

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

Agenda/Agenda  
**BOARD MEETING**

Friday, February 17, 2017/viernes, 17 de febrero del 2017

**ROOM 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**

	<b>Name/Nombre</b>	<b>Role/Miembro</b>	<b>Present/ Presente</b>	<b>Absent/ Ausente</b>
1.	Fernando Aceves	Parent/Madre (14-17) Vice President		
2.	Michelle Ramos	Parent/Padre (15-18) President		
3.	Jennifer Bacsafra	Parent/Madre (16-19)		
4.	Angelita Sepúlveda	Staff/Personal (14-17)		
5.	Antonio González	Teacher/Maestro (15-18) Secretary		
6.	Perla Campos	Teacher/Maestra (16-19)		
7.	Gustavo González	Community Member/Miembro Comunitario (14-17) Treasurer		
8.	Peter Moulton	Community Member/Miembro Comunitario (15-18)		
9.	Erandi Zamora	Community Member/Miembro Comunitario (16-19)		
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**

**D. APPROVAL OF BOARD MEETING MINUTES/Aprobación de los Minutos de la Mesa Directiva**

a. January 20, 2017/20 de enero 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 – Student representative/Representante estudiantil (5 min.)

**III. CLOSED SESSION/Sesión cerrada:**

Pending Litigation/litigio pendiente – de León/Morales (20 min.)

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

**A. Monthly Financials and EdTec Contract Renewal /Estados financieros del mes y renovación del contrato con EdTec – De Leon (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 IVA/Se recomienda que la Mesa Directiva discuta y/o apruebe IVA.

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

**B. January Check Register/Registros de la cuenta bancaria del mes de enero - 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 IVB/Se recomienda que la Mesa Directiva discuta y/o apruebe IVB.

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

**C. Policy/Bylaws Committee: Sick Leave Policy/Comité de estatutos y pólizas: Póliza de ausencia por enfermedad – de León, Bersola (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 IVC/Se recomienda que la Mesa Directiva discuta y/o apruebe IVC.

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

**D. Policy/Bylaws Committee: Governing Board Nominations, Elections and Timeline/Comité de estatutos y pólizas: Nominación, elecciones y línea de tiempo para la Mesa Directiva – de León, Bersola (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 IVD/Se recomienda que la Mesa Directiva discuta y/o apruebe IVD.

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

**E. Civic Education Resolutions/Resolución de educación cívica – A. González (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 IVE/Se recomienda que la Mesa Directiva discuta y/o apruebe IVE.

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

V. INFORMATIONAL ITEMS - ARTICULOS DE INFORMACIÓN

**A. Student Discipline/Disciplina estudiantil – De Leon (15 min)**

**B. LCAP – Bersola (5 min)**

**C. Director's Evaluation/ Evaluación del director – Zamora, Bacsafra, Ramos (5 min)**

**D. CDT/Comité de desarrollo de currículo – Campos (5 min)**

**E. Board Development/Desarrollo de la Mesa Directiva – Bersola (5 min)**

**VI. FUTURE MEETINGS/Próxima Junta**

March 17, 2017/17 de marzo de 2017- Board Meeting/Reunión de la Mesa Directiva

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

**VIII. ADJOURNMENT/Clausura**

The meeting was adjourned at \_\_\_\_: \_\_\_\_ p.m./La junta terminó a las \_\_\_\_: \_\_\_\_ p.m.

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



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



Regular Board Meeting - Minutes  
 Friday, January 20, 2017  
 5:30PM in Room 7

**I. Preliminary**

**I.A and B** Meeting was called to order by Gustavo Gonzalez at 5:35PM

Name	Role	Present	Absent
Fernando Aceves	Parent (14-17) Vice-President	x	
Michelle Ramos	Parent (15-18) President		x
Jennifer Bacsafra	Parent (16-19)	x	
Angelita Sepúlveda	Staff (14-17)	x	
Antonio González	Teacher (15-18) Secretary	x	
Perla Campos	Teacher (16-19)	x	
Gustavo González	Community Member (14-17) Treasurer	x	
Peter Moulton	Community Member (15-18)	x	
Erandi Zamora	Community Member (16-19)	x	
SC Representative	Student Council Representative		x
Eduardo de León	Academic Director	x	
Teejay Bersola	Academic Accountability Specialist	x	

Agenda	Action
<b>I.C</b> Approval of Agenda	<i>A motion was made to approve the January 20, 2017 agenda.</i> 1 <sup>st</sup> Motion: Erandi Zamora 2 <sup>nd</sup> Motion: Jennifer Bacsafra Absences: Michelle Ramos Abstentions: none The motion passed by eight votes. Motion passed unanimously.
<b>I.D</b> Approval of Minutes	<i>A motion was made to approve the minutes for October 21, 2016</i> 1 <sup>st</sup> Motion: Erandi Zamora 2 <sup>nd</sup> Motion: Angel Sepúlveda Absences: Michelle Ramos Abstentions: none The motion passed by eight votes: Motion passed unanimously.  <i>A motion was made to approve the minutes for November 18, 2016.</i> 1 <sup>st</sup> : Fernando Aceves 2 <sup>nd</sup> : Jennifer Bacsafra Absences: Michelle Ramos Abstentions: none The motion passed by eight votes: Motion passed unanimously.
<b>I.E</b> Mission	Board members read the LAS mission silently.

**II. Communications Norms**

<b>II.A.</b> Public Comments	De Leon shared about school's theatrical production of <i>Grease</i> , the Women's March in Sacramento and LAS being listed in California Charter Schools Association's Newsletter as a top school of choice in the Northern California region.
<b>II.B.1.</b> Student Council	No information presented by Student Council.
<b>II.B.2</b> Parent Council	De Leon reviewed information included in Parent Council board summary.

**III. ITEMS SCHEDULED FOR DISCUSSION AND/OR ACTION**

<b>III.A</b> Monthly Financials and EdTec Contract Preliminary Review	Gaspar Magallanes, EdTec, provided a detailed explanation of the November and December financial activity for LAS.  He also informed the Board that the EdTec contract with LAS is set to expire and provided options for renewal/non-renewal. Moreover, De Leon provided context for a shift in responsibilities regarding Human Resources, Supervising, Payroll, and Facilities from EdTec to Judy Morales.
Public Comments	None

<b>III.B</b>	December Check Register	<i>A motion was made to approve the December Check Register.</i> 1 <sup>st</sup> : Fernando Aceves 2 <sup>nd</sup> : Angelita Sepúlveda Abstentions: Antonio González Absences: Michelle Ramos The motion passed with seven votes.
	Public Comments	None
<b>III.C</b>	Policy/Bylaws Committee	Item 1: English Language Learner (ELL) Re-designation Policy Bersola shared the background that led to the need to create a change in the policy and procedures for reclassification of an ELL <i>A motion was made to approve the ELL reclassification policy revision.</i> 1 <sup>st</sup> : Antonio González 2 <sup>nd</sup> : Perla Campos Absences: Michelle Ramos The motion passed unanimously with all board members present  Item 2: Safe Haven School Resolution Zamora gave contextual information regarding the need for a Safe Haven Resolution as LAS. <i>A motion was made to approve the resolution pending revisions based on legal counsel.</i> 1 <sup>st</sup> : Erandi Zamora 2 <sup>nd</sup> : Fernando Aceves Abstentions: Peter Moulton Roll call votes: Fernando Aceves-yes, Jennifer Bacsafrá-yes, Angel Sepúlveda-yes, Antonio González-yes, Gustavo González-yes Perla Campos-yes, Peter Moulton- abstain, Erandi Zamora-yes, Michelle Ramos-absent The motion passed with seven votes.
	Public Comments	None
<b>IV.</b>	<b>Informational Items</b>	
<b>IV. A</b>	Fiscal Audit	De Leon reiterated that Square Milner's financial audit of LAS FY2016 was unqualified (no findings; good standing)
<b>IV. B</b>	Facilities	Angelita Sepúlveda reported core building improvement plan updates.
<b>V.</b>	<b>Closed Session- Student Discipline</b>	No action was taken.
<b>VI. Future Meetings</b> February 17, 2017		
<b>VII. Future Agenda Items</b> A. Ed Tech Contract B. Safe Haven Resolution-legal review C. de Leon will provide update of January 2017 closed session regarding student discipline		
<b>VIII. Adjournment</b> <i>A motion was made to conclude the meeting.</i> 1 <sup>st</sup> Motion: Angel Sepúlveda 2 <sup>nd</sup> Motion: Fernando Aceves Absences: Michelle Ramos Abstentions: None The motion passed unanimously by all board members present.  The meeting was adjourned at 9:45 PM.		



**ACADEMIA DE IDIOMAS DE SACRAMENTO**  
Una Escuela Pública Constitucional de Inmersión Dual en Español  
2850 49th Street, Sacramento, CA 95817



Reunión - Minutos  
viernes, 20 de enero del 2017  
5:30 p.m. en el salón 7

**I. Preliminar**

<b>I.A</b>	La reunión se empezó por Michelle Ramos a las 5:30 p.m.			
<b>I.B</b>	<b>Nombre</b>	<b>Papel</b>	<b>Presente</b>	<b>Ausente</b>
	Fernando Aceves	Padre (14-17) Vicepresidente	X	
	Michelle Ramos	Madre (15-18) Presidente		X
	Jennifer Bacsafrá	Madre (16-19)	X	
	Angelita Sepúlveda	Personal (14-17)	X	
	Antonio González	Maestro (15-18) Secretario	X	
	Perla Campos	Maestra (16-19)	X	
	Gustavo González	Miembro Comunitario (14-17) Tesorero	X	
	Peter Moulton	Miembro Comunitario (15-18)	X	
	Erandi Zamora	Miembro Comunitario (16-19)	X	
	Representante estudiantil	Representante del Concilio Estudiantil		X
	Eduardo de León	Director Académico	X	
	Teejay Bersola	Especialista de Responsabilidad Académica	X	

	<b>Agenda</b>	<b>Acción</b>
<b>I.C</b>	Aprobación de la agenda	<p><i>Se hizo una moción para aprobar la agenda del 20 de enero del 2017.</i></p> <p>1ª Moción: Erandi Zamora 2ª Moción: Jennifer Bacsafrá Ausencias: Michelle Ramos Abstenciones: ninguna La moción fue aprobada con ocho votos.</p>
<b>I.D</b>	Aprobación de los minutos	<p><i>Se hizo una moción para aprobar los minutos del 21 de octubre del 2016.</i></p> <p>1ª Moción: Erandi Zamora 2ª Moción: Angel Sepúlveda Ausencias: Michelle Ramos Abstenciones: ninguna La moción fue aprobada con ocho votos.</p> <p><i>Se hizo una moción para aprobar los minutos del 18 de noviembre del 2016.</i></p> <p>1ª Moción: Fernando Aceves 2ª Moción: Jennifer Bacsafrá Ausencias: Michelle Ramos Abstenciones: ninguna La moción fue aprobada con ocho votos.</p>
<b>I.E</b>	Misión	Miembros leyeron la misión en silencio.

**II. Comunicaciones – Normas y procedimientos**

<b>II.A.</b>	Comentarios Públicos	De Leon habló sobre la producción de <i>Grease</i> , la marcha de mujeres en Sacramento y la publicación del boletín de Escuelas constitucionales chárter de California, donde LAS es presentada como la mejor escuela en la región del norte de California.
<b>II.B.1</b>	Concilio Estudiantil	No hubo información presentada por el Concilio estudiantil.
<b>II.B.2</b>	Concilio de Padres	De Leon presentó información incluida en el resumen del Concilio de padres.

**III. ARTÍCULOS PROGRAMADOS PARA ACCIÓN/DISCUSIÓN**

<b>III.A</b>	Estados financieros del mes y revisión preliminar del contrato con EdTec	<p>Gaspar Magallanes, EdTec, presentó una explicación detallada de la actividad financiera de los meses de noviembre y diciembre.</p> <p>También compartió con la Mesa Directiva que el contrato de EdTec con LAS está por terminarse y presentó opciones de renovación. Además, De Leon presentó un poco de detalles sobre el cambio de responsabilidades de EdTec a Judy Morales, en referencia a recursos humanos, supervisión, nómina e instalaciones.</p>
	Comentarios Públicos	Ninguno
<b>III. B</b>	Registros de la cuenta bancaria del mes de enero	<i>Se hizo una moción para aprobar el registro de la cuenta bancaria del mes de enero.</i>

		<p>1ª Moción: Fernando Aceves  2ª Moción: Angelita Sepúlveda  Abstenciones: Antonio González  Ausencias: Michelle Ramos  La moción fue aprobada con siete votos.</p>
	Comentarios Públicos	Ninguno.
<b>III. C</b>	Comité de pólizas y estatutos	<p>Artículo 1: Póliza de reclasificación de aprendices de inglés.  Bersola compartió detalles sobre el porqué del cambio de pólizas y procedimientos para la reclasificación de ELL.</p> <p><i>Se hizo una moción para aprobar las revisiones a la póliza de reclasificación de aprendices de inglés.</i>  1ª: Antonio González  2ª: Perla Campos  Ausencias: Michelle Ramos  Abstenciones: Ninguna  La moción paso con unanimidad por todos los presentes.</p> <p>Artículo 2: Resolución de refugio escolar  Zamora presento información sobre la necesidad de aprobar esta resolución.  <i>Se hizo una moción para aprobar la resolución siempre y cuando se hagan revisiones de acuerdo a consejo legal.</i>  1ª: Erandi Zamora  2ª: Fernando Aceves  Abstenciones: Peter Moulton  Ausencias: Michelle Ramos  Fernando Aceves – si, Jennifer Bacsafra – si, Angel Sepúlveda – si, Antonio González – si, Gustavo González – si, Perla González – si, Peter Moulton – abstención, Erandi Zamora – si, Michelle Ramos – ausente.  La moción pasó con siete votos.</p>
	Comentarios Públicos	Ninguno
<b>IV.</b>	<b>Artículos de información</b>	
<b>IV. A</b>	Auditoría fiscal	De Leon reiteró que la auditoría financiera de Square Milner de LAS del año fiscal 2016 dio buenos resultados.
<b>IV. B</b>	Comité del plantel	Angelita Sepúlveda reportó noticias recientes para mejorar el
<b>V.</b>	<b>Sesión Cerrada – Disciplina estudiantil</b>	No hubo acción.
<b>VI. Reuniones futuros</b> 17 de febrero del 2017		
<b>VII. Artículos futuros</b>		
<p>A. Contrato de EdTech  B. Repaso legal de la resolución de refugio escolar  C. De Leon presentará noticias recientes sobre la sesión cerrada de disciplina estudiantil</p>		
<b>VI. Conclusión</b>		
<p><i>Se hizo una moción para concluir la reunión.</i>  1ª Moción: Angelita Sepúlveda  2ª Moción: Fernando Aceves  Ausencias: Michelle Ramos  Abstenciones: Ninguna  La moción fue aprobada por todos los miembros presentes.</p> <p>La reunión de la Mesa Directiva se concluyó a las 7:46 p.m.</p>		



# Academia de Idiomas de Sacramento Language Academy of Sacramento

A Two-Way Spanish Immersion Charter School

A California Public School

Agenda Item# **IIB1**

**Board Meeting Date:** February 17, 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 February 2<sup>nd</sup>, 2017.
2. Treasure's Report: SC current funds are: \$3,020.16
3. **Student Council Reports:**
  - Student Council meeting called to order. Public comments regarding cafeteria food, Valentine's Dance, and prizes for Manchas Jaguares
  - Updates on possible participation to donate Hand Dryers to school-SC will not be sponsoring hand dryers at this time due to pending remodel of Core Building, NO Valentine's Dance
  - Upcoming Spirit Day (80's day on February 9th)
  - Upcoming events: Spring Dance (TBD) and Health Fair (Tuesday, May 16) with possible theme of Rockin' into Health
  - Committee Work
    - **School Improvement:** New P.E. equipment and school-wide clean-up plan
    - **Fundraising:** Upcoming stress ball sales for Health Fair. Premaking will begin in April
    - **Community Service:** Health Fair booth ideas include possible nutrition class, bouncy house/obstacle course, DJ/Live Band. In addition committee is working on care packages for families through Shriner's Hospital
    - **School Spirit:** Ideas for Health Fair-Rockin' into Health, dress up like a Rockstar win a raffle ticket or free item

**Estimated Time of Presentation:** 5 min.  
**Submitted By:** Student Council  
**Date:** 2/9/2017

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





A California Public School

# Academia de Idiomas de Sacramento Language Academy of Sacramento

A Two-Way Spanish Immersion Charter School

Agenda Artículo# **IIB1**

**Fecha de la Reunión:** el 17 de febrero 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 2 de febrero del 2017.
2. Reporte del tesorero: Los fondos del concilio estudiantil son de \$3,020.16
3. **Reporte del concilio estudiantil**
  - La reunión del concilio estudiantil fue iniciada. Se hicieron comentarios públicos sobre la comida de la cafetería, el baile de San Valentín y premios para Manchas Jaguares.
  - Noticias recientes sobre la posibilidad de donar secadores de manos para la escuela – el concilio estudiantil no patrocinará los secadores de manos debido a la remodelación del edificio central de la escuela, no habrá baile de San Valentín.
  - Siguiendo día de espíritu: (día de los 80's el 9 de febrero)
  - Próximos eventos: Baile de primavera (será anunciado) y Feria de salud (martes 16 de mayo) con un posible tema de Rocanroleando Hacia La Salud.
  - Trabajo de comités
    - **Mejoramiento escolar:** equipo nuevo de educación física y plan para limpiar la escuela
    - **Recaudación de fondos:** venta de pelotas de estrés para la Feria de salud.
    - **Servicio comunitario:** ideas para puestos/casetas durante la Feria de salud incluyen clases de nutrición, casa inflable, DJ/banda/música. Además, comités están trabajando en paquetes para familias en el hospital Shriner
    - **Días de espíritu:** Ideas para la Feria de salud – Rocanroleando Hacia La Salud, vestirse como una estrella de rock para ganar un boleto para un waffle.

