



The Language Academy of Sacramento (LAS) A Two-way Spanish Immersion Charter School

Local Control and Accountability Plan (LCAP)

ANNUAL UPDATE 2015-16 Board Approved v6.17.16

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Introduction:

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans

(including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)



LAS MISSION

To create a learning community where students:

-Utilize bilingual (Spanish and English) academic knowledge and skills in real-world situations and diverse settings.
(LM#1: BILITERACY)

-Develop and exhibit positive self-esteem, pride, confidence, and respect for themselves and others.
(LM#2: CONFIDENCE AND LIFE SKILLS)

-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.
(LM#3: LEADERSHIP AND CRITICAL THINKING)

LAS school-wide goals provide the infrastructural framework that integrates all three mission statements above.
(LM#4: SCHOOLWIDE GOALS)

EIGHT STATE PRIORITIES

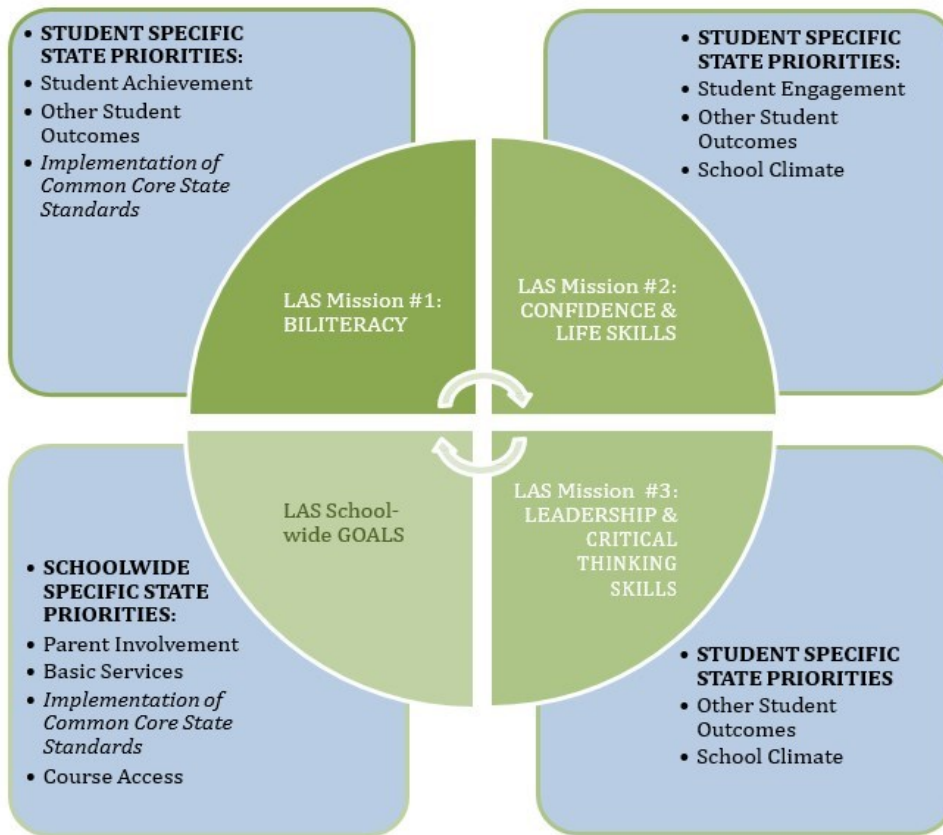
In July 2013, AB97 was signed into law and California identified eight state priorities for educational programs. These eight areas of specified state priorities are intended to encompass the key ingredients of high quality schools. LAS embraces these key components for success and for the purpose of discussion, has categorized the state priorities in two ways:

SP# 1 = #4	Student Achievement	SP #5 = #3	Parent Involvement
SP #2 = #5	Student Engagement	SP #6 = #1	Basic Services
SP #3 = #8	Other Student Outcomes	SP #7 = #2	Implementation of Common Core State Standards (CCSS)
SP #4 = #6	Student Climate	SP #8 = #7	Course Access

Student Specific Priorities = Focus on student action and performance

School-wide Specific Priorities = Focus on school-wide decisions and priorities

State Priority on the Implementation of Common Core State Standards (ICCS7) belongs in both categories.



LAS MISSION ALIGNMENT WITH EIGHT STATE PRIORITIES

In its near decade of existence, LAS has embodied the elements of the eight state priorities and hence, has provided not only a high quality, but also unique dual language immersion educational program for its learning community. LAS mission aligned with the state of California’s eight areas of priorities for effective schools will continue to be the driving force for continuous improvement in teaching and learning at the Language Academy of Sacramento.

