha: 10.20.17

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