**Tiempo estimado para la presentación:** 5 min.  
**Entregado por:** Concilio estudiantil  
**Fecha:** 2/9/2017

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



A California Public School

Agenda Item# IVA

**Board Meeting Date:** February 17, 2017

**Subject:** Financial Report and EdTec Contract Renewal

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

**Committee:** School Leadership and EdTec

Please find attached financial summary from EdTec and 2 year contract proposal.

**EdTec Contract Renewal:** At the January and February Finance Committee meetings, EdTec presented options for contract renewal. For the February Board meeting, Finance Committee is recommending that the Board approve the proposed 2-year contract with EdTec for the amount of \$95K per year. This timeline approval will allow for LAS to meet the deadline for renewal, which according to the contract must take place 120 days prior to the contract end date (June 30, 2017).

**Documents Attached:**

1. Financial Summary of Activity through January 2017
2. December 2017 Financials
3. December 2017 Cash Flow
4. December 2017 Balance Sheet
5. EdTec Contract Renewal Proposal

EdTec Contract Renewal	Aye	Nay	Abstain	Absent
Aceves, Fernando				
Ramos, Michelle				
Bacsafra, Jennifer				
Sepúlveda-Parnell, Angel				
González, Antonio				
Campos, Perla				
González, Gustavo				
Moulton, Peter				
Zamora, Erandi				
Totals:				

**Estimated Time of Presentation:** 30 min.  
**Submitted By:** School Leadership  
**Date:** 1.17.17

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



A California Public School

Agenda Artículo# IVA

**Fecha de la Reunión:** 17 de enero de 2017

**Tema: Reporte Financiero y renovación del contrato con EdTec**

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

**Comité:** Liderazgo Escolar y EdTec

Adjunto encontrará el resumen de EdTec y la propuesta de renovación de contrato

**Renovación del contrato con EdTec:** Durante la reunión del comité de finanzas de enero y febrero, EdTec presentó opciones para la renovación del contrato. Para la reunión del mes de febrero, el comité de finanzas recomienda que la Mesa Directiva apruebe el contrato propuesto de dos años con EdTec por un total de \$95mil. Esto le da a LAS el tiempo necesario para hacer la renovación a tiempo, la cual, de acuerdo al contrato, se tiene que entregar 120 días antes de que el contrato actual se venza (30 de junio del 2017).

**Documentos adjunto:**

1. Resumen de actividad financiera hasta enero del 2017.
2. Finanzas del mes de diciembre
3. Flujo de efectivo de diciembre
4. Saldo actual de diciembre
5. Propuesta de renovación del contrato con EdTec

Renovación del contrato con EdTec	Aye	Nay	Abstain	Absent
Aceves, Fernando				
Ramos, Michelle				
Bacsafra, Jennifer				
Sepúlveda, Angel				
González, Antonio				
Campos, Perla				
González, Gustavo				
Moulton, Peter				
Zamora, Erandi				
Totals:				

**Tiempo estimado para la presentación:** 30 min.  
**Entregado por:** Liderazgo escolar  
**Fecha:** 01.17.17

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



Business and Development Specialists  
for Charter Schools

## **Financial Summary of Activity through January 31, 2017**

Prepared for the Governing Board of the Language Academy of Sacramento

Prepared by Gasper Magallanes, Sr. Director of Client Management & Development

### **January 2017 Financial Activity**

Revenues totaled \$742K, of which a majority was LCFF and EPA. Year to date, that brings total revenues to \$2.58M. LAS expects \$3.3M to be received for a remainder of the year. To see a breakout of specific revenues, please consult page 3 of the Budget Vs. Actuals for January 2017.

Expenses totaled \$474K, of which \$299K was staffing, taxes, and employer benefits. Also, included in this month's financials was recognition of \$56K paid in interest, as LAS made its 2nd Prop 1D Loan payment automatically through withholdings from its state funding. Year to date, spending totaled \$2.53M in operating expenses and \$665K in capital expenditures. LAS spending is still behind year to date expectations with both staffing and billing timing driving that.

### **Balance Sheet Activity**

Most significant item is recognition of LAS paying \$76K as part of its 2<sup>nd</sup> Prop 1D Loan Payment through withholdings from its state funding.

### **Forecast Revisions**

EdTec is recommending a small forecast revision of a net \$1K improvement to the projected operating income from last month, but notes that supply spending may continue to creep forward over the next few months.

### **Other Financial Matters**

EdTec still needs an update on parking lot project expenses and progress on the Prop 1D close out to calculate the likely impact when calculating capitalization and depreciation.

### **Cash Flow**

Total cash on hand as of 1/31/2017 was \$5.07M, which was held in its main checking account, savings account, money market account, and a CD account. EdTec is now just shifting when LAS will pay back the state the \$2M Prop 1D overpayment to the next month until we have a better idea when the project will be closed out. Cash is still projected to be north of \$3M for the remainder of the year.

### **990**

Squar Milner has completed the annual tax return which EdTec has reviewed.

### **State Budget Updates**

No change to the information shared last month.

### **EdTec Contract**

A marked and clean version of the contract for the 2 Year renewal with LAS retaining payroll and accounts payable functions in house for \$95K per year.

**The Language Academy of Sacramento**  
 Budget vs. Actuals  
 As of January 31, 2017

	Actual			Budget vs. Actual			Budget			Variance (Previous vs. Current Forecast)	Forecast Remaining
	Nov	Dec	Jan	Actual YTD	Budget YTD	Variance (YTD less Budget)	Approved Budget	Previous Month's Forecast	Current Forecast		
<b>SUMMARY</b>											
<b>Revenue</b>											
LCFF Entitlement	286,173	152,982	586,282	2,084,926	2,208,223	(123,296)	4,778,081	4,828,377	4,828,377	-	2,743,460
Federal Revenue	-	-	-	40,725	83,591	(42,866)	232,702	234,931	234,931	-	194,206
Other State Revenues	22,758	32,597	148,098	384,494	274,604	109,890	623,045	688,919	688,919	-	304,424
Local Revenues	14,176	5,105	2,290	36,467	24,792	11,675	47,500	57,069	58,200	1,131	21,733
Fundraising and Grants	11,692	6,484	5,720	31,678	32,083	(405)	55,000	55,000	55,000	-	23,322
<b>Total Revenue</b>	<b>334,800</b>	<b>197,138</b>	<b>742,391</b>	<b>2,578,290</b>	<b>2,623,292</b>	<b>(45,002)</b>	<b>5,736,328</b>	<b>5,864,295</b>	<b>5,865,426</b>	<b>1,131</b>	<b>3,287,136</b>
<b>Expenses</b>											
Compensation and Benefits	298,128	298,782	298,192	1,702,786	1,813,966	111,180	3,370,124	3,365,143	3,365,143	-	1,662,356
Books and Supplies	10,428	20,460	19,831	227,695	186,701	(40,994)	242,777	267,159	267,159	-	39,464
Services and Other Operating Expenditures	153,287	80,935	156,279	596,871	690,102	93,231	1,366,898	1,445,781	1,445,840	(59)	848,969
Depreciation	-	-	-	-	-	-	519,423	519,423	519,423	-	519,423
<b>Total Expenses</b>	<b>461,844</b>	<b>400,176</b>	<b>474,303</b>	<b>2,527,352</b>	<b>2,690,769</b>	<b>163,417</b>	<b>5,499,223</b>	<b>5,597,505</b>	<b>5,597,564</b>	<b>(59)</b>	<b>3,070,212</b>
<b>Operating Income</b>	<b>(127,043)</b>	<b>(203,039)</b>	<b>268,088</b>	<b>50,938</b>	<b>(67,477)</b>	<b>118,415</b>	<b>237,105</b>	<b>266,790</b>	<b>267,862</b>	<b>1,072</b>	<b>216,924</b>
<b>Fund Balance</b>											
Beginning Balance (Unaudited)	7,107,143	6,807,237	6,602,441	7,496,320	7,496,320	-	7,307,556	7,496,320	7,496,320	-	-
Year End Close Adjustment	-	-	-	(18,505)	-	(40,994)	-	(18,505)	(18,505)	-	-
Audit Adjustment	(127,043)	(203,039)	268,088	50,938	(67,477)	-	237,105	266,790	267,862	-	-
Operating Income	6,980,099	6,604,198	6,870,529	7,528,753	7,428,843	-	7,544,661	7,744,605	7,745,677	-	-
<b>Ending Fund Balance (Operating)</b>	<b>172,862</b>	<b>1,757</b>	<b>7,104</b>	<b>665,328</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Capital Expenditure Activities</b>											
Ending Fund Balance (Including Capital Expenditure Activities)*	6,807,237	6,602,441	6,863,425	6,863,425	-	-	7,544,661	7,744,605	7,745,677	-	-

**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 January 31, 2017

Detail	Actual			Budget vs. Actual				Budget				
	Nov	Dec	Jan	Actual YTD	Budget YTD	Variance (YTD less Budget)	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	
<b>Enrollment Summary</b>												
K-3							282	282	282	-		
4-6							198	198	198	-		
7-8							85	85	85	-		
<b>Total Enrolled</b>							<b>565</b>	<b>565</b>	<b>565</b>	<b>-</b>		
<b>ADA %</b>												
K-3							95%	96%	96%			
4-6							95%	96%	96%			
7-8							95%	96%	96%			
<b>Average</b>							<b>95%</b>	<b>96%</b>	<b>96%</b>			
<b>ADA</b>												
K-3							267.9	270.7	270.7			
4-6							188.1	190.1	190.1			
7-8							80.8	81.6	81.6			
<b>Total ADA</b>							<b>536.8</b>	<b>542.4</b>	<b>542.4</b>			







**The Language Academy of Sacramento**  
 Budget vs. Actuals  
 As of January 31, 2017

	Actual			Budget vs. Actual			Budget				
	Nov	Dec	Jan	Actual YTD	Budget YTD	Variance (YTD less Budget)	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining
<b>4000 Books &amp; Supplies</b>											
4100 Approved Textbooks & Core Curricula Materials	-	-	-	47,538	28,097	(19,441)	31,609	50,000	50,000	-	2,462
4101 SPED Textbooks	-	-	-	-	6,667	6,667	-	7,500	-	-	-
4200 Books & Other Reference Materials	12	326	7,505	12,003	12,556	553	14,125	14,125	14,125	-	2,122
4300 Library Resources	4,008	4,177	1,797	9,982	12,556	2,574	14,125	14,125	14,125	-	4,143
4300 Materials & Supplies	-	-	(979)	-	-	-	-	-	-	-	-
4315 Custodial Supplies	1,635	1,723	461	10,649	10,815	166	18,540	18,540	18,540	-	7,891
4325 Instructional Materials & Supplies	1,010	1,146	3,101	29,391	10,184	(19,206)	17,459	17,459	17,459	-	(11,932)
4330 Office Supplies	991	683	3,979	12,839	11,536	(1,303)	19,776	19,776	19,776	-	6,937
4335 PE Supplies	-	-	75	2,131	3,605	1,474	6,180	6,180	6,180	-	4,049
4340 Professional Development Supplies	-	-	314	723	1,352	629	2,318	2,318	2,318	-	1,584
4352 Garden	-	227	1,536	4,420	1,202	(3,218)	2,060	2,060	2,060	-	(2,360)
4354 ASES Materials	368	385	257	4,039	7,241	3,202	14,483	14,483	14,483	-	10,443
4355 Summer Preschool	-	-	-	-	278	278	309	309	309	-	309
4356 SPED Consumables	1,249	81	82	2,185	4,120	1,935	8,240	8,240	8,240	-	6,055
4410 Classroom Furniture, Equipment & Supplies	-	-	1,203	2,793	8,869	6,096	10,000	10,000	10,000	-	7,207
4420 Computers (individual items less than \$5k)	1,156	11,712	500	87,102	55,244	(31,857)	62,150	87,000	87,000	-	(102)
4423 Classroom Noncapitalized Items 1	-	-	-	980	1,373	394	1,545	1,545	1,545	-	565
4430 Non Classroom Related Furniture, Equipment & Supplies	-	-	-	920	10,967	10,067	12,360	1,000	1,000	-	80
<b>SUBTOTAL - Books and Supplies</b>	<b>10,428</b>	<b>20,460</b>	<b>19,831</b>	<b>227,695</b>	<b>186,701</b>	<b>(40,994)</b>	<b>242,777</b>	<b>267,159</b>	<b>267,159</b>	<b>-</b>	<b>39,464</b>



**The Language Academy of Sacramento**  
 Budget vs. Actuals  
 As of January 31, 2017

	Actual			Budget vs. Actual				Budget			
	Nov	Dec	Jan	Actual YTD	Budget YTD	Variance (YTD less Budget)	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining
6000 Capital Outlay											
6100 Sites & Improvement of Sites	171,026	7,104	7,104	197,222	-	(197,222)	-	-	-	-	(197,222)
6300 Parking Lot	1,836	1,757	-	468,106	-	(468,106)	-	-	-	-	(468,106)
<b>SUBTOTAL - Capital Outlay</b>	<b>172,862</b>	<b>1,757</b>	<b>7,104</b>	<b>665,328</b>	<b>-</b>	<b>(665,328)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(665,328)</b>
<b>TOTAL EXPENSES</b>	<b>634,706</b>	<b>401,934</b>	<b>481,407</b>	<b>3,192,680</b>	<b>2,690,769</b>	<b>(501,911)</b>	<b>4,979,800</b>	<b>5,078,082</b>	<b>5,075,141</b>	<b>(59)</b>	<b>1,885,461</b>