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes,

describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How the information was made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process 2013-14	Impact on LCAP
<p><u>Main Communication Venues:</u></p> <ol style="list-style-type: none"> 1. LAS Professional Development Meetings 2. LAS Staff Meetings 3. LAS Parent Council Meetings 4. LAS Parent Association Meetings 5. LAS Student Council Meetings 6. LAS Board Committee Meetings 7. LAS Governing Board Meetings 	<p><u>Spring/Summer 2013</u></p> <ul style="list-style-type: none"> • Opportunity to reflect on past and current school culture, practices, and overall performance • Increased stakeholder awareness of the emerging changes in the educational system landscape at the statewide and district level <p><u>Fall 2013</u></p> <ul style="list-style-type: none"> • Opportunity to conduct an evaluation of the LAS charter

Spring/Summer 2013

In preparation for charter renewal, LAS conducted several stakeholder meetings: staff, student, parent, and governing board meetings in the spring 2013 from which the groundwork for the LCAP content originated. Via live meetings, and electronic communications, LAS stakeholders reflected on the charter school’s overall performance in the past years and studied recent trends in academic results in English and Spanish achievement. Stakeholders also learned more about the state-wide adoption of the Common Core State Standards and anticipated changes in statewide assessments, including SBAC.

Fall 2013

LAS community reviewed stakeholder surveys and statewide assessment data and collectively, learned about the mandated elements of a charter renewal – including components that address 1) Conditions of Learning, 2) Pupil Outcomes, and 3) Engagement. LAS consulted with its local authorizing agency (SCUSD), and various statewide charter school organizations, California Charter Schools Association (CCSA) and Charter Schools Development Center (CSDC) regarding the emerging mandate to include the newly adopted LCAP requirements in drafting the charter renewal. With guidance from the SCUSD charter representative to the LAS Governing Board, CCSA, and CSDC, LAS stakeholders gathered community input, framed the collected content according to the Eight State Priorities, and wrote an initial LCAP draft. Afterwards, many stakeholder meetings ensued where goal settings, program clarifications, and action alignments were discussed and debated.

Spring 2014

By late January, LAS Governing Board approved and presented SCUSD a charter renewal document which incorporated the mandated LCAP components. SCUSD staff and legal team provided feedback on the entire document and then LAS incorporated its local authorizing agency’s revision requests. On March 20, 2014, SCUSD approved LAS charter renewal. On the same day, SCUSD validated the LAS’ community work thus far on the newly required Local Control and Accountability Plan (LCAP). In June, the stakeholders above will convene for another review of the LAS LCAP,

and its programmatic, fiscal and governance components within the context of the State Priorities

- Increased collaboration with LAS local authorizing agency, (SCUSD), in defining the State Priorities
- Increased stakeholder awareness of the eight state priorities, LCFF and LCAP requirements
- Increased stakeholder participation in defining school goals and aligned actions

Spring 2014

- Increased clarity in the organization of charter school goals, actions and metrics
- Development of the “LAS Educational Program Components” as a framework for LCAP goals and actions:
 1. Research
 2. Professional Development
 3. Curriculum Design
 4. Assessments and Accountability
 5. Instruction
 6. Support Structure
- LAS Budget update and alignment with the goals of newly approved charter renewal petition and LCAP

<p>including LAS Board review and approval, before submitting the document to SCUSD. *LAS LCAP Board Approval: June 20, 2014 *LAS LCAP Submitted to SCUSD: June 27, 2014</p>							
<p>Involvement Process Year 2014-15: ANNUAL UPDATE</p>	<p>Impact on LCAP : ANNUAL UPDATE</p>						
<p>During 2014-15 school year, LAS continued its cyclical process of stakeholder involvement in the implementation and update of the LCAP. At various junctures, stakeholders' participation ranged from 1) Consultation, 2) LCAP Presentation for review and comment, 3) Opportunity for public input, 4) Adoption of the LCAP.</p> <p>Throughout the 2014-15 school year, stakeholder groups via Parent Association, Parent Council, Staff Meetings, Professional Development, Committee Meetings, and Governing Board Meetings, continued to learn about, share feedback, and improve on the LAS LCAP. Stakeholders were invited to all LCAP events by varied methods: email, phone reminders, flyers, web, media, and parent-teacher conferences. At all meetings, translation was provided.</p> <p>Below is the announcement shared with LAS community in 2014-15:</p> <p>LAS LCAP Timeline <u>WHAT – WHEN - WHERE:</u> ITEM 1: LAS Community Survey Distribution May 18-May 29, 2015 ITEM 2: LCAP available on LAS Website for Feedback by June 12, 2015 online at: www.lasac.info</p> <p>LCAP Stakeholder Outreach and Consultation Dates 2014-2015:</p> <table border="1" data-bbox="163 1279 1052 1424"> <thead> <tr> <th>Stakeholder Group</th> <th>Date</th> </tr> </thead> <tbody> <tr> <td>Governing Board Meeting and Retreat</td> <td>2014: 10/17, 11/2, 12/19 2015: 1/23, 2/20, 3/20, 4/24</td> </tr> <tr> <td>Parent Council Meeting/PC</td> <td>2014: 10/16, 11/5, 11/18, 12/3</td> </tr> </tbody> </table>	Stakeholder Group	Date	Governing Board Meeting and Retreat	2014: 10/17, 11/2, 12/19 2015: 1/23, 2/20, 3/20, 4/24	Parent Council Meeting/PC	2014: 10/16, 11/5, 11/18, 12/3	<p>From the macro perspective, LAS LCAP involvement process in 2014-15 has deepened LAS stakeholders' understanding of the LAS Charter Mission, specifically: 1) LAS Mission #1: Biliteracy, 2) LAS Mission #2: Confidence and Life Skills, 3) LAS Mission #3: Leadership & Critical Thinking Skills and, 4) LAS Mission #4: Schoolwide Goals. Along with this collective understanding was also an expanded comprehension of the State's Eight Priorities and the required metrics aligned to these priorities.</p> <p>Throughout the year, various stakeholder groups came up with strategies on how to study and to begin the implementation phases of the LAS LCAP goals.</p> <ol style="list-style-type: none"> 1) In the fall 2014, staff requested for the color coding of stakeholder responsibilities; therefore, making it easier to identify which stakeholder group is responsible for which action. 2) The Parent Council Executive members along with the administrative staff agreed on creating a small LCAP study group composed of parent volunteers who want to learn more about the LCAP in depth. 3) Parent Council leadership and a parent volunteer created a parent friendly synopsis of the LCAP, highlighting the action items that are specific to families. 4) All Governing Board committees contextualized meeting agenda items in alignment with the LAS LCAP goals- i.e. Curriculum Design Team (CDT) has a standing LCAP agenda on LM#1: Biliteracy: research, professional development, assessment and accountability, curriculum design, instruction, and support structure. 5) LAS administration presented the state CELDT data to stakeholders and analyzed it in alignment to the stated LAS
Stakeholder Group	Date						
Governing Board Meeting and Retreat	2014: 10/17, 11/2, 12/19 2015: 1/23, 2/20, 3/20, 4/24						
Parent Council Meeting/PC	2014: 10/16, 11/5, 11/18, 12/3						

Executive Group	2015: 1/14
Parent Association Meeting and *ELAC Meeting	2014: 9/10, 11/12, 12/10 2015: *2/11, *3/11, *4/8, *5/13, *5/19
Student Council Meeting	2014: 11/06 2015: 2/5
Staff Meeting and PD Meetings	2014: 10/16, 10/23, 10/30, 11/13, 12/18 2015: 2/6, 2/12, 4/9
SPED Meeting	2014: 10/17 2015: 1/23
CDT Committee Meeting and *ELAC Staff Reps	2014: 11/16, 12/16 2015: *1/28, *2/5, *2/11, *3/5, 4/16, *5/13, *5/19, *6/4
Facilities Committee Meeting	2014: 11/14

ITEM 3: LAS Public Hearing

Public comments are welcome at all monthly Governing Board Meetings Friday, May 22, 2015 and June 19, 2015 (LCAP Approval Meeting) @ 5:30PM

Charter Goal and LCAP Goal of Biliteracy. Based on LAS External Accountability Goals 1.1, 2.1 and 3.1, LAS met its End of Stage 1 (Goal 1.1a: Listening and Speaking), End of Stage 2 (Goal 2.1: Reading and Writing) and End of Stage 3 (Goal 3.1: Redesignation Rate). However, LAS did not meet End of Stage 1 (Goal 1.1b: Reading and Writing) and End of Stage 2 (Goal 2.1a: Listening and Speaking).