**The Language Academy of Sacramento**  
 Monthly Cash Forecast  
 As of January 31, 2017

	2016/17												Forecast	APIAR
	Actual		Projected		Actual		Projected		Actual		Projected			
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun		
<b>Beginning Cash</b>	5,446,624	5,662,483	5,647,644	4,789,661	5,277,583	5,099,460	4,854,377	5,071,460	2,972,125	2,996,211	3,237,509	3,154,463		
<b>Revenue</b>														
LCFF Entitlement	-	158,985	289,662	610,873	286,173	152,952	586,282	472,032	418,310	552,458	375,126	375,126	4,828,377	550,389
Federal Income	-	-	-	40,725	-	42,866	-	42,866	-	41,795	39,973	-	234,931	69,573
Other State Income	12,571	13,616	22,627	132,226	22,758	32,597	148,098	30,697	36,587	74,087	62,118	36,587	688,919	64,348
Local Revenues	1,976	1,822	7,246	3,850	14,176	5,105	2,290	4,799	4,234	4,234	4,234	4,234	58,200	-
Fundraising and Grants	91	461	2,846	4,384	11,692	6,484	5,720	4,989	4,583	4,583	4,583	4,583	55,000	-
<b>Total Revenue</b>	14,638	174,885	322,381	792,058	334,800	197,138	742,391	555,382	463,714	677,157	486,033	420,530	5,865,426	684,320
<b>Expenses</b>														
Compensation & Benefits	77,011	139,235	305,087	286,352	298,128	288,782	288,192	332,471	332,471	332,471	332,471	332,471	3,365,143	-
Books & Supplies	24,421	64,920	80,651	6,982	10,428	20,460	19,831	7,893	7,893	7,893	7,893	7,893	267,159	-
Services & Other Operating Expenses	36,849	79,367	61,322	28,832	153,287	80,935	156,279	308,630	117,338	113,569	169,718	113,569	1,445,840	26,143
Capital Outlay	-	141,121	342,484	-	172,962	1,757	7,104	(7,104)	-	-	-	-	-	(68,224)
<b>Total Expenses</b>	138,281	424,643	789,544	322,166	634,706	401,934	481,407	641,890	457,702	453,933	510,082	453,933	5,078,141	(632,081)
<b>Operating Cash Inflow (Outflow)</b>	(123,643)	(249,758)	(467,163)	469,892	(299,905)	(204,796)	260,984	(86,508)	6,011	233,224	(24,049)	(33,404)	787,285	1,316,401
Revenues - Prior Year Accruals	557,778	189,625	153	25,292	15,000	42,859	-	291	-	-	-	-	-	-
Expenses - Prior Year Accruals	-	(97,133)	-	-	-	(16,462)	-	(86,250)	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	(145,895)	229,441	(408,382)	(23,528)	89,924	(84,754)	14,635	(11,411)	-	-	-	-	-	-
Summerholdback for Teachers	(89,336)	(87,014)	17,409	16,265	16,860	18,071	17,774	18,075	18,075	18,075	18,075	18,075	-	-
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	-	-	-	(76,309)	-	-	-	-	(77,072)	-	-	-
Capital Leases Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Expenditure & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Changes	16,954	-	-	0	-	-	-	(1,933,532)	-	-	-	-	-	-
<b>Ending Cash</b>	5,662,483	5,647,644	4,789,661	5,277,583	5,099,460	4,854,377	5,071,460	2,972,125	2,996,211	3,237,509	3,154,463	3,139,134		

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

Financial Row	Amount
<b>ASSETS</b>	
<b>Current Assets</b>	
<b>Bank</b>	
<b>9120-LAS - Cash in Bank - LAS</b>	
9121-3857 - Cash in Bank - LAS: SFCU Checking	\$1,166,889.81
9124-857S - Cash in Bank - LAS: SFCU Savings	\$3,229,915.23
9125-857M - Cash in Bank - LAS: SFCU Money Market	\$618,004.99
9126-857C - Cash in Bank - LAS: SFCU CD	\$56,650.39
<b>Total - 9120-LAS - Cash in Bank - LAS</b>	<b>\$5,071,460.42</b>
<b>Total Bank</b>	<b>\$5,071,460.42</b>
<b>Accounts Receivable</b>	
<b>9200 - Accounts Receivable</b>	
9212 - AR - Title II	\$291.00
<b>Total - 9200 - Accounts Receivable</b>	<b>\$291.00</b>
<b>Total Accounts Receivable</b>	<b>\$291.00</b>
<b>Total Current Assets</b>	<b>\$5,071,751.42</b>
<b>Fixed Assets</b>	
9420 - Land Improvements	\$106,376.21
9425 - Accumulated Depreciation - Land Improvements	(\$106,376.19)
9431 - Fixed Asset - Building Improvements	\$8,756,279.96
9436 - Accumulated Depreciation - Building Improvements	(\$437,814.00)
9440 - Equipment	\$316,481.16
9445 - Accumulated Depreciation-Equipment	(\$177,339.63)
9450 - Construction in Progress	\$88,981.58
<b>Total Fixed Assets</b>	<b>\$8,546,589.09</b>
<b>Total ASSETS</b>	<b>\$13,618,340.51</b>

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

Financial Row	Amount
<b>LIABILITIES &amp; EQUITY</b>	
<b>Current Liabilities</b>	
<b>Accounts Payable</b>	
<b>9500 - Accounts Payable</b>	
9500 - Accounts Payable	\$12,611.52
9512 - AP - District Prior Year Prop Tax Adjustment	\$48,702.00
<b>Total - 9500 - Accounts Payable</b>	<b>\$61,313.52</b>
<b>Total Accounts Payable</b>	<b>\$61,313.52</b>
<b>Credit Card</b>	
<b>9515-LAS - Credit Card Summary - LAS</b>	
9515-3761 - Credit Card - LAS : CCU #3761	(\$3,739.33)
9515-6574 - Credit Card - LAS : CCU #6574	(\$10,119.56)
<b>Total - 9515-LAS - Credit Card Summary - LAS</b>	<b>(\$13,858.89)</b>
<b>Total Credit Card</b>	<b>(\$13,858.89)</b>
<b>Other Current Liability</b>	
9501 - Accrued Accounts Payable	\$37,548.00
9514 - AP - Other	\$1,933,532.00
9525 - Flex Plan Liability	\$1,000.00
9530 - Garnishment/Lien Payable	\$60.00
9540 - Payroll Liability - Federal	\$639.78
9545 - Payroll Liability - State	\$1,765.19
9546 - Payroll Liability - SUI	\$763.30
9547 - Payroll Liability - SDI	\$7,071.72
9555 - Retirement Liability - STRS	(\$3,631.20)
9570 - Wages Payable	\$2,560.35
9571 - Wages Payable (July & August)	\$75,585.53
9580 - 403B Payable	\$1,741.00
9585 - Other Payroll Liabilities	\$687.88
<b>Total Other Current Liability</b>	<b>\$2,059,323.55</b>
<b>Total Current Liabilities</b>	<b>\$2,106,778.18</b>
<b>Long Term Liabilities</b>	
<b>9660 - Long Term Liabilities</b>	
9670 - CDE Loan	\$4,648,137.21
<b>Total - 9660 - Long Term Liabilities</b>	<b>\$4,648,137.21</b>
<b>Total Long Term Liabilities</b>	<b>\$4,648,137.21</b>
<b>Equity</b>	
<b>Equity</b>	
9781 - Temporarily Restricted	\$763,125.35
<b>Total - Equity</b>	<b>\$763,125.35</b>
Retained Earnings	\$6,714,689.24
Net Income	(\$614,389.47)
<b>Total Equity</b>	<b>\$6,863,425.12</b>
<b>Total LIABILITIES &amp; EQUITY</b>	<b>\$13,618,340.51</b>

**STATEMENT OF WORK #13**  
by and between  
EdTec Inc. and Language Academy of Sacramento

<b>Reference:</b>	Master Services Agreement dated November 1, 2004, by and between EdTec Inc. ("EdTec") and Language Academy of Sacramento ("Client").
<b>Term:</b>	July 1, 2017 through June 30, 2019 (the "Initial Term"). This Statement of Work shall automatically renew for consecutive additional one (1) year terms unless either party provides written notice of non-renewal to the other at least one hundred twenty (120) days prior to the expiration of the then-current term (each, a "Renewal Term"). The Initial Term and any Renewal Term(s) are referred to as the Term.
<b>Scope of Services:</b>	<p>The philosophy of our Back-Office Services is that we provide a fully-outsourced solution so your school can focus on its educational mission. Moreover, you receive the benefit of our extensive experience with California Charter Schools.</p> <p><b>1. FINANCE and ACCOUNTING</b></p> <p><b>Budgeting:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Annual and multi-year budgets including cash flows</b> – For existing clients, EdTec works with the school leader to create annual and multi-year budgets in time for submission to the State by July 1, and for new clients entering their first year of operations, in the spring or when services begin, EdTec will review the school's budget in time for submission to the State by July 1. EdTec strives to ensure that the annual budgets are strategic documents that capture the operations and direction of the school.</li> <li>▪ <b>Budget revisions (as needed, on demand)</b> – EdTec revises budgets as needed to reflect changing circumstances at the school or in State funding.</li> <li>▪ <b>Updated monthly budget forecasts</b> – EdTec tracks budget to actuals and updates the budget forecast on a monthly basis (if forecasts move materially off budget, we recommend a budget revision).</li> </ul> <p><b>Financial Statements:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Monthly year-to-date financial statements</b> – EdTec prepares YTD financials compared to budget in time for the regularly scheduled board or committee meeting. EdTec electronically sends the financials and presentation as part of the board package ahead of the meeting. For schools with board or committee meetings on or before the 15th of the month, EdTec will furnish the financials and presentation in time for (but not in advance of) the meeting. For schools with board or committee meetings on or before the 10th of the month, EdTec will furnish the financials and presentation (for the month prior to the previous month) ahead of the meeting.</li> <li>▪ <b>Monthly cash flow projections</b> – EdTec monitors the school's cash position and tries to anticipate any cash shortfalls in future months so the school can adjust spending accordingly or attempt to secure cash flow loans.</li> </ul>

- **Financial statement analysis (monthly)** – In addition to financial statements, EdTec provides a succinct PowerPoint summary and analysis of the financial statements so Board and staff can quickly focus on the salient financial issues facing the school.
- **Customized financial analysis** – EdTec performs reasonable financial analysis that the staff or board requests, e.g. providing a comparative analysis of the school's budget relative to industry norms, scenario modeling (within reason), or fulfilling a request from the authorizing entity. EdTec will also provide customized reports (within reason) for grant proposals.
- **Support in resolving financial issues** – EdTec helps the school leader find solutions to financial issues by recommending budget changes and/or identifying sources of potential funding.

**Accounting:**

- **Setup of school's chart of accounts and general ledger** – EdTec sets up and maintains the school's chart of accounts, based on EdTec's standard structure which is designed to be compliant with SACS.
- **Customized account codes** – EdTec maintains limited customized account codes for unique features of the school program. These must be established at the beginning of the fiscal year to avoid re-coding of historic transactions.
- **Fund accounting** – EdTec can track revenue and expenditures by fund, e.g. implementation grant funds and expenses or Title I expenditures.
- **Training** – EdTec trains appropriate personnel on accounting procedures and practices designed to ensure accurate record keeping.
- **Transaction recording** – EdTec records in detail all transactions in a computerized accounting system.
- **Journal entries and account maintenance** – EdTec prepares and records journal entries and maintains the general ledger according to accepted accounting standards.
- **Bank reconciliation** – EdTec reconciles primary bank and investment accounts to general ledger monthly or upon receipt of statements. Revolving and petty cash accounts are reconciled quarterly or as required.
- **Account for capital outlay expenses** – EdTec records capitalized assets as provided by the school. On an annual basis, EdTec records related depreciation and amortization in the general ledger and reconciles expenditures to fixed asset listing.
- **Generate financial reports as requested** – EdTec can generate the following reports upon request: detailed account activity; bank register activity; summary of budget; expenditures by account; cash balances; payroll register (for periods when payroll is processed by EdTec); revenues; general ledger account balances.

**Accounts Receivable:**

- **Revenue verification** – EdTec verifies that the school is receiving the correct amount of funds from State and Federal sources.
- **Revenue collection** – If the funds from the State or the county/district are not correct, EdTec tracks down the appropriate officials and alerts them of the problem. EdTec will use reasonable



efforts to negotiate on behalf of the school in disputes with funding agencies over improperly calculated payments.

**Accounts Payable:**

Client staff shall be responsible for processing accounts payable, including but not limited to entering invoices and updating vendor records, verifying that there are no double payments or double billings on multiple invoices, exclusively responsible for troubleshooting payment issues with vendors, and ensuring there are funds available to pay bills.

Client will also be responsible for preparing and sending 1099 Forms to vendors and government for all vendor paid January 1, 2017, and later.

Client staff shall be responsible for timely processing of coding changes and credit card statement and payment processing to facilitate timely monthly accounting closes. Failure to process these items in a complete, correct, or timely manner may result in additional accounting work by EdTec and may result in additional hourly charges.

EdTec can advise client on accounts payable matters on an hourly billing basis.

**Purchasing:**

- **Vendor selection** – EdTec provides guidance on vendors based on its experience with vendors around the State and country.
- **Purchasing assistance on big-ticket items** – EdTec can assist the school in its purchase or leasing of big ticket items such as portables.

**Government Financial Reporting:**

Subject to timely receipt of information and/or materials from Client, EdTec provides the following:

- **Preliminary and final budget reports** – EdTec prepares and files the preliminary budget report by July 1st based on the board adopted budget and a final budget as required.
- **Interim financial reports** – EdTec prepares and files the two interim financial reports to the district or county by the December 15 and March 15 deadlines.
- **Audited financial reports** – Subject to timely receipt of information and/or materials from the auditor, EdTec prepares and files the unaudited financial report by September 15. EdTec supports the Client and the auditor in the preparation (by the auditor) of the final audited report by December 15.

**Audit:**

- **Audit support** – EdTec prepares financial documents for the auditors and works side-by-side with the auditors to help ensure a smooth and timely audit process. For clarification, the school is responsible to pay auditor fees. The school shall be responsible for producing copies of invoices and debit and credit card transaction support for auditor selections for the period starting July 1, 2017, and going forward. The school shall also provide all non-financial

	<p>records required by the audit – e.g. attendance records, employee records, teacher certifications.</p> <ul style="list-style-type: none"><li>▪ <b>Audit compliance training</b> – EdTec helps the school leader and audit staff develop financial policies designed to meet requirements and help protect the school from financial mismanagement.</li><li>▪ <b>Single Audit Act of 1984</b> – EdTec provides support in school compliance with accounting related audit requirements, including the Single Audit Act of 1984.</li><li>▪ <b>IRS Form 990 support</b> (and the corresponding State form, if applicable) – EdTec supports the school and auditor in preparing Form 990 tax-exempt organization annual filing. (For clarification, fees for audit and 990 are paid by school and it is the school's and auditor's sole responsibility to ensure these forms are filed).</li><li>▪ <b>Annual auditor selection form</b> – EdTec sends auditor information to the county in the spring.</li><li>▪ The school is responsible for attendance and audit of employee work.</li></ul> <p><b>SB 740 compliance (Non-classroom based):</b></p> <ul style="list-style-type: none"><li>▪ <b>SB 740 budget compliance</b> – For non-classroom based schools, EdTec monitors budget compliance with SB 740 and alerts school to potential problems in meeting the full-funding determination.</li><li>▪ <b>Funding determination form</b> – EdTec completes and files the school's funding determination form based on school input. At Client's request and subject to staff availability, travel to and attendance at ACCS and State Board meetings by EdTec is available at the then-current discounted hourly fee schedule.</li><li>▪ Note that the school is responsible for compliance with policies and procedures associated with non-classroom based instruction.</li></ul> <p><b>2. PAYROLL</b></p> <p><b>Payroll:</b></p> <p>Client staff shall be responsible for processing Payroll, including but not limited to payroll reporting, payroll records maintenance, W-2 processing, and STRS and other retirement reporting.</p> <p>Client staff shall be responsible for submitting payroll reports and uncorrupted payroll spreadsheets to EdTec no later than 2 (two) calendar days from payroll processing date. Additionally, Client shall be responsible for timely submission of other ad hoc requests and reports to EdTec to facilitate timely monthly accounting closes. Failure to submit these items in a complete or correct manner may result in additional accounting work by EdTec and may result in additional hourly charges.</p> <p>EdTec can advise client on Payroll matters on an hourly billing basis.</p> <p><b>3. BUSINESS CONSULTING</b></p> <p>EdTec is a strategic thought partner to its Clients and provides high-value support and guidance in the following areas:</p>
--	--

- **Negotiations** – EdTec supports the school director and board with non-legal, business advice in negotiations related to issues such as MOUs, facilities, and SPED with districts, landlords, vendors, and others, including developing presentations and analyses to buttress the school's position.
- **Strategic budget development** – EdTec can assist the school director and board with strategic financial planning and budget scenario development.
- **Financing support** – EdTec assists clients in preparing loan packages and connecting the school with non-traditional/specialized funding sources such as bonds, New Market Tax Credits, Community Development Financial Institution (CDFI) resources, and philanthropic funds.
- **Legal services optimization** – EdTec can help clients think through and frame issues in preparation for engaging legal counsel, thereby assisting in a more efficient use of legal services costs.
- **Special projects** – EdTec performs business-related special projects within reason, such as modeling growth, compensation and facilities scenarios, and providing an understanding of and analyzing food service and transportation options. (Note: due to State regulations, EdTec cannot complete the School Food Authority (SFA) application. However, EdTec provides assistance in understanding the process.) EdTec can also assist the school leader, within reason, in the analysis and understanding of best practices regarding a structurally sound pay scale.

#### 4. BOARD MEETING SUPPORT

- **Board mailouts (electronic)** – EdTec collects, organizes, and collates materials for each meeting (up to two board meetings per month) and emails the information to board members in advance of the meeting. Client prints board meeting materials to have on hand for attendees.
- **Board meeting attendance** – EdTec attends regularly scheduled board and finance committee meetings in person or by teleconference (at most a total of one meeting per month and at least two meetings per three months), and presents its financial analysis presentation. EdTec can assist the board in staying in compliance with the Brown Act.
- **Board meeting minutes** - Client takes board meeting minutes and provides to EdTec for incorporation into board meeting materials. EdTec reviews and edits minutes, incorporating Client feedback, as needed.

#### 5. FACILITIES

- **Facility needs assessment and planning** – EdTec works with clients to help them refine their thinking about key facilities-related considerations and identify important facility requirements based on the school program and industry standards. EdTec helps clients think creatively about their facility needs and come up with workable solutions.

- **Prop 39** – EdTec helps the school prepare Prop 39 requests, including analyzing student data, and helps to manage timelines related to the Prop 39 process.
- **District negotiations** – EdTec will help the school negotiate deals with the district regarding facilities.
- **SB 740** – As State funding is available, EdTec prepares and submits SB 740 facilities reimbursements on the school's behalf.
- **Financial reporting to lender** - EdTec provides financial data to lenders for loan covenants.
- **Facilities funding support** – EdTec provides financial data for compliance-related reporting on State facility funding programs such as Prop 1D.
- **Facility acquisition/lease negotiation** – *On a separate fee basis and subject to staff availability, EdTec can assist clients with business, non-legal advice in negotiating purchase and/or lease terms. The school's attorney should review these.*

#### 6. COMPLIANCE and ACCOUNTABILITY

- Note that compliance and accountability are the responsibility of the school. EdTec will provide advice on some matters, but this information is not comprehensive. In addition, since rules, regulations and interpretations regularly change, schools should seek independent verification from their attorneys or other sources.
- **Mid-year internal review** – From time to time, EdTec may perform an internal review with client designed to help the school comply with many school regulations, or in preparation for a potential authorizer site visit. Using an EdTec-developed checklist, we assist the school staff in testing compliance in key areas, such as: Board resolutions and policies; risk management; food service; restricted funding; student and personnel files; and attendance reporting and student data.
- **NCLB compliance support** – EdTec will track the financial reporting and provide backup necessary for compliance. On an hourly basis, EdTec can provide assistance on LEA Plans and School Wide Plans.
- **SPED compliance** – EdTec provides partial checklists and general information to help schools understand their responsibilities related to Special Education. EdTec assistance does not include educational program compliance and we recommend getting specialized assistance in this area to ensure complete compliance. EdTec assists the school in completing the following reports: Maintenance of Effort (MOE), Mental Health expenditure reporting, Excess Cost Report, and year-end reporting.
- **Funding compliance** – EdTec makes compliance recommendations regarding funding requirements, such as Federal PCSGP implementation grant funding and other restricted funds. Note that NCLB Funding compliance is especially complex with many school obligations.
- **District and State regulation compliance** – EdTec can help the school identify areas where it may not be in compliance with district or State regulations.

#### 7. ATTENDANCE and DATA REPORTING

	<ul style="list-style-type: none"> <li>▪ Client shall be responsible for all attendance and student data reporting, including but not limited to, monthly local and state attendance reporting, as well as non-attendance reporting such as CALPADS and CBEDS reporting. Client shall provide EdTec monthly attendance reports, P-1, P-2, Annual Attendance Report, and other data submissions related to CALPADS and CBEDS within 2 (two) calendar days of submission to either a state or local agency. EdTec can advise Client on an hourly billing basis.</li> </ul> <p><b>8. CHARTER DEVELOPMENT and GRANTS ADMINISTRATION</b></p> <ul style="list-style-type: none"> <li>▪ <b>Financial reports</b> – EdTec prepares customized financial reports for grant purposes, within reason.</li> <li>▪ <b>Fund accounting</b> – EdTec sets up fund accounting to track direct and allocated costs to grants.</li> <li>▪ <b>Public Charter School Grant Program (PCSGP) grant reporting</b> – EdTec assists the school in preparing and submitting the PCSGP Quarterly Expenditure Report (QER) to the CDE, and manages the review/finalization process.</li> <li>▪ <b>Consolidated Application (ConApp)</b> – EdTec prepares the Consolidated Application parts 1 and 2 for eligible schools and files in the Consolidated Application Reporting System (CARS).</li> <li>▪ <b>State Revolving Loan</b> – EdTec prepares the application for this loan program (up to \$250,000).</li> <li>▪ <b>After School Education and Safety Program (ASES)</b> – EdTec submits annual budget and quarterly expenditure reports.</li> <li>▪ <b>School-Based Medi-Cal Administrative Activities (SMAA)</b> – EdTec completes quarterly reports.</li> <li>▪ <b>Charter School Facilities Incentive Grant (CSFIG)</b> – EdTec completes semi-annual disbursement requests.</li> <li>▪ <b>Deferral Exemption Application</b> – EdTec completes the application for the school.</li> <li>▪ <b>Charter renewal</b> – <i>On a separate fee basis, EdTec will prepare and advocate a charter petition for school renewal.</i></li> </ul>
<p><b>Excluded Services:</b></p>	<p>Other than the services outlined above, EdTec is not responsible for any other activities, unless mutually agreed to in writing. Examples of Excluded Services include, but are not limited to, outside legal costs, computer installation and support, purchasing of small items or of curriculum materials, printing and graphic arts, grant writing or fundraising, hiring and associated legal requirements (e.g., background checks, credential reviews) and recordkeeping, meetings with outside parties (e.g., the Board or District) beyond those meetings required to accomplish the included services, Special Ed administration, testing, assessment, compliance with NCLB, compliance with government grant requirements, audits, attendance accounting, and other outside professional services costs.</p>
<p><b>Compensation:</b></p>	<p><b>Back Office Services:</b> EdTec will provide these services at a fixed fee per school fiscal year as follows:</p> <ul style="list-style-type: none"> <li>○ \$95,000 for Year 1 of the Initial Term</li> <li>○ \$95,000 for Year 2 of the Initial Term</li> </ul>

	<ul style="list-style-type: none"> <li>○ The fees above are for the scope of services contained herein solely for those school(s) for which Client holds a granted charter or that have been in operation prior to the date of this SOW.</li> <li>▪ <b>Consulting:</b> Should you desire additional services not in the above scope, we would be pleased to provide these, subject to staff availability, at the then-current discounted hourly fee schedule for back-office clients (travel time is billed at ½ of the applicable hourly rate). Typical additional services that are not in the above scope are charter petition writing and the implementation of computer systems or computerized Student Information Systems. Again, this rate includes normal phone, copying and incidental costs. Additional costs would include mileage reimbursement for travel, overnight delivery charges, and pre-approved out-of-pocket expenses.</li> <li>▪ <b>Setup Charges:</b> EdTec will absorb the expenses of setting up clients on our systems. However, if reconciliations due to incomplete or unorganized records require more than twenty hours of our staff time, we will charge for the additional reconciliation time at our discounted hourly consulting rate.</li> <li>▪ <b>Fee Increases:</b> EdTec reserves the right to increase the fees payable under this Statement of Work by up to 5% upon the conclusion of the Initial Term and each Renewal Term. EdTec will provide written notice of a fee increase at least thirty (30) days prior to the expiration of the Initial Term or then-current Renewal Term, as applicable.</li> <li>▪ <b>Payment Terms:</b> All fees payable to EdTec must be received by EdTec within thirty (30) days of the date of invoice. EdTec reserves the right to suspend the provision of Services in the event an invoice is thirty days past due.</li> </ul>
<p><b>School Obligations</b></p>	<p>EdTec's services will assist with the operations of Client's back-office operations, but do not include auditing Client's provided information and operations for completeness and compliance. It is Client's responsibility to adopt and adhere to reasonable policies and procedures, and to ensure the school remains in compliance with all applicable rules and regulations and maintains sound fiscal operations. In order to fulfill the scope of services described herein, EdTec relies on Client to provide timely, accurate and complete information, and to cooperate reasonably with EdTec. Furthermore, Client must immediately inform EdTec of any material change that could affect EdTec's ability to complete its responsibilities and to assist Client in complying with all applicable laws and regulations.</p>
<p><b>Termination</b></p>	<p>Either party may, upon giving thirty (30) days' written notice identifying specifically the basis for such notice, terminate this Statement of Work for breach of a material term or condition of this Statement of Work, unless the party receiving the notice cures such breach within the thirty (30) day period. In addition, EdTec may terminate this Statement of Work immediately upon written notification and without liability, (a) if Client, in EdTec's reasonable judgment, violates any of the "School Obligations" above, (b) if Client does not open by September 30, 2017, or (c) upon any revocation of Client's charter. Upon any early termination under this section, Client shall pay EdTec for all services rendered by EdTec prior to the effective date of termination. In addition, if EdTec terminates this Statement of Work under this section, Client shall also pay EdTec for any demobilization or other costs resulting from such early termination.</p>

<b>EDTEC INC.</b>	<b>LANGUAGE ACADEMY OF SACRAMENTO</b>
By: _____	Signature: _____
Name: Steve Campo	Name: _____
Title: President & CEO	Title: _____
Date: _____	Date: _____
1410A 62nd Street Emeryville, CA 94608	Address: _____ _____
Fax: 510.663.3503	Email: _____
	Phone: _____
	Fax: _____



A California Public School

Agenda Item# IVB

**Board Meeting Date:** February 17, 2017

**Subject:** January 2017 Check Register

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

**Committee:** School Leadership

**Recommendation:**

School Leadership requests that the Governing Board review and approve the January 2017 check register.

**Documents Attached:**

1. January 2017 Check Register

<b>MOTION</b> January Check Register	Aye	Nay	Abstain	Absent
Aceves, Fernando				
Ramos, Michelle				
Bacsafra, Jennifer				
Sepúlveda, Angelita				
González, Antonio				
Campos, Perla				
González, Gustavo				
Moulton, Peter				
Zamora, Erandi				
Totals:				

**Estimated Time of Presentation:** 5 min.  
**Submitted By:** School Leadership  
**Date:** 02.17.17

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





A California Public School

Agenda Artículo# IVB

**Fecha de la Reunión:** 17 de febrero del 2017

**Tema:** Registros de la cuenta bancaria del mes de enero

- 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 del mes de enero del 2017.

**Documentos adjunto:**

1. Registro de la cuenta bancaria de enero del 2017.

<b>MOCIÓN</b> Registro de la cuenta bancaria de enero	Aye	Nay	Abstain	Absent
Aceves, Fernando				
Ramos, Michelle				
Bacsafra, Jennifer				
Sepúlveda, Angelita				
González, Antonio				
Campos, Perla				
González, Gustavo				
Moulton, Peter				
Zamora, Erandi				
Totales:				

**Tiempo estimado para la presentación:** 5 min.  
**Entregado por:** Liderazgo escolar  
**Fecha:** 02.17.17

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

**Check Register**

Language Academy of  
Sacramento  
January 2017



Grand Total 144,191.05

Vendor	Check Number	Voided	Date	Description	Check Amount
California Credit Union	31452		1/4/2017	Acct Ending 6574 - Stmt closing date: 12/28/16	3,716.95
California Credit Union	31453		1/4/2017	Acct Ending 3761 - Stmt closing date: 12/28/16	3,151.75
NatureBridge	31451		1/18/2017	Field Science Program: 06/05/2017 - 06/07/2017	11,276.00
Teadora-Jean A. Bersola-Isaguirre	31454		1/20/2017	Reimb: North/South Training & PF Lunch	164.34
CARE Educational Services	31455		1/20/2017	Occupational Therapy Svc: 12/06 & 12/13/16	385.00
John Carrillo	31456		1/20/2017	Reimbursement 10-21-16	15.00
Graciela Castaneda	31457		1/20/2017	Reimb: Classroom Library books	129.00
Charter Safe	31458		1/20/2017	Cust# 1221; 2016/17 Package Premium & Worker's Compensation - Feb '17	5,411.00
Charter Schools Development Center	31459		1/20/2017	CSDC Business Management Training Program	2,185.00
De Lage Landen Financial Services, Inc	31460		1/20/2017	Acct#232633; Monthly Copier Lease: 12/01 - 12/31/16	1,765.84
Eduardo De Leon	31461		1/20/2017	Reimbursement 10/25/16	67.75
Deco Tech Systems	31462		1/20/2017	PO# Verbal; Network Engineer II Labor - Troubleshooting	500.00
Department of Justice	31463		1/20/2017	Network Onsite - 12/14/16	96.00
Diverse Network Associates, Inc.	31464		1/20/2017	Website Hosting, CMS Software & Technical Support - Jan 2017	99.00
Stephanie Dobkin	31465		1/20/2017	Reimb: Materials & Supplies	219.53
Edmentum Inc.	31466		1/20/2017	Cust# 249572; Study Island California 8th Grade Science - NGSS: 01/02/2016 - 01/01/2018	1,713.00
Elevator Industries	31467		1/20/2017	Inv# 12368; Elevator Maintenance for the Month - December '16	100.00
Florentina Favela	31468		1/20/2017	Reimb: Supplies	205.64
Antonio Gonzalez	31469	Voided	1/20/2017	Reimb: Items need for Env. Studies	(1,424.29)
Rebecca Heredia	31470		1/20/2017	Reimbursement 12/11/16	283.18
Ann C Hubbel	31471		1/20/2017	Reimbursement 12/14/16	983.68
Kaiser Foundation Health Plan Inc	31472		1/20/2017	000635866-0002; Monthly Health Premium: February 2017	7,751.18
Law Office of Jennifer McQuarrie	31473		1/20/2017	Draft and Finalize Audit Response & Conference Call with Client Regarding Student Issues: 12/05 & 12/13/16	142.50

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check. Payroll checks are not included on this register.