- 6) In the last four years, LAS Redesignation percentage has ranged from 5%-7% per given year. This past year, LAS rate is at 5%. Based on dual immersion and second language acquisition research, it takes approximately five to seven years to develop cognitive academic language proficiency (CALP). With biliteracy in about seven years as an end goal, LAS strategically monitors student achievement at critical grade spans.
- 7) During the spring 2015 semester, LAS Administrative Team shared the LCFF budget alignment with adopted LCAP in various stakeholder meetings
- 8) LAS LCAP study group members facilitated small group learning sessions and recorded, "What I Know" and "What I Want to Know," comments from parent and staff attendees during the monthly Parent Association, Parent Council, and Staff meetings during the spring semester
- 9) As of May 2015, LAS administration had collected 88 "What I Know" statements and 108 "What I Want to Know." The 198 total comments have been verified, responded to, and the document compiling the information has been shared to the public both in English and in Spanish.
- 10) Emerging themes from the stakeholder comments are:
 - a. TECHNOLOGY: Increased awareness in the necessity in professional development, workshops, and infrastructure expansion, including the feasibility of hiring of IT support personnel
 - b. SUPPORT STRUCTURE: Necessity for needs assessment to measure interests for expanded enrichment program; need

	<p>for family workshops on how to help in student learning at home; need for ideas on how to reach more families to participate in workshops, meetings, and events.</p> <p>c. COMMON CORE: Increased awareness on the new rigorous CCSS in relation to professional development, assessment (SBAC online), and instruction.</p>						
<p>Involvement Process Year 2015-16: ANNUAL UPDATE</p>	<p>Impact on LCAP : ANNUAL UPDATE</p>						
<p>LAS LCAP work in 2015-16 continued to thrive in terms of having authentic and productive conversations among community stakeholders. By this year, LAS had baseline data from which to gauge the school’s progress based on agreed upon metrics. All venues of stakeholder communications regarding LCAP continued throughout the year; this time, the community chose areas of emphasis and together, garnered more support from everyone to achieve LCAP goals.</p> <p>The following reflects the Community Outreach and Consultation Dates in 2015-16:</p> <p><u>WHAT – WHEN - WHERE:</u></p> <p><i>ITEM 1: LAS Community Survey Distribution</i> May 23 –June 3, 2016 LAS</p> <p><i>ITEM 2: LCAP available on LAS Website for Feedback</i> By June 1, 2016 online at: www.lasac.info</p> <p>LCAP Stakeholder Outreach and Consultation Dates 2015-2016:</p>	<p>LAS community’s LCAP work has definitely become more in-depth this year both at the participation level and the collective knowledge level. LAS continued its structure from the previous year and created an LCAP Advisory group in the fall composed of members from the Parent Council and Parent Association groups as well as representatives from the English Language Advisory Council (ELAC). This group took the lead of meeting every month and deciding on 5 Key Learning Points to share, discuss, and problem solve with various stakeholders. After each session, participants completed “What I Know” and “What I Want to Know” form. Data from these forms was presented at the monthly board meetings thus guiding the board discussion on LCAP updates.</p> <p>The following lists the milestones of LAS LCAP work for 2015-16:</p> <ol style="list-style-type: none"> 1) Stakeholders received baseline data regarding student achievement in English from the CAASPP SBAC results in spring 2015. After receipt of the spring 2016 CAASPP results, LAS will have two years of achievement data to use to refine the school’s metrics for external accountability of student achievement in English, in the context of a dual immersion program. 2) Based on CELDT 2015 data, LAS External Accountability Goals 1.1, 2.1 and 3.1, LAS met its End of Stage 1 (Goal 1.1a: Listening = 89% and Speaking= 96%), End of Stage 2 (Goal 2.1: Listening = 96% and Speaking = 94%), End of Stage 2 (Goal 2.1: Reading = 96% and Writing = 100%) and End of Stage 3 (Goal 3.1: Redesignation Rate = 86%).However, LAS did not meet End of Stage 1 (Goal 1.1b: Reading = 73% and Writing = 69%) 						
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Parent Council Meeting/PC	2015: 10/8, 11/4, 12/2, 2016: 1/13, 2/3,						