Vendor	Check Number	Date	Voided	Description	Check Amount
Learning Solutions	31474	1/20/2017		SVC: SA & CON: 12/01 - 12/16/16	2,634.26
Lectorum Publications Inc.	31475	1/20/2017		Acct# 106465-2850; Supplies	328.62
Isela Mendez	31476	1/20/2017		Reimb: Book Fair Return & IEP File Request Trip# 26221; Student Transportation: PowerHouse Science Center to LAS: 12/05/16	53.80
Michael's Transporation Service	31477	1/20/2017		Center to LAS: 12/05/16	12,730.00
Office Depot	31478	1/20/2017		38699179	1,884.92
One Stone Apparel	31479	1/20/2017		Vocab - T's Youth Medium & Large	5,388.02
Sacramento City Unified School District/Accounting Services	31480	1/20/2017		Cust# 1200; Salary/Benefits: Maxine Lopez & Arthur Morales - December '16	12,490.97
Sacramento County Office of Education	31481	1/20/2017		003622	5,100.00
Schools Excess Liability Fund	31482	1/20/2017		Good Schools Webinar - 10/27/16	25.00
Cynthia Suarez	31483	1/20/2017		Reimb: Classroom Library books	1,261.28
SupplyWorks	31484	1/20/2017		Acct# 774035; Custodial Supplies Group ID: 086116; Monthly Health Premium -11/01 - 11/30/16 & Retroactive Adjustments	32.35
Sutter Health Plus	31485	1/20/2017		11/30/16 & Retroactive Adjustments	7,954.70
Lisa Togioka-Fong	31486	1/20/2017		Yoga/Wellness Class: 10/12 & 10/26/16	130.00
Windstream/PAETEC	31487	1/20/2017		5452612	2,920.04
CCHAT Center	31488	1/30/2017		Inv #MS11-16Lang; Svcs: DHOH Consultation/Mains, Mileage & Travel Time - 11/16/16	235.26
De Lage Landen Financial Services, Inc	31489	1/30/2017		Acct#232633; Monthly Copier Lease: 01/01 - 01/31/17+ Late Fee	1,761.97
EdTec Inc.	31490	1/30/2017		EdTec Monthly Service- Jan. 2017 #000344; Inv# 170418; FY 16/17 BTSA Clear Credential Program	23,736.16
El Dorado County of Education	31491	1/30/2017			5,000.00
Antonio Gonzalez	31492	1/30/2017		Reimb: Cars & Produce for Env. Studies	20.95
Ann C Hubbel	31493	1/30/2017		Reimbursement 01/10/17	125.42
K12 Health	31494	1/30/2017		Svc: Health Assessment & Training/Screening Trip# 27386; Student Transportation: LAS to Home to School: 11/16 - 11/18 & 11/28 - 11/30/16	1,350.00
Michael's Transporation Service	31495	1/30/2017		School: 11/16 - 11/18 & 11/28 - 11/30/16 Cust# 106532; Model# O50C; Copier Lease: 10/23 - 12/23/16	3,272.50
Network Office Systems	31496	1/30/2017			729.93
Riso Products of Sacramento	31497	1/30/2017		Acc# S1720; EZ/RZ Soy Ink Black & Master Legal A4 30S	608.32
Cynthia Suarez	31498	1/30/2017		Reimb: Books	266.00
Dehisy Valencia	31499	1/30/2017		Reimbursement 12/14/16 Group #107631 A000; Monthly Dental Premium - February 2017 + Adjustments	198.07
Western Health Advantage	31500	1/30/2017			9,951.47
California Credit Union	31502	1/30/2017		Acct Ending 3761 - Stmt closing date: 1/28/17	1,132.88

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check. Payroll checks are not included on this register.

Vendor	Check Number	Check Date	Voided	Description	Check Amount
California Credit Union	31503	1/30/2017		Acct Ending 6574 - Stmt closing date: 1/28/17	2,506.82
Antonio Gonzalez	31501	1/31/2017		Reimb: Items need for Env. Studies	1,424.29

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.  
 Payroll checks are not included on this register.



A California Public School

Agenda Item# IVC

**Board Meeting Date:** February 17, 2017

**Subject: Bylaws and Policy Committee: Sick Leave for Hourly Employees**

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

**Background:**

In July 2015, the State adopted Assembly Bill 304 which provides details regarding how hourly part-time employees can accrue sick leave. School Leadership has consulted with charter school experts and legal counsel regarding the implementation of this policy at LAS. Recently, LAS Bylaws and Policy Committee reviewed the LAS Sick Leave Policy and is recommending the needed revisions specific to LAS context.

**Recommendation**

It is recommended that Board approve the following updates to the policy regarding Sick Leave for Employees:

**Purpose/Objective**

The Language Academy of Sacramento (school) will provides paid sick leave to employees.

**Eligibility**

All employees who have worked 30 or more days in California within a year of their employment with the school or at the time this policy becomes effective.

**Procedures**

Eligible employees are categorized as follows:

Permanent full-time employees will be awarded ten (10) days per academic year at the commencement of each academic year. Permanent part-time employees will receive a pro-rated days based on their FTE with a minimum of 24 hours per academic year. Unused time for permanent full-time and part-time employees may not be carried over from year to year.

On-call substitutes (short and long-term), enrichment program employees and temporary employees will be awarded one hour of sick time for every 30 hours worked up to a maximum accrual of 48 hours or six days, whichever is greater, per academic year. Accrued, unused time under this policy will carry over each year up to a maximum accrual of 48 hours or six days, whichever is greater.

Upon successfully completing 90 days of employment, eligible employees may begin to use paid sick time under this policy in increments of two hours up to a maximum of 24 hours, or three days, whichever is greater, per calendar year.

Leave under this policy may be used for the diagnosis, care or treatment of an existing health condition for, or the preventive care of, an employee or an employee's immediate family member. "Family member" for purposes of this policy includes spouses, registered domestic partners, children (regardless of age), parents (including step-parents and parents-in-law), grandparents and siblings. Leave under this policy may also be used for employees who are the victims of domestic violence, sexual assault or stalking.



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

A California Public School

Employees requesting time off under this policy should provide as much advanced notice to the Academic Director or designee, as practical, and employees who take more than three days of leave will be required to provide appropriate documentation to human resources in support of the leave taken.

Unused time under this policy is not paid out at the time of separation from employment.

Leave under this policy may run concurrently with leave taken under other applicable policies as well as under local, state or federal law, including leave taken pursuant to the California Family Rights Act (CFRA) or the Family and Medical Leave Act (FMLA).

<b>Sick Leave for Hourly Employees</b>	Aye	Nay	Abstain	Absent
Aceves, Fernando				
Ramos, Michelle				
Bacsafra, Jennifer				
Sepúlveda-Parnell, Angel				
González, Antonio				
Campos, Perla				
González, Gustavo				
Moulton, Peter				
Zamora, Erandi				
Totals:				

**Estimated Time of Presentation:** 10 min  
**Submitted By:** Bylaws/Policy  
**Date:** 2.15.17

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



**Fecha de la Reunión:** 17 de febrero del 2017

**Tema: Comité de Estatutos y Política: Licencia por enfermedad para empleados por hora**

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

**Información:**

En julio del 2015, el estado adoptó la ley de asamblea 304 que provee detalles con respecto a cómo los empleados por hora de tiempo parcial pueden acumular licencia para días de enfermedad. El Liderazgo Escolar ha consultado con expertos de escuelas constitucionales y asesoría legal acerca de la implementación de esta póliza en la Academia. Recientemente, el comité de pólizas y estatutos revisó la póliza de licencia por enfermedad para empleados por hora y recomienda revisiones necesarias específicas a LAS.

**Recomendación**

Se recomienda que la Mesa Directiva apruebe las siguientes revisiones a la póliza de licencia por enfermedad para los empleados por hora.

**Propósito/Objetivo**

La Academia de Idiomas of Sacramento (escuela) proveerá licencia por enfermedad a sus empleados.

**Elegibilidad**

Todos los empleados que han trabajado 30 días o más en California dentro de un año de su empleo en la escuela o a partir de que esta póliza sea efectiva.

**Procedimientos**

Empleados elegibles se categorizan de la siguiente manera:

A empleados permanentes de tiempo completo se les dará diez (10) días por año académico al principio de cada año académico. Empleados permanentes de medio tiempo recibirán días prorrateados basados en su FTE con un mínimo de 24 horas por año académico. El tiempo que no sea usado no se pasará para el siguiente año.

Substitutos de corto y largo plazo, empleados de enriquecimiento y empleados temporales se les dará un día de licencia por enfermedad por cada 30 horas trabajadas con un límite de 48 horas o seis días, cual sea más grande, por cada año académico. El tiempo que se acumule y que no sea usado se pasará al siguiente año con un máximo de 48 horas o seis días.

Después de completar 90 días de empleo, empleados elegibles podrán usar su tiempo de licencia por enfermedad en incremento de 2 horas para un máximo de 24 horas o tres días, cual sea más grande, por año escolar.

Licencias bajo esta póliza podrán ser usadas para el diagnóstico o tratamiento de una condición de salud existente, o para el cuidado preventivo de un empleado o un familiar inmediato. "Familiar" para los propósitos de esta póliza incluye



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esposos/as, parejas domésticas, hijos (sin importar la edad), padres (incluyendo a padrastros y suegros), abuelos y hermanos/as. Licencias bajo esta póliza también pueden ser usadas por empleados que son víctimas de violencia doméstica, asalto sexual o acoso.

Empleados que soliciten días por medio de esta póliza deben presentar aviso con la mayor anticipación posible al Director Académico o designado, y a empleados que tomen más de tres días se les requerirá que presenten la documentación apropiada a recursos humanos.

El tiempo que no sea usado bajo esta póliza no será pagado al tiempo de separación del trabajo.

Licencias bajo esta póliza pueden correr al mismo tiempo que otras licencias bajo pólizas diferentes o leyes locales, estatales o federales, incluyendo licencias tomadas bajo el Acta de derechos de familias de California (CFRA por sus siglas en inglés) o el Acta de licencias médicas y de familia (FMLA por sus siglas en inglés).

<b>Licencia por enfermedad para empleados por hora</b>	Aye	Nay	Abstain	Absent
Aceves, Fernando				
Ramos, Michelle				
Bacsafra, Jennifer				
Sepúlveda-Parnell, Angel				
González, Antonio				
Campos, Perla				
González, Gustavo				
Moulton, Peter				
Zamora, Erandi				
Totales:				

**Tiempo estimado para la presentación:** 10 min.  
**Entregado por:** Estatutos/Política  
**Fecha:** 2.15.17

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





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Agenda Item# IVD

**Board Meeting Date:** February 17, 2017

**Subject:** 2016-17 Governing Board Elections

- 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

**Recommendation:**

The Committee requests that board members approve the proposed election timeline and commit to actively recruit possible candidates for the representative vacancy positions.

Moreover, the Committee requests that the Board review the attached LAS Board Candidate Application and LAS Board Member Interview Protocol for their relevance and efficacy.

**Attachments:**

- 1) LAS Brochure
- 2) LAS Board Candidate Application
- 3) LAS Board Member Interview Protocol

Governing Board Elections Timeline	Aye	Nay	Abstain	Absent
Aceves, Fernando				
Ramos, Michelle				
Bacsafrá, Jennifer				
Sepúlveda, Angelita				
González, Antonio				
Campos, Perla				
González, Gustavo				
Moulton, Peter				
Zamora, Erandi				
Totals:				

**Estimated Time of Presentation:** 5 min  
**Submitted By:** Bylaws/Policy Committee  
**Date:** 2.17.17

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



A California Public School

Agenda Artículo# IVD

**Fecha de la Reunión:** 17 de febrero del 2017

**Tema:** Elecciones de la Mesa Directiva 2016-2017

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

**Comité:** Comité de Pólizas/Estatutos/Elecciones de Comunidad para la Mesa Directiva

**Recomendación:** El comité solicita que la mesa directiva apruebe la siguiente línea de tiempo y que se comprometa a activamente reclutar a candidatos para las posiciones disponibles.

Además, el comité solicita que la Mesa Directiva revise la eficacia y la relevancia de la aplicación de candidatura y el protocolo de entrevista de miembro de la Mesa Directiva.

**Documentos adjuntos:**

- 1) Folleto de LAS
- 2) Aplicación de candidatura para la mesa directiva
- 3) Protocolo de entrevista para la Mesa Directiva

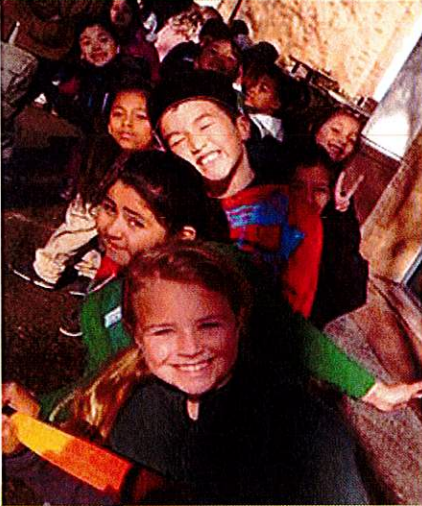
Línea de tiempo de elecciones para la Mesa Directiva	Aye	Nay	Abstain	Absent
Aceves, Fernando				
Ramos, Michelle				
Bacsafra, Jennifer				
Sepúlveda, Angelita				
González, Antonio				
Campos, Perla				
González, Gustavo				
Moulton, Peter				
Zamora, Erandi				
Totals:				

**Tiempo estimado para la presentación:** 5 min.  
**Entregado por:** Comité de Estatutos/Política  
**Fecha:** 2.17.17

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



# Language Academy OF SACRAMENTO



## LAS Academics

The Language Academy of Sacramento (LAS) is a TK-8 Two Way Spanish Immersion Public School that offers a challenging curriculum emphasizing **Academic Achievement, Bilingualism and Biliteracy**, and a **Collaborative** home and school relationship. Key components of the LAS academic program include instruction in English and Spanish in all grade levels, smaller class size, an extended school day and year, as well as community partnerships to enrich the curriculum. In its 13<sup>th</sup> year, LAS has become the areas only TK-8 Dual Immersion educational program, and has seen continuous academic growth that supports college and career readiness.



## LAS Facts

### Academics:

- ❖ Congruent to the Dual Immersion Research, LAS 8th grade students achieve at comparable and/or higher levels than the neighborhood district and the State of California peer group in English, while **simultaneously** learning Spanish.
- ❖ LAS' educational model provides the area high schools with the only students prepared to enroll in Advanced Placement foreign language courses.

### Basic Environmental Infrastructure:

- ❖ As of 2015, 85% of LAS teachers have two years or more classroom teaching experience and over 50% have five or more years of experience.
- ❖ As of 2015, LAS has completed a state of the art gymnasium and two-story structure for middle school.
- ❖ As of 2016, the access to technology for students from Grades 2-8 is 1:1 ratio.

### Climate and Parent Engagement:

- ❖ Based on 2016 student survey, 97% of students agree with the statement, "It is important to me to learn to read and write in Spanish and English," and 92% stated that, "I like my school."
- ❖ Since its inception, LAS continues to meet its parent satisfaction goal with ~90% stating overall satisfaction with the school and ~94% stating they would recommend the school to others.
- ❖ LAS has a shared Governance model that includes parents, staff and community members.



### Two-Way Immersion 90-10 Model

Grade	Spanish	English
TK-1 <sup>st</sup>	90%	10%
2 <sup>nd</sup>	80%	20%
3 <sup>rd</sup>	70%	30%
4 <sup>th</sup>	60%	40%
5 <sup>th</sup> -8 <sup>th</sup>	50%	50%

2850 49<sup>th</sup> Street  
Sacramento, CA 95817  
(916) 277-7137  
(916) 277-7141 fax  
www.lasac.info

## LAS Mission

To create a learning environment where **students:**

**Biliteracy:** Utilize bilingual academic knowledge and skills in real-world situations and diverse settings

**Confidence and Life Skills:** Develop and exhibit positive self-esteem, pride, confidence, and respect for themselves and others

**Leadership and Critical Thinking:** 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

# Language Academy of Sacramento Governing Board of Directors

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## Board Representative

The Governing Board of the Language Academy of Sacramento is seeking for one (1) candidate for each of the Community, Parent and Staff Representative Positions. The term of the office will be from July 1, 2016 until June 30, 2019. This important position serves to ensure the Language Academy of Sacramento's mission is fulfilled.

The LAS mission is to create a learning community where students: 1. Utilize bilingual (Spanish and English) academic knowledge and skills in real-world situations and diverse settings. (BILITERACY), 2. Develop and exhibit positive self-esteem, pride, confidence and respect for themselves and others. (CONFIDENCE AND LIFE SKILLS), and 3. Demonstrate leadership skills in order to build bridges between communities and apply critical thinking skills to solve problems, promote social justice, and create change in society. (LEADERSHIP AND CRITICAL THINKING)

In support of the school's mission, the Governing Board's responsibilities encompass the following: 1) preparing for and attending one monthly 4-5 hour evening meeting and two committee meetings a month estimated at two hours each, 2) during Governing Board and committee meetings: setting organizational policies, 3) designing long-range and strategic plans that fulfill the school's mission; and 4) monitoring the school's overall operational needs and overseeing proper allocations of the school's financial and human resources.

If you are interested in this challenging and vital position, please submit a current resume and your Declaration of Candidacy for Governing Board Representative (see below) to the Language Academy of Sacramento, 2850 49<sup>th</sup> Street, Sacramento, CA 95817. *Individuals employed by LAS within the last 60 months are not eligible for candidacy.*

### IMPORTANT DATES

All candidate declaration and resume must be received at the school no later than **Friday, April 7, 2017 by 5PM**

#### For Community Representative Candidates

- ❖ Interviews will be on **Friday, April 21, 2017** at 5:30PM
- ❖ Town Hall Meeting for candidates will be held on **Wednesday, April 26, 2017** at 8:30AM
- ❖ All stakeholder votes will be received by **May 5, 2017** by 5:00PM
- ❖ New Community Representative Board members will be announced by **May 12, 2017**.

#### For Parent Representative Candidates

- ❖ Town Hall Meeting for candidates will be held on **Wednesday, April 26, 2017** at 8:30AM
- ❖ All stakeholder votes will be received by **Friday, May 5, 2017** by 5:00PM
- ❖ New Parent Representative Board member will be announced by **Monday, May 12, 2017**

Please direct your information or any questions regarding this application to Teejay Bersola via email at [tbersola@lasac.info](mailto:tbersola@lasac.info).

## Job Description, Member of the Board of Directors

Board members are expected to serve the community of the Language Academy of Sacramento Charter School by ensuring that there is competent leadership and adequate resources available to accomplish the school's mission. Collectively, board members understand that they are responsible to ensure that the school's education program and operations are aligned with the school's charter and bylaws as well as all applicable laws and regulations. In addition, the board is responsible for ensuring the school's fiscal health and ensuring that fiscal systems, procedures, and processes are in place. Members of the Board of Directors are expected to be available to participate in committees and at board meetings as fully informed members.

Specifically, board members must:

1. Attend and actively participate in all regularly scheduled board meetings, arriving on time and remaining until the meeting is ended. Members will be allowed two (2) absences due to emergencies per fiscal year. It is mandatory for all members to attend all special Board meetings. Board members will make every attempt to schedule special meetings at a time when all Board members can be present.
2. Prepare for meetings by reading the board packet and by being ready to discuss with an open mind the issues at hand. In addition, Board members will be responsible for the information shared during any Board meetings for which they have been absent.
3. Participate on two active board committees- attending committee meetings and contributing to the accomplishment of the committee goals. Teacher board representatives will participate in only one active board committee. Members will be allowed two (2) absences from committee meetings due to emergencies per fiscal year. It is mandatory for all directors to attend all special committee meetings. Board members will make every attempt to schedule special meetings at a time when all Board members can be present.
4. Advocate on behalf of Language Academy of Sacramento Charter School, to promote high academic achievement, the views of the school, and to secure funding and other support for the organization.
5. During Board votes, Directors shall subordinate individual agendas, and agendas of the member's constituency to the goals of the entity.
6. Share information from committee meetings and board meetings with member's constituencies. Board members will share said information from the point of view of the Board. If a Board member states her or his opinion about a Board matter, it will be clearly stated as such. In sharing information from committee meetings and board meetings, Board members will share the appropriate sections of the latest minutes, committee or board deliberations, resolution, and decisions taken by the Board.
7. Follow the board norms.
8. Keep closed session board discussions and reports confidential.
9. Provide input into the strategic plan and monitor the organization's progress towards achieving established goals.
10. Keep abreast of charter school issues through research, reading, and attendance at workshops.

## CODE OF ETHICS FOR GOVERNING MEMBERS

As a Governing Board member of the Language Academy of Sacramento, I shall promote the best interests of the School as a whole and, to that end, shall adhere to the following ethical standards:

### Equity in Attitude

- I will be fair, just, and impartial in all my decisions and actions.
- I will accord others the respect I wish for myself.
- I will encourage expressions of different opinions and listen with an open mind to others' ideas.

### Trustworthiness In Stewardship

- I will be accountable to the public by representing School policies, programs, priorities, and progress accurately.
- I will be responsive to the community by seeking its involvement in School affairs and by communicating its priorities and concerns.
- I will work to ensure prudent and accountable use of School resources.
- I will make no personal promise or take private action that may compromise my performance or my responsibilities.

### Honor In Conduct

- I will tell the truth.
- I will share my views while working for consensus.
- I will respect the majority decision as the decision of the Governing Board.
- I will base my decisions on fact rather than supposition, opinion, or public favor.

### Integrity Of Character

- I will refuse to surrender judgment to any individual or group at the expense of the School as a whole.
- I will consistently uphold all applicable laws, rules, policies, and governance procedures.
- I will not disclose information that is confidential by law or that will needlessly harm the School if disclosed.

### Commitment To Service

- I will focus my attention on fulfilling the Boards's responsibilities
- I will diligently prepare for and attend Board meetings.
- I will avoid personal involvement in activities the Board has delegated to the School Leadership.
- I will seek continuing education that will enhance my ability to fulfill my duties effectively.

### Student-Centered Focus

- I will be continuously guided by what is best for all students of the School.

**Language Academy of Sacramento  
Declaration of Candidacy for the Governing Board Representative**

*Deadline: Friday, April 7, 2017  
Send it via email or in person by 5:00PM*

Declaration of Candidacy for Governing Board: (Please choose one)

Community Representative      Parent Representative      Staff Representative

I, \_\_\_\_\_, am announcing my candidacy for the Governing Board Representative position.

I believe I am qualified for this position because:

My priorities for the LAS Governing Board are:

Other comments:

*\*Please attach a current resume*

I am aware that if I am voted in as a member of the LAS Governing Board, I must commit to:

- ◆ Attending the Governing Board's monthly (and occasionally more frequent) meetings.
- ◆ Attending the Governing Board retreats.
- ◆ Attending assigned committee meetings.
- ◆ Parent Representative Only– Attending monthly Parent Council and Parent Association Meetings
- ◆ Attending trainings and/or workshops (in addition to those offered during Board meetings) so as to learn the roles and responsibilities of Charter School Board members

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## LAS Board Member Interview Protocol

### Interview questions:

1. What motivated you to apply to be a LAS board member?
2. What strengths/areas of expertise would you bring to the board?
3. Are you able to fulfill the time commitment required by the Board (monthly Board meetings, at least two committee meetings a month- usually held at 4:00 p.m., create committee agendas and Board resolutions, ongoing communication via email, etc.)

### Possible follow up questions:

You mentioned \_\_\_\_\_. Could you tell us more about that, and how it might inform your work on the board?

### According to state and federal law, we cannot ask interview questions about any of the following:

- Race
- Color
- Sex
- Religion
- National origin
- Birthplace
- Age
- Disability
- Marital/family status

### Examples of questions that we cannot ask include:

- Where were you born?** While this question seems innocent enough on the surface, it could be used to gather information illegally about national origin. Although it may seem more relevant, hiring managers are also not allowed to ask “Are you a U.S. citizen?” Employers may ask whether you are authorized to work in the United States, but not specifically about citizenship. They may also ask for documents proving your authorization to work in the U.S. after you have been hired.
- What is your native language?** Again, the problem is that this question could be used to determine national origin. The employer can ask whether you know a particular language only if it is required for the job. For example, if job responsibilities include supporting Spanish-speaking customers, it’s fair to ask if you speak Spanish.
- Are you married?** Here’s another question that would seem innocent in most settings, but is not allowed in a job interview. Employers are not allowed to discriminate on the basis of marital status, so this question is not allowed.
- Do you have children?** Even though this sounds like a casual, innocent question, it is not allowed in a job interview. It’s covered by a general prohibition about discrimination over parental status.
- Do you plan to get pregnant?** This question is not legal. Employers used to ask this of women to avoid hiring someone that would go out on maternity leave. It is illegal to discriminate on the basis of gender and on the basis of pregnancy.
- How old are you?** Age discrimination is illegal, so this question is off limits. Some companies have tried to avoid hiring workers over a certain age for fear of higher insurance costs, the potential for more absences and for a general age bias. For this reason, employers are not supposed to ask what year you graduated from college, either, unless there is some job related reason for the question.





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Agenda Item# IVE

**Board Meeting Date:** February 17, 2017

**Subject:** Civic Education Resolution

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

**Information:**

In November 2016, Maestro González introduced the idea of LAS adopting and voting on a Civic Education resolution to the Board. The purpose of drafting and voting-on a civic education resolution is to:

- build a community at LAS where parents, staff and students recognize the importance of being an active member of the community in order to foster change
- adopt a school-wide curriculum that allows teachers to teach the democratic process, engage students in current events and controversial issues, and gives students first-hand experience of being active participants and
- create civic-minded students in order to be college and career ready.

Curriculum Development Team (CDT) Committee discussed the resolution during its December and February meetings and the resolution's alignment to LAS charter mission.

Recommendation:  
 CDT recommends that the Board approve the attached Civic Education Resolution.

Civic Education Resolution	Aye	Nay	Abstain	Absent
Aceves, Fernando				
Ramos, Michelle				
Bacsafra, Jennifer				
Sepúlveda, Angelita				
González, Antonio				
Campos, Perla				
González, Gustavo				
Moulton, Peter				
Zamora, Erandi				
Totals:				

**Estimated Time of Presentation:** 5 min.  
**Submitted By:** Student Council/Gonzalez  
**Date:** 2.15.17

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



A California Public School

Agenda Artículo# IVE

**Fecha de la Reunión:** 17 de febrero del 2017

**Tema:** Resolución de educación cívica

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

**Información:**

En noviembre del 2016, el Maestro González introdujo la idea de que LAS adopte y vote a favor de una resolución de educación cívica. El propósito de esta resolución cívica es:

- crear una comunidad en LAS donde los padres, el personal y los estudiantes reconocen la importancia de ser un miembro activo de la comunidad para fomentar cambios
- adoptar un currículo al nivel escolar que le permita a los maestros enseñar el proceso democrático, involucrar a los estudiantes en eventos actuales y problemas controversiales, y dar a los estudiantes experiencia de primera mano al ser partícipes activos y
- crear estudiantes con una visión cívica que los prepare para su educación y carreras futuras.

El comité de desarrollo de currículo (CDT) habló sobre la resolución durante sus reuniones de diciembre y febrero y la alineación de la resolución con la constitución de LAS.

**Recomendación:**

El comité de desarrollo de currículo recomienda a la Mesa Directiva que apruebe la resolución adjunta.

Resolución de educación cívica	Aye	Nay	Abstain	Absent
Aceves, Fernando				
Ramos, Michelle				
Bacsafra, Jennifer				
Sepúlveda, Angelita				
González, Antonio				
Campos, Perla				
González, Gustavo				
Moulton, Peter				
Zamora, Erandi				
Totals:				

**Tiempo estimado para la presentación:** 5 min.  
**Entregado por:** Concilio estudiantil/González  
**Fecha:** 2.15.17

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

The Language Academy of Sacramento  
Resolution No.

WHEREAS: It is the goal of The Language Academy of Sacramento to prepare **all** of our students for college, career, and civic life;

WHEREAS: The Language Academy of Sacramento is an instrumental place for developing civic knowledge, skills and values in order to become productive and responsible participants in the democratic process. Research demonstrates that the Six Proven Practices of civic learning directly improve the quality and effectiveness of civic learning in schools. These Six Proven Practices are: classroom instruction in history, government, law, and democracy; discussion of current events; service learning; extra-curricular or co-curricular activities; student voice in school governance; and simulations of democratic processes;

WHEREAS: One of the key elements of our school's mission is for our students to develop leadership skills that builds bridges between communities, critical thinking skills in order to solve problems in their school or community, promotes social justice, and creates change in society. As a result, the democracy of our school, community, state and nation, depend on a well-informed, educated, and engaged citizenry that possesses the aforementioned leadership skills;

WHEREAS: The school will provide opportunities for students to engage in civic learning practices that incorporate bilingual skills in order for the students to have equitable access to learning;

WHEREAS: the school community will use civic learning as a tool in which students will develop and exhibit positive self-esteem, pride, confidence, respect for themselves and others which improves the school climate and making The Language Academy of Sacramento constructive, engaging, and academically enriching;

WHEREAS: resources are available for the school's staff to continue the implementation and expansion of civic learning.

THEREFORE BE IT RESOLVED: that The Language Academy of Sacramento become a Civic Learning Partnership School. The board requests that the school's administration and staff continue to work toward executing and bolstering the civic engagement of **all** students by integrating the Six Proven Practices, which are classroom instruction in history, government, law, and democracy; discussion of current events; service learning; extra-curricular or co-curricular activities; student voice in school governance; and simulations of democratic processes; and ensure that adequate time and resources are dedicated to this goal.



A California Public School

Agenda Item# VA

**Board Meeting Date:** February 17, 2017

**Subject: Student Discipline at LAS**

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

**Information:** At the request of the Governing Board, School Leadership will provide a summary of steps that are taken to foster a positive school climate, processes that are in place to address student discipline issues, as well as short and long term goals to continue improving in these areas.

**Current Guidelines and Procedures**

Schoolwide, there is an understanding that consequences, both positive and negative, must be logical. Years ago, staff were trained in a local program titled "Setting Limits," an initiative intended on providing uniformity across all grade levels. While practices linked to this program continue, there is variation within grade levels that allow for teacher preference and developmental level of students. Teachers have implemented systems that support the majority of students and disciplinary issues that may occur. When behaviors are more severe or behaviors persist, they are deemed office level and administration responds. The attached document makes reference to the various consequence levels that have been put into place. Subsequent documents describe the move toward implementing a more uniformed, evidence based approach to supporting students.

**Anti-Bullying**

In 2014, the LAS Governing Board approved an Anti-Bullying policy. Since then, the policy is shared with all families and students in the Student and Parent Handbook. In addition defining bullying and describing the different types of bullying, the policy provides some detail about consequences. *"Consequences for a student who commits an act of bullying will be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance, and must be consistent with the school's approved code of student conduct. Remedial measures will be designed to correct the problem behavior; prevent another occurrence of the behavior; and protect the victim of the act. Depending upon the incident, expulsion may be recommended to the board."* Bullying cases that are not appropriately addressed at the classroom level are addressed by administration and appropriate consequences are determined.

**Social-Emotional Learning (SEL)**

At LAS, we are dedicated to creating a safe learning environment so that students can achieve academically. With this goal in mind, we also understand that students must be socially and emotionally ready to learn. SEL ensures that students have opportunities to develop skills they need to recognize and manage their emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations constructively. There are many components of this initiative at LAS, including Positive Behavior Interventions and Supports (PBIS), Restorative Justice (RJ), Multi-Tiered Systems of Support (MTSS) and Life Skills and/or Character Education. Since 2014, a team assembled by the Special Education and Interventions Coordinator has been working on developing the PBIS component. This year, the SPED and Interventions Coordinator, Academic Director, Psychologist and Counselor have formed an SEL Team to work on developing the other components and help to address school climate at LAS.



A California Public School

### **Positive Behavior Interventions and Supports**

PBIS is an approach for supporting students to be successful at LAS. School-wide PBIS focuses on the development and implementation of pro-active procedures and practices to prevent problem behavior for all students and improve school climate. The model at LAS has focused around our school-wide norms: Be Respectful, Make Responsible Decisions and Resolve Problems. These serve as the platform to analyze all school environments and determine expectations for student behavior. The attached document provides key insight into the breakdown of school environments at LAS. This information was first shared with staff, and subsequently with students. At the beginning of the 2016-17 school year, each teacher presented a common multi-media presentations that addressed the environments. Manchas Jaguares, or positive recognition tickets (attached), are bestowed upon students by any adult on campus as a way to recognize positive behaviors and promote a more additive approach to behavior at LAS. These tickets are later submitted and students or classes win small prizes for contributing positively to the school environment.

### **Multi-Tiered System of Supports**

MTSS is a systematic, continuous improvement structure where data-based problem solving and decision-making is practiced to address the academic and/or behavior needs of students. Through this comprehensive intervention practice, the classroom teacher is responsible for identifying academic and/or behavior concerns. Students receive interventions that may become increasingly intensive dependent upon the level of concern and the student's response to the interventions. As referenced in the MTSS triangle, at LAS we have focused thus far on the academic side of the triangle. The three-tiered system recognizes that universal interventions will address the needs of 80-90% of students, while a smaller group (10-15%) require more intense interventions. Still others, as is the case with a smaller percentage of students that qualify for special education, require the highest levels of intervention. The attached triangle addresses academics, but the intent of the LAS team is to continue developing this in an effort to support all students behaviorally and in a proactive manner.