Executive Group	3/2, 4/6, 5/4, 6/1
Parent Association Meeting and *ELAC Meeting	2015: * 9/9, *10/14, * 11/11, *12/9 2016: *2/10, *3/9, *4/13, *5/11, *6/8
Student Council Meeting	2015: 11/05 2016: 3/3, 4/7
Staff Meeting and PD Meetings	2015: 9/10, 10/8, 10/15, 11/12, 12/10 2016: 1/14, 2/6, 2/11, 2/25, 3/4, 3/10, 4/1
SPED Meeting	2015: 11/6
CDT Committee Meeting and *ELAC Staff Reps	2015: 11/5, 12/3 2016: *2/4, *3/3, 4/7, *5/5, *6/2

ITEM 3: LAS Public Hearing
Public comments are welcome at all monthly
Governing Board Meetings
 Friday, May 20, 2016 and June 17, 2016 @ 5:30PM
 LAS - 2850 49th Street, Sacramento, CA 95826

- 3) In the last four years, LAS Redesignation percentage has ranged from 5%-7% per given year. This past year, LAS rate is at 7%. Based on dual immersion and second language acquisition research, it takes approximately five to seven years to develop cognitive academic language proficiency (CALP). With biliteracy in about seven years as an end goal, LAS strategically monitors student achievement at critical grade spans.
- 4) LAS is currently researching the statewide trends in terms of the correlation between English learners SBAC performance and the CELDT, with the caveat that CEDLT replaced by a new language exam ELPAC during the upcoming school year. This is a critical task in fine tuning redesignation criteria for students, particularly for those in the upper grades.
- 5) LAS teaching staff has created task forces in order to advance the school's internal accountability goals.
 - a. Revising progress reports and report cards
 - b. Designing schoolwide implementation plan for DRA/EDL- a reading assessment.
- 6) There has been a greater staff awareness of LCFF as a funding equivalent of the LCAP and its significance in relations to the schools overall budget.
- 7) In response to last year's stakeholder feedback, LAS continued its plan to expand technology access and use in the classroom. By 2016-17 school year, Grades 2-8 will have a 1:1 student to computer ratio.
- 8) A continuation from previous year, LAS LCAP Advisory group members facilitated small group learning sessions and recorded, "What I Know" and "What I Want to Know," comments from attendees during the monthly Parent Association, Parent Council, and Staff meetings.
- 9) As of May 2016, LAS has collected 182 (Yr1: 88 and Yr2: 94) "What I Know" and 183 (Yr1: 108 and Yr2 75) "What I Want to Know" statements. The 365 total comments have been verified and responded to. Also, the document compiling all of this

	<p>information has been shared to the public both in English and in Spanish via monthly board meetings and LAS website.</p> <p>10) An emerging theme from the stakeholder comments is the area of COMMUNICATION. There is a need to improve on ways to communicate with families, particularly regarding forms that need parent feedback – i.e. ballots, surveys, etc. A parent suggested an idea to adopt a set paper color: golden rod, to be used solely for parent communication that needs urgent response. LAS will also look into the feasibility of sending messages to families via phone text message.</p> <p>11) LCAP Advisory parent members mobilized around the need to increase parent participation during school governance elections which historically been around 57%-69%. The last two recent governing board representative elections garnered the highest participation ever with 70% (May Election for Parent Representative) and 73% (June Election for the Community Representative).</p>
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and

for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure.

Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

LAS LCAP Color Codes:

Year 1 (2014-15) = YELLOW	Year 2 (2015-16) = BLUE	Year 3 (2016-17) = GREEN

GOAL:	<p>LAS MISSION: #1 BILITERACY Students will utilize bilingual (Spanish and English) academic knowledge and skills in real-world situations and diverse settings.</p>		<p>Related State and/or Local Priorities: 1__ 2__<input checked="" type="checkbox"/> 3__ 4__<input checked="" type="checkbox"/> 5__ 6__ 7__ 8__<input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____</p>
Identified Need:	Students need high quality bilingual classroom instruction, curriculum, and assessments		
Goal Applies to:	Schools:	Charterwide	
	Applicable Pupil Subgroups:	All: EL, RFEP, LI, SWD	
LAS Mission #1: BILITERACY - LCAP Year 1: 2014-15			
Expected Annual Measurable Outcomes:	<p>PREMISES FOR DATA ANALYSIS (PDA)</p> <ol style="list-style-type: none"> 1. LAS will study the new state API targets for school wide and LAS significant subgroups and create a baseline 2. LAS will establish new baseline goals upon the official implementation of the new state assessments: Smarter Balanced Tests and English Language Proficiency Assessments (ELPAC) 3. LAS will use the 2014-2015 data as the growth baseline to align with the first year administration of the Smarter Balanced Tests 4. End of Gr 5 standardized test in English data will serve as baseline for Gr 6 -8 students' progress 5. End of Grade Level Span CELDT goals will be assessed in the fall of the following year-baseline year 6. Students who do not reach grade level benchmarks receive academic intervention, targeting skills and strategies necessary to meet this goal. <p><u>SP#1: Student achievement and biliteracy for all students</u> Based on the LAS Biliteracy Grade Span Progression Measurable Outcomes – EXTERNAL Accountability (See LAS Charter page 59, Figure: 28) STAGE 1: Emerging Biliteracy (Gr K-3) STAGE 2: Expanding Biliteracy (Gr 4-6)</p>		