Attachments:

1. Excerpts from 2016-17 Staff Guidelines and Procedures
2. LAS Anti-Bullying Policy
3. SEL Terms Defined
4. PBIS Areas & Expectations
5. Mancha Jaguar
6. MTSS Triangle at LAS

**Estimated Time of Presentation: 15 min.**  
**Submitted By: de León**  
**Date: 2.15.17**

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

## Excerpt from 2016-2017 Staff Guidelines and Procedures

### School-Wide Behavior Plan/School Rules & Expectations

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#### 1. Be Respectful

- Treat others the way you want to be treated— with respect.
- Be kind and polite to other students, adults, teachers and staff
- Be caring toward others
- Be considerate of students' right to learn

#### 2. Be Responsible/Make Good Choices

- Take responsibility for your own behavior
- Arrive and leave school on time
- Be prepared to learn
- Wear your school uniform
- Show care for all property
- Follow directions

#### 3. Resolve Problems

- Follow playground rules
- Do your personal best
- Be a good listener
- Stay on task
- Use your time wisely
- 

#### Logical Consequences in Classrooms

As a school, LAS has adopted portions of the "Setting Limits" logical consequences behavior management system. While there are variations in practice depending on the grade level, the following are some logical consequences that should guide decisions inside and outside of the classroom:

- Use of P.A.T. time (Preferred Activity Time)
- Positive reinforcement of expected behaviors
- Verbal warning
- Student is asked to repeat behavior appropriately (i.e., walking into class instead of running)
- Time out within the classroom (stage 1)
- Time out in buddy teacher's classroom (stage 2)
- Time out in office (stage 3)
- Use of blurt box
- Use of recess academy
- Communication with parents
- Student Study Team meeting (severe)
- After School or Weekend Detention
- In House suspension
- Suspension
- Expulsion

## Logical Consequences for the Cafeteria

The following are the expectations of students while in the cafeteria. Logical consequences will be administered in the following order unless the student(s) has repeatedly broken the rules, in which case the teacher and/or administration will intervene: warning > sit at the quiet table > owe entire recess and help with cafeteria clean-up.

- Keep all food on trays and to self
- Remain seated
- Walk, do not run, at all times
- Keep noise at an acceptable level
- Wait to be dismissed by supervisor
- Display respectful behavior towards cafeteria and supervision staff at all times

## Logical Consequences for the Playground

- Misuse of equipment > Loss of equipment at recess
- Failure to play by the rules > Find another game for that recess
- Failure to cooperate or get along with others > Separation for the group
- Antagonistic or hurtful behavior > sit on bench or other designated on playground area during that recess
- Rough or unsafe play > sit on bench or other designated on playground area during that recess
- Defiance of yard duty/grounds supervisor > sit on bench or other designated on playground area during that recess; notify teacher
- Assaultive behavior (i.e., hitting, kicking, fighting, etc.) > Office referral
- Repeated violation of playground

Language Academy of Sacramento  
Anti- Bullying Policy

The Language Academy of Sacramento recognizes the importance of a safe school environment to the educational process. The board has determined that a safe and civil environment in school is necessary for students to learn and to achieve high academic standards. Bullying, like other disruptive or violent behaviors that hinder both a student's ability to learn and a school's ability to educate its students in a safe environment, is prohibited at Language Academy of Sacramento. Because students learn by example, all students and adults are expected to demonstrate appropriate behavior, treat others with civility and respect and refuse to tolerate bullying in a school environment.

**Definition: What Is Bullying?**

Bullying is defined as persistent, intentionally hurtful behavior towards another person.

Further, bullying is defined as the repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture directed at an individual that:

- Emotionally or physically harms a student or damages the student's property
- Causes a student to be in reasonable fear that he or she will be harmed
- Creates a hostile environment for the student at the school
- Infringes on the rights of a student at the school
- Has the effect of substantially disrupting the orderly operation of the daily classroom instruction or school environment

**Types of Bullying:**

Types of bullying include the following behaviors when repeated or persistent:

**Emotional bullying:** excluding or persistently ignoring, tormenting, threatening through gesture, ridiculing or humiliating the other, inciting others to bully

**Physical bullying:** pushing, kicking, pinching, hitting, scratching, punching, biting, pulling; interfering with someone else's property or possessions

**Racist bullying** (race; color; religion; ancestry; national origin): racial taunts, jokes and gestures, graffiti and racist insignia/badges, circulating racist literature, or 'picking-on' behavior of all kinds

**Sexual/Gender bullying** (gender; sexual orientation; gender identity and expression): unwanted physical contact, sexually abusive comments, stalking, homophobic victimization

**Socioeconomic Bullying:** (social status; economic status, parent occupation, education level, health or nutrition level): Socioeconomic taunts, jokes, graffiti, or 'picking-on' behavior of all kinds

**Verbal bullying:** persistent name-calling, systematic unwanted teasing or taunting, intimidation or threatening behavior

**Cyber bullying:** All areas of internet, including but not limited to, email, internet chat room misuse, mobile threats by phone calls and text messaging, misuse of associated technology, i.e. camera, web cams, and video facilities

**Indirect bullying:** spreading nasty stories or malicious rumors about someone, excluding someone from social groups, sending malicious emails or text messages on mobile phones

*Harassment or bullying is any gesture or written, verbal, graphic, physical or electronic act (i.e. including, but not limited to, internet, cell or smart phone, or wireless hand held device) that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race; color; religion; ancestry; national origin; socioeconomic status; academic status; mental, physical, development or sensory disability or impairment; creed; political belief; age; linguistic or language differences; height; weight;*



*marital status; parental status; or by any other distinguishing characteristic; or because of an association with a person who has or is perceived to have one or more of these characteristics. Such behavior is considered harassment or bullying whether it takes place on or off school property, at any school-sponsored function, in a school vehicle, or by students, family members or staff.*

*Students must conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, volunteers, and contractors.*

The Language Academy of Sacramento believes that standards for student behavior must be set cooperatively through interaction among the students, parents and guardians, staff, and community members of the school, producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for school and community property on the part of students, staff, and community members.

Because bystander support of bullying can bolster these behaviors, the school prohibits both active and passive support for acts of bullying. The staff should encourage all students to refuse to engage in these acts and to report them immediately to a staff member the school.

Consequences and appropriate remedial actions for a student or staff member who commits persistent acts of bullying may range from positive behavioral interventions up to and including in-school or out-of-school suspension from the school and/or expulsion or other disciplinary removal from the school, in the case of a student, and/or suspension or termination in the case of an employee, as set forth in the school's approved code of student conduct or employee handbook.

Consequences for a student who commits an act of bullying will be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance, and must be consistent with the school's approved code of student conduct. Remedial measures will be designed to correct the problem behavior; prevent another occurrence of the behavior; and protect the victim of the act. Depending upon the incident, expulsion may be recommended to the board.

The board requires the Academic Director at the school to be responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of this policy to the Academic Director. All other members of the school community, including students, parents, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report without further investigation.

The board also requires the Academic Director to be responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the Academic Director must conduct a prompt, thorough, and complete investigation of each alleged incident. An investigation is to be conducted within three school days after a report or complaint is made known to the Academic Director.

The board prohibits reprisal or retaliation against any person who reports an act of bullying. After consideration of the nature, severity, and circumstances of the act, the administrator will determine the consequences and appropriate remedial action for a person who engages in reprisal or retaliation.

At the same time, the board prohibits any person from falsely accusing another of bullying. The consequences and appropriate remedial action for a person found to have falsely accused another of bullying might range from positive behavioral interventions up to and including suspension and/or expulsion. Consequences and appropriate remedial action for a school employee found to have falsely accused another of bullying include disciplinary action in accordance with school policies, procedures, and agreements.

The board requires that school officials annually disseminate the policy to all school staff, students, and parents, along with a statement explaining that it applies to all applicable acts of bullying that occur on school property, at school-sponsored functions, or in a school vehicle and to develop procedures for investigating and addressing any alleged violations of this policy.

Additionally, the board requires school officials to ensure that this policy and procedures for reporting bullying incidents are reviewed with the students within 90 days after the policy is adopted and at least once each school year after that. The school administration is required to develop procedures necessary to implement this policy, and to develop appropriate prevention, intervention and education strategies related to bullying.

Under the Children's Internet Protection Act, the board directs the school administration to protect children from harmful online content. Therefore, the school is required to teach acceptable use and online safety to students. The school's curriculum will include instruction for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyber-bullying awareness and response.

The Language Academy of Sacramento will comply with all applicable and related federal and state laws.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex, especially:

221.5 Prohibited sex discrimination

221.7 School-sponsored athletic programs; prohibited sex discrimination

32211 Threatened disruption or interference with classes

35160 Authority of governing boards

35160.1 Broad authority of school districts

35181 Governing board policy on responsibilities of students

35291 - 35291.5 Rules

48900.3 Suspension or expulsion for act of hate violence

48900.4 Suspension or expulsion for threats or harassment

44807 Duty concerning conduct of students

44810 Willful interference with classroom conduct

44811 Disruption of classwork or extracurricular activities

48900 Grounds for suspension or expulsion

48900(r) Grounds for suspension or expulsion: bullying

48907 Student exercise of free expression

51512 Prohibited use of electronic listening or recording device

PENAL CODE

243.5 Assault or battery on school property

311 Child Pornography

403-420 Crimes against the public peace, especially:

415 Fighting; noise; offensive words

CIVIL CODE

1714.1 Liability of parents and guardians for willful misconduct of minor

CODE OF REGULATIONS, TITLE 5

300 - 307 Duties of pupils

UNITED STATES CODE, TITLE 42

2000d-2000e-17 Title VI & VII Civil Rights Act of 1964 as amended

2000h-2-2000h-6 Title IX, 1972 Education Act Amendments

# SOCIAL EMOTIONAL LEARNING @ LAS

## TERMS DEFINED

**Social-Emotional Learning (SEL):** The process through which children and adults acquire knowledge, attitudes, and skills they need to recognize and manage their emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations constructively.

**Positive Behavior Intervention Supports (PBIS):** An approach for supporting students to be successful in schools. School-wide PBIS focuses on the development and implementation of pro-active procedures and practices to prevent problem behavior for all students and improve school climate.

**Restorative Justice (RJ):** Restorative justice takes incidents that might otherwise result in punishment and finds opportunities for students to recognize the impact of their behavior, understand their obligation to take responsibility for their actions, and take steps towards making things right. RJ allows affected parties the opportunity to collectively define the impact and determine steps to make things as right as possible for everyone—the person(s) harmed, the person(s) who harmed others, and the broader community.

**Multi-Tiered System of Supports (MTSS):** A systematic, continuous improvement structure where data-based problem solving and decision-making is practiced to address the academic and/or behavior needs of students. Through this comprehensive intervention practice, the classroom teacher is responsible for identifying academic and/or behavior concerns. Students receive interventions that may become increasingly intensive dependent upon the level of concern and the student's response to the interventions.

**Life Skills:** Skills taught in order to guide students to an understanding of the personal and social behaviors that will enable them to do their personal best and thus enhance the likelihood that they will succeed in attaining their goals.



## Manchas Jaguares

Estudiante: \_\_\_\_\_ Grado: \_\_\_\_\_

### **Reconocido por:**

- Mostrar Respeto
- Tomar Buenas Decisiones
- Resolver Problemas
- Destreza del Mes:

\_\_\_\_\_



### **Sitio:**

- Frente de la escuela
- Pasillo
- Salón
- Cafetería
- Oficina
- Baño
- Patio/Parque
- Biblioteca
- Gimnasio

Descripción: \_\_\_\_\_

Otorgado por: \_\_\_\_\_ Fecha: \_\_\_\_\_

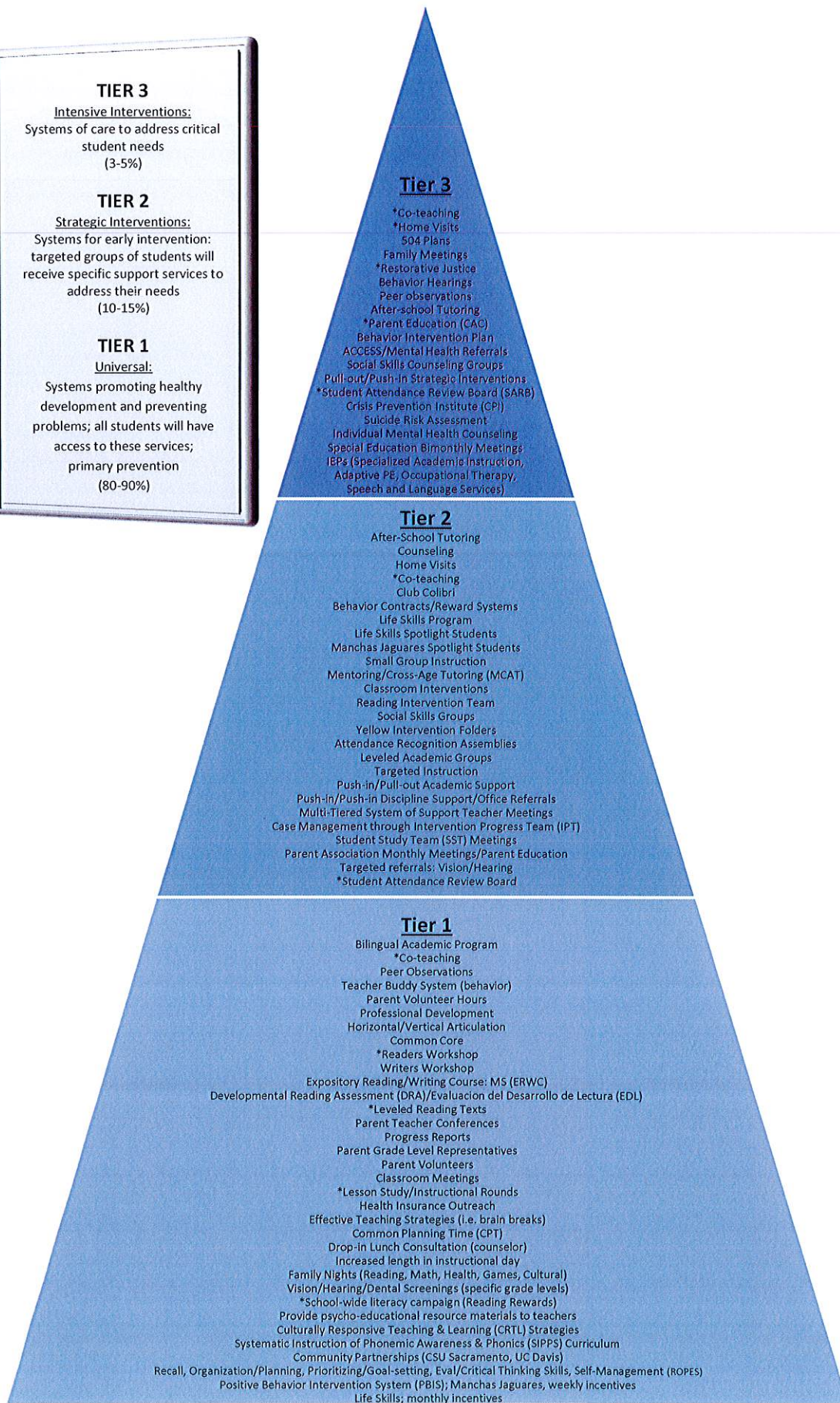
# LANGUAGE ACADEMY OF SACRAMENTO

## MULTI-TIERED SYSTEM OF SUPPORTS

**TIER 3**  
Intensive Interventions:  
 Systems of care to address critical student needs  
 (3-5%)

**TIER 2**  
Strategic Interventions:  
 Systems for early intervention: targeted groups of students will receive specific support services to address their needs  
 (10-15%)

**TIER 1**  
Universal:  
 Systems promoting healthy development and preventing problems; all students will have access to these services; primary prevention  
 (80-90%)



\*= work in progress

Rev. 1/24/17 ES



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Agenda Item# VB

**Board Meeting Date:** February 17, 2017

**Subject: LCAP Update**

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

**Committee:** School Leadership

**Information:**

*Background:*

*In 2014, California adopted a new formula for determining how much funding each school district receives from the state. It is called the Local Control Funding Formula (LCFF). This new formula takes effect starting this school year and will be fully phased in over an eight-year period.*

*Under the new law, each school district receives a per student amount for base funding, plus additional funding to increase or improve services for their English Language Learners, Foster children, or children from low-income families.*

LCAP Stakeholder Outreach and Consultation Dates:

Stakeholder Group	Date
Governing Board Meeting and Retreat	2016: 8/19, 9/16, 10/21, 11/18 2017: 2/17
Parent Council Meeting/PC Executive Group	2016: 10/7, 11/2, 12/2 2017: 2/1
Parent Association Meeting and *ELAC Meeting	2016: 9/14, 10/12, 11/9 2017: *2/8
Staff Meeting and PD Meetings	2016: 9/8, 10/13, 11/10, 12/8, 2017: 1/12, 2/9
CDT Committee Meeting	2016: 10/6, 11/3, 12/3 2017: 2/2

2016-17 LAS LCAP Stakeholder Voices		
	KNOW	WANT TO KNOW
<b>PA Mtg./ELAC Mtg. 10.12.16</b>		
	<i>Working on leadership</i>	<i>How to help kids during test</i>
	<i>Working with parents</i>	<i>Knowing when test are what is on test</i>
	<i>Focusing on school needs is important</i>	<i>Can we keep motivating students to turn in their forms ex: manchas jaguares, for each student that turns them in for responsibility?</i>
	<i>Evaluation every 5 years</i>	<i>What do you need to be part of the LCAP team</i>
	<i>Contract renewed every 5 years</i>	<i>Parent would like to know if School loses \$ if children are absent?</i>
	<i>Charter- every 5 yrs</i>	<i>What are we doing with money?</i>



A California Public School

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

	<i>Funding – state &amp; federal</i>	<i>If it is not a government school, where does the money come from?</i>
	<i>Decision making process</i>	<i>Has it always been independent or at some point from the district?</i>
	<i>Used to belong to the district</i>	<i>Does the state evaluate the programs?</i>
	<i>Funds come from state and federal</i>	<i>How can I be part of the team even if I work?</i>
	<i>Return the election papers</i>	
	<i>Talk to representatives, email, call, text</i>	
<b>Parent Council/ELAC Meeting 2.1.17</b>		
	<i>LAS is consistently improving in ELA</i>	<i>How accurate are assessment in testing Spanish proficiency?</i>
	<i>3 levels of academic language proficiency @ LAS 1) emerging, 2) expanding, 3) full bilingual by 8th</i>	<i>Why LAS doesn't do standardized Spanish tests, especially in early grades</i>
	<i>Parent reps elected to ELAC</i>	<i>Compare school to school</i>
	<i>Students status changes over time ELA vs ?</i>	<i>How do lower grade testing scores affect sts?</i>
	<i>LAS as good as state avg</i>	<i>State comparisons?</i>
	<i>Eval kids against other kids @ 5<sup>th</sup> grade</i>	<i>How measured?</i>
	<i>Kids kicking aSS @ 8<sup>th</sup> gr</i>	<i>Can kids get AP credit at grade 8</i>
	<i>Testing has changed assessment adapted to each individual student</i>	<i>How well are EO students doing in all subject matter?</i>
	<i>Enrolment 33%-32%-33%</i>	
	<i>Math skill</i>	
	<i>LAS exceeds average for kids who test out of ELL and FASTER</i>	
	<i>Long term commitment to school</i>	
	<i>Low testing scores in 1<sup>st</sup> yrs ---- higher testing scores in later school years</i>	
	<i>3 stages: emerging, progressing, mastery</i>	
	<i>Testing has changed- Cpu based; 3<sup>rd</sup> grade intro; online testing</i>	
	<i>Federal &amp; state guidelines</i>	
	<i>Milestone markers in core academic areas</i>	
	<i>% of ELL students = LCAPS?</i>	
	<i>Biliteracy</i>	
	<i>Kids ELL status changes over time</i>	
	<i>Academic Performance</i>	
	<i>Parents on ELAC should represent % of student population</i>	
	<i>LAS EL exceed district &amp; state scores</i>	
	<i>EL Ss do better in later grades</i>	

**Estimated Time of Presentation:** 5 min  
**Submitted By:** Bersola/de León  
**Date:** 2/15/17

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





A California Public School

Artículo# VB

**Fecha de la Reunión:** 17 de febrero del 2017

**Tema: Información de LCAP**

- 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:**

*Antecedentes:*

*En el 2014, California aprobó una nueva fórmula para determinar cuánto dinero recibe cada distrito escolar por el estado. Se llama la Fórmula de Financiación de Control Local (LCFF). Esta nueva fórmula toma efecto a partir de este año escolar y se introducirá completamente durante un período de ocho años.*

*Bajo la nueva ley, cada distrito escolar recibe una cantidad por cada estudiante como financiación de base, además de financiación adicional para aumentar o mejorar servicios para sus aprendices del idioma inglés, niños de crianza, o niños de familias de bajos ingresos.*

*Comunicación con los Grupos Interesados de LCAP y Fechas de Consulta*

<b>Grupos Interesados</b>	<b>Fechas</b>
<i>Reuniones y retiros de la Mesa Directiva</i>	2016: 8/19, 9/16, 10/21, 11/18 2017: 2/17
<i>Reuniones de Concilio de Padres/Miembros Executivos</i>	2016: 10/7, 11/2, 12/2 2017: 2/1
<i>Reuniones de Asociación de Padres y *ELAC</i>	2016: 9/14, 10/12, 11/9 2017: *2/8
<i>Reunión del Personal Escolar</i>	2016: 9/8, 10/13, 11/10, 12/8, 2016: 1/12, 2/9
<i>Reunión del Comité CDT</i>	2016: 10/6, 11/3, 12/3 2017: 2/2

<b>Voces de los Grupos Interesados de LCAP de LAS 2016-2017</b>		
	<b>KNOW</b>	<b>WANT TO KNOW</b>
<b>Reunión de Asociación de Padres 10.12.16</b>		
	<i>Trabajando en liderazgo</i>	<i>Como ayudar a los estudiantes durante los exámenes</i>
	<i>Trabajando con padres</i>	<i>Saber cuándo son los exámenes y que hay en los exámenes</i>



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	<i>Enfocarse en las necesidades de la escuela es importante</i>	<i>Si pueden seguir con las motivaciones con los estudiantes para que se entreguen mas formas ex: manchas jaguares, para cada estudiante que entregue las formas por responsabilidad!</i>
	<i>Evaluación cada 5 años</i>	<i>¿Que se necesita para ser parte del equipo de LCAP?</i>
	<i>Cada 5 años seremode el contrato</i>	<i>A un padre le gustaría saber si la escuela pierde dinero si los estudiantes están ausentes.</i>
	<i>Constitución – cada 5 años</i>	<i>¿Qué estamos haciendo con el dinero?</i>
	<i>Fondos – estado y federal</i>	<i>Si no es una escuela de gobierno, de donde sale todo el dinero para ayudar la escuela?</i>
	<i>El proceso de decisiones</i>	<i>¿Siempre ha sido independiente o ha sido del distrito?</i>
	<i>Antes pertenecían al distrito escolar</i>	<i>¿El estado evalúa los programas?</i>
	<i>Los fondos vienen del gobierno federal y estatal</i>	<i>¿Cómo puedo participar mas en este equipo aun si trabajo?</i>
	<i>Volver los papeles de elecciones</i>	
	<i>Hablar con los representantes – email, texto, mensaje, llamada</i>	
<b>Reunión de Concilio de Padres/ELAC 2.1.17</b>		
	<i>LAS está constantemente mejorando en ELA</i>	<i>¿Qué tan precisos son las evaluaciones en examinar competencia en español?</i>
	<i>3 niveles de competencia académica de lenguaje en LAS 1) emergente 2) en expansión 3) completamente bilingüe para el octavo grado.</i>	<i>Por qué LAS no tiene exámenes estandarizados en español, específicamente en los grados principales</i>
	<i>Representantes de padres seleccionados para ELAC</i>	<i>Comparar escuela con escuela</i>
	<i>El estatus de los estudiantes cambia con el tiempo?</i>	<i>¿Cómo afectan las calificaciones bajas a los estudiantes?</i>
	<i>El promedio de LAS es tan bueno como el del estado.</i>	<i>¿Comparaciones del estado?</i>
	<i>Evaluar estudiantes en comparación a otros estudiantes en el quinto grado</i>	<i>¿Cómo es medido?</i>
	<i>Los estudiantes del octavo grado son ching*@S</i>	<i>¿Pueden los estudiantes de octavo grado recibir créditos de clases avanzadas?</i>
	<i>Exámenes han cambiado y adaptado a cada estudiante</i>	<i>¿Qué tan bien van los estudiantes que EO en sus materias?</i>
	<i>Matriculación 33%-32%-33%</i>	
	<i>Habilidades de matemáticas</i>	
	<i>LAS excede el promedio de estudiantes que salen de ELL más rápido.</i>	
	<i>Un compromiso de largo plazo hacia la escuela</i>	
	<i>Calificaciones bajas en los primeros años --- calificaciones más altas en años siguientes</i>	
	<i>3 etapas: emergente, en progreso, maestría</i>	
	<i>Exámenes han cambiado – basados en computación, introducción durante el tercer grado; examen por internet</i>	
	<i>Directrices federales y estatales</i>	
	<i>Objetivos alcanzados en áreas académicas principales</i>	



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	<i>% de estudiantes ELL = dinero de LCAP</i>	
	<i>Lectoescritura</i>	
	<i>El estatus de estudiantes ELL cambia con el tiempo</i>	
	<i>Desempeño académico</i>	
	<i>Los padres de ELAC deben representar % de la población escolar</i>	
	<i>Calificaciones de EL exceden las calificaciones del estado</i>	
	<i>Estudiantes EL se desempeñan mejor en grados altos</i>	

**Tiempo estimado para la presentación:** 5 min.  
**Entregado por:** Bersola, de León  
**Fecha:** 2.15.17

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



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Agenda Item# IVC

**Board Meeting Date:** February 17, 2017

**Subject:** Director's Evaluation: Process and Timeline

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

**Committee:** Academic Director Evaluation Committee: Ramos, Zamora, Bacsafrá

**Information:**

Academic Director Evaluation Tentative Process:

1. Committee determines evaluation methodology (surveys, focus groups, self-evaluation) and revises AD performance rubric
2. Director's Evaluation Committee meets with Academic Director (AD) to set goals
3. AD completes own evaluation
4. By March/April Parent Council and Student Council focus group participants are determined.
5. By end of May/June: Director's Evaluation Committee conducts focus groups of teachers, staff, parents and students (Student Council)
6. By end of May/June student, staff, and parent surveys are completed
7. By end of May/June Director has completed self-evaluation
8. Director's Evaluation Committee conducts AD evaluation
9. Director's Evaluation Committee presents AD evaluation to Board

The Director's Evaluation Committee is currently reviewing the previous evaluation tool for its utility and efficacy given new state changes in curriculum, standards, and assessments.

**Recommendation:** None at this time.

<p><b>Estimated Time of Presentation:</b> 5 minutes  <b>Submitted By:</b> Director's Evaluation  <b>Date:</b> 2.17.17</p>
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<p><b>Pertinent Pages in</b>  <input type="checkbox"/> Charter, pages _____  <input type="checkbox"/> MOU, pages _____</p>
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Agenda Artículo# IVC

**Fecha de la Reunión:** 17 de febrero del 2017

**Tema:** Comité de Evaluación del Director: Proceso y línea de tiempo

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

**Comité:** Comité de Evaluación del Director: Ramos, Zamora, Bacsafra

**Información:**

Proceso de Evaluación del Director Académico:

1. Comité de Evaluación del Director determina la metodología de evaluación (encuestas, grupos de enfoque, autoevaluaciones) y revisa la rúbrica de rendimiento para el Director Académico.
2. El comité se reúne con el Director Académico para establecer metas.
3. El Director Académico completa su auto-evaluación.
4. Para marzo o abril, los participantes del grupo de enfoque del Concilio de padres y el Concilio estudiantil son determinados.
5. Para el fin de mayo y junio, el comité tendrá grupos de enfoque con maestros, personal, padres y estudiantes.
6. Para el fin de mayo y junio, las encuestas de padres, estudiantes y personal serán terminadas
7. Para el fin de mayo y junio, el director ha completado la autoevaluación
8. El comité de Evaluación del Director conduce evaluaciones del Director Académico.
9. El comité de evaluación del director presenta la evaluación del Director Académico en la reunión de la Mesa Directiva.

El Comité de Evaluación del Director está actualmente repasando la herramienta de evaluación utilizada anteriormente para determinar su utilidad y eficacia en vista de los nuevos cambios estatales en los planes de estudios, las normas y las evaluaciones.

**Recomendación:** Ninguna al momento

Tiempo estimado para la presentación: 10 min.  
Entregado por: Evaluación del Director  
Fecha: 2.17.17

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



**Board Meeting Date:** February 17, 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

The Curriculum Design Team (CDT) met on February 2, 2017, and addressed the following agenda items:

- Announcements/2016-2017 Meeting Schedule
- Literacy Development and Professional Development at LAS
  - Update on upcoming literacy PD at LAS
  - Teaching Mindset Mathematics 2 day PD Training in April: Joe Boaler, Professor Stanford University
  - LAS Safe Haven Resolution and planning for implementation
- Report Cards & Progress Reports
  - Revision Process and Next Steps
  - Assessments that inform academic progress (task for grade level work)
  - LAS Report Cards: Featured Math Domains from Frameworks and Clarification of Ratings 3 and 4 in a 5 point scale system
  - Reviving the ad-hoc group and resume work
  - Report Cards and Progress Reports
- Charter and LCAP Goals: Internal and External Accountability
  - LAS English Learner Redesignation Policy: Approved by the Board in January, 2017
  - Review redesignation list with grade level cohort for teacher approval
- Civic Education
  - LAS Charter Goals and Civic Education implementation
  - Discuss and make recommendation re: Civic Education resolution draft from Mr. Gonzalez

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

**Estimated Time of Presentation:** 5 min.  
**Submitted By:** Campos  
**Date:** 02.17.17

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



**Fecha de la Reunión:** 17 de febrero 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

El Comité de Diseño Curricular (CDT) se reunió el 2 de febrero de 2017, y discutió los siguientes temas:

- Normas y Expectativas/Horario de juntas para 2016-2017
- Desarrollo de alfabetismo y desarrollo del personal en LAS
  - Noticias sobre próximo desarrollo profesional de alfabetización en LAS
  - Enseñando Mentalidad Matemática desarrollo profesional de 2 días en abril: Joe Boaler, Profesora de la Universidad de Stanford
  - Resolución de Refugio Escolar de LAS e implementación
- Boletas de calificación y reportes de progreso
  - Proceso de revisión y siguientes pasos
  - Evaluación que medición de progreso académico estudiantil
  - Boletas de calificación: Estándares grandes de matemáticas que aparecerán en la boleta y clarificación del puntaje 3 y 4 en una escala de 5 puntos.
  - Revisar el trabajo de la comisión ad-hoc de boletas de calificación y reportes de progreso
  - Boletas de calificación y reportes de progreso
- Responsabilidad Académica
  - Póliza de reclasificación de estudiantes aprendices de inglés en LAS
  - Póliza fue aprobada por la Mesa Directiva en enero del 2017
  - Maestras/os repasaran lista de reclasificación
- Educación Cívica
  - Metas para la implementación de educación cívica en LAS
  - Analizar y dar recomendaciones: Resolución de Educación Cívica, borrador escrito por Antonio González

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

**Tiempo estimado para la presentación:** 5 min.  
**Entregado por:** Campos  
**Fecha:** 02.17.16

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



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Agenda Item# VE

**Board Meeting Date:** February 17, 2017

**Subject:** Board Development

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

**Background:**

Board members need to complete the following documents:

- 1) Board Member Job Description
- 2) Board Committee Member Job Description
- 3) Board Member Expertise and Experience Profile
- 4) Emergency Cards
- 5) Conflict of Interest (Form 700) – Due March 1st

**Estimated Time of Presentation:** 5 min  
**Submitted By:** Bersola  
**Date:** 2.15.17

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





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Agenda Artículo# VE

**Fecha de la Reunión:** 17 de febrero 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

**Contexto:**

Los miembros de la Mesa Directiva deben completar los siguientes documentos:

1. Descripción de posición de miembro de la Mesa Directiva
2. Descripción de posición de miembro de un comité
3. Perfil de experiencia de miembro de la Mesa Directiva
4. Tarjetas de emergencia
5. Conflictos de interés (Formulario 700) – 1<sup>ero</sup> de Marzo

**Tiempo estimado para la presentación:** 10 min.  
**Entregado por:** Bersola  
**Fecha:** 2.15.17

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