STAGE 3: Full Biliteracy (Gr 7-8)

STAGE 1 Emerging Biliteracy Grades K-3

1.1 (ENGLISH) 70% of all EL students will be at:

- a. Intermediate level or above in the listening and speaking sections and;
- b. Early Intermediate level or above in the reading and writing sections of the CELDT by the end of Stage 1

STAGE 2 Expanding Biliteracy Grades 4-6

2.1 (ENGLISH) 70% of all EL students will be at:

- a. Early Advanced level or above in listening and speaking sections and; b. Intermediate level or above in the reading and writing sections of the CELDT by the end of Stage 2
- 2.2 (ENGLISH) 60% or more of all Gr 6 students will demonstrate growth on the Smarter Balanced Tests (See PDA 3-5)
- 2.3 (ENGLISH) 60% or more of students in identified subgroups will demonstrate growth on the Smarter Balanced Tests (See PDA 3-5)
*SED*Latino*SWD *EL

STAGE 3 Full Biliteracy Grades 7-8

- 3.1 (ENGLISH) 80% or more of EL students will be reclassified by the end of Stage 3
- 3.2 (ENGLISH) 60% or more of all students will demonstrate growth on the Smarter Balanced Tests (See PDA 3-5)
- 3.3 (ENGLISH) 60% or more of students in identified subgroups will demonstrate growth on the Smarter Balanced Tests (See PDA 3-5)
*SED*Latino*SWD *EL

SP#3: Other student outcomes and biliteracy for all students

Based on the LAS Biliteracy Grade Span Progression Measurable Outcomes – INTERNAL Accountability (See LAS Charter page 58, Figure: 27)

STAGE 1: Emerging Biliteracy (Gr K-3)

STAGE 2: Expanding Biliteracy (Gr 4-6)

STAGE 3: Full Biliteracy (Gr 7-8)

STAGE 1 Emerging Biliteracy Grades K-3

1.1 (SPANISH) 70% or more of all students will show progress on internal benchmark assessments

1.2A (SPANISH GrK-3) 80% or more of all students will meet grade level mark or above in their courses by the end of the year

1.2B (ENGLISH: Gr3 only) 80% will be approaching grade level by the end of 3rd grade

SP#7: Full implementation of Common Core State Standards (CCSS) and aligned English Language Alignment of (ELD) Standards

within the dual immersion context to ensure biliteracy for all students

1. 100% of teachers trained in basics of CCSS & ELD & NGSS as applicable to their grade
2. Identify a tool to measure CCSS/ELD/NGSS implementation; establish a baseline

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>LAS Program Six Design Components:</u> <i>R= Research</i> <i>PD= Professional Development</i> <i>CD= Curriculum Design</i> <i>AA= Assessments and Accountability</i> <i>I= Instruction</i> <i>SS= Support Structure</i></p>			
<p><u>RESEARCH</u> 1.1 Analyze achievement data by school- wide, grade level and subgroups: SED, Latino, SWD and ELs (Foster youth number at LAS does not qualify as numerically significant.) 1.2 Continued study on most recent two-way immersion research and its efficacy for all students, including the subgroups above 1.3 Research and/or use of standardized Spanish assessments</p>	Charter wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p>R- 1.1, 1.2, 1.3 PD- 2.1 Cost: 47,000 Source: EPA, LCFF Base, Supplemental, CCSS, Title 2 Object: 1000, 5000</p>
<p><u>PROFESSIONAL DEVELOPMENT</u> 2.1 Provide differentiated professional development (<i>Training - Coaching - Mentoring</i>) in the following, but not limited to: Data analysis (API, Benchmarks) Common Core State Standards (CCSS) Expository Reading and Writing Training such as (ERWC) Designing CCSS redefined rubrics Differentiated Instruction Executive Functions such as ROPES</p>	Charter wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p>R- 1.1, 1.2, 1.3 PD- 2.1 Cost: 47,000 Source: EPA, LCFF Base, Supplemental, CCSS, Title 2 Object: 1000, 5000</p>

Response to Intervention			
<u>CURRICULUM DESIGN</u> 3.1 Use of CCSS aligned core and supplementary materials 3.2 Design ELD lessons aligned with the ELD Standards and the CCSS and based on assessment results – i.e. CELDT, ADEPT 3.3 Create yearlong backward plans for curriculum 3.4 Implement Understanding by Design (UbD) principles in curriculum/instructional planning 3.5. Implementation of Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) (Gr2-Gr5)	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	CD- 3.1, 3.2, 3.3 AA- 4.1, 4.2 Cost: 77,000 Source: LCFF Base, Supplemental, Concentration, CCSS Object: 4000, 5000
<u>ASSESSMENTS AND ACCOUNTABILITY</u> 4.1 Administer and analyze Curriculum Design Team (CDT) defined language level diagnostic assessments for Spanish learners and ELs 4.2 Administer CDT defined curriculum and benchmark assessments 4.3 Participate in World-Class Instructional Design and Assessment (WIDA) Field test Prueba Óptima del Desarrollo del Español Realizado (PODER) and Prueba Útil y Eficaz del Desarrollo del Español (PUEDE) for Grades K- 2	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	CD- 3.1, 3.2, 3.3 AA- 4.1, 4.2 Cost: 77,000 Source: LCFF Base, Supplemental, Concentration, CCSS Object: 4000, 5000
<u>INSTRUCTION</u> 5.1 Implementation of CCSS aligned core curriculum 5.2 Incorporate basic math concepts (mental math and basic measurements) during PE instruction 5.3 Utilize second language learning strategies trainings such as SDAIE, SIOP	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	I 5.1 Cost: 1,789,800 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object 1000
<u>SUPPORT STRUCTURE</u>	Charter	<input checked="" type="checkbox"/> ALL	Actions and

<p>6.1 Extensive student support structures (Examples: differentiated instruction, tutoring, summer school, extended day remediation and acceleration)</p> <p>6.2 School-wide agreements on homework expectation</p> <p>6.3 100% of middle school SWDs who need extra study skills support will receive assistance</p> <p>6.4. Implement LAS “Interventions Model”</p>	<p>wide</p>	<p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) <u>SWD; Underperforming students</u></p>	<p>Services: SS- 6.1, 6.2, 6.3, 6.4 Cost: 262,000</p> <p>Source: EPA, LCFF Base, Supplemental, Concentration, CCSS</p> <p>Object: 1000, 2000, 4000, 5000</p>
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LAS Mission #1 BILITERACY - LCAP Year 2: 2015-16

Expected Annual Measurable Outcomes:

PREMISES FOR DATA ANALYSIS (PDA)

1. LAS will meet the state API targets for school wide and LAS significant subgroups
2. LAS will meet new goals upon the official implementation of the new state assessments: Smarter Balanced Tests and English Language Proficiency Assessments (ELPAC)
3. LAS will use the 2014-2015 data as the growth baseline to align with the first year administration of the Smarter Balanced Tests
4. End of Gr 5 standardized test in English data will serve as baseline for Gr 6 -8 students’ progress
5. End of Grade Level Span CELDT goals will be assessed in the fall of the following year- meet goals
6. Students who do not reach grade level benchmarks receive academic intervention, targeting skills and strategies necessary to meet this goal.

SP#1: Student achievement and biliteracy for all students

Based on the LAS Biliteracy Grade Span Progression Measurable Outcomes – EXTERNAL Accountability (See LAS Charter page 59, Figure: 28)

STAGE 1: Emerging Biliteracy (Gr K-3)

STAGE 2: Expanding Biliteracy (Gr 4-6)

STAGE 3: Full Biliteracy (Gr 7-8)

STAGE 1 Emerging Biliteracy Grades K-3

1.1 (ENGLISH) 75% of all EL students will be at:

- a. Intermediate level or above in the listening and speaking sections and;
- b. Early Intermediate level or above in the reading and writing sections of the CELDT by the end of Stage 1

STAGE 2 Expanding Biliteracy Grades 4-6

2.1 (ENGLISH) 75% of all EL students will be at:

- a. Early Advanced level or above in listening and speaking sections and;
 - b. Intermediate level or above in the reading and writing sections of the CELDT by the end of Stage 2
- 2.2 (ENGLISH) 65% or more of all Gr 6 students will demonstrate growth on the Smarter Balanced Tests (See PDA 3-5)
- 2.3 (ENGLISH) 65% or more of students in identified subgroups will demonstrate growth on the Smarter Balanced Tests (See PDA 3-5)
- *SED*Latino*SWD *EL

STAGE 3 Full Biliteracy Grades 7-8

- 3.1 (ENGLISH) 85% or more of EL students will be reclassified by the end of Stage 3
 - 3.2 (ENGLISH) 65% or more of all students will demonstrate growth on the Smarter Balanced Tests (See PDA 3-5)
 - 3.3 (ENGLISH) 65% or more of students in identified subgroups will demonstrate growth on the Smarter Balanced Tests (See PDA 3-5)
- *SED*Latino*SWD *EL

SP#3: Other student outcomes and biliteracy for all students

Based on the LAS Biliteracy Grade Span Progression Measurable Outcomes – INTERNAL Accountability (See LAS Charter page 58, Figure: 27)

STAGE 1: Emerging Biliteracy (Gr K-3)

STAGE 2: Expanding Biliteracy (Gr 4-6)

STAGE 3: Full Biliteracy (Gr 7-8)

STAGE 2: Expanding Biliteracy (Gr 4-6)

- 2.1A (SPANISH) 75% or more of all students will show progress on internal benchmark assessments
- 2.1B (ENGLISH) 70% or more of all students will show progress on internal benchmark assessments
- 2.2A (SPANISH Gr4 only) 80% or more of all students will meet grade level mark or above in their courses by the end of the year.
- 2.2B (ENGLISH Gr4 only) 70% or more of all students will meet grade level mark or above in their courses by the end of the year.
- 2.2.C (SPANISH and ENGLISH: Gr5 and Gr6) 80% or more of all students will earn a passing grade of C or above in their courses

SP#7: Full implementation of Common Core State Standards (CCSS) and aligned English Language Alignment of (ELD) Standards within the dual immersion context to ensure biliteracy for all students

1. 100% of teachers trained in basics of CCSS & ELD & NGSS as applicable to their grade
2. Fine-tune a tool to measure CCSS/ELD/NGSS implementation; 20% of classes

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>LAS Program Six Design Components:</u> <i>R= Research</i> <i>PD= Professional Development</i> <i>CD= Curriculum Design</i> <i>AA= Assessments and Accountability</i> <i>I= Instruction</i> <i>SS= Support Structure</i></p> <p>RESEARCH 1.1 Analyze achievement data by school- wide, grade level and subgroups: SED, Latino, SWD and ELs (Foster youth number at LAS does not qualify as numerically significant.) 1.2 Continued study on most recent two-way immersion research and its efficacy for all students, including the subgroups above 1.3 Research and/or use of standardized Spanish assessments</p>	Charter wide	<p><u>__x__ ALL</u></p> <p>OR: <u>__x__</u> Low Income pupils <u>__x__</u> English Learners <u>__</u> Foster Youth <u>__x__</u> Redesignated fluent English proficient <u>__x__</u> Other Subgroups:(Specify) <u> </u> SWD</p>	<p>R- 1.1, 1.2, 1.3 PD- 2.1 Cost: 74,000</p> <p>Source: EPA, LCFF Base, Supplemental, CCSS, Title 2 Object: 1000, 5000</p>
<p>PROFESSIONAL DEVELOPMENT 2.1 Provide differentiated professional development (<i>Training - Coaching - Mentoring</i>) in the following, but not limited to: Data analysis (API, Benchmarks) Common Core State Standards (CCSS) Expository Reading and Writing Training such as (ERWC) Designing CCSS redefined rubrics</p>	Charter wide	<p><u>__x__ ALL</u></p> <p>OR: <u>__</u> Low Income pupils <u>__</u> English Learners <u>__</u> Foster Youth <u>__</u> Redesignated fluent English proficient <u>__</u> Other Subgroups:(Specify) <u> </u></p>	<p>R- 1.1, 1.2, 1.3 PD- 2.1 Cost: 74,000</p> <p>Source: EPA, LCFF Base, Supplemental,</p>

<p>Differentiated Instruction Executive Functions such as ROPES Response to Intervention PBIS Writer’s Workshop</p>			<p>CCSS, Title 2 Object: 1000, 5000</p>
<p><u>CURRICULUM DESIGN</u> 3.1 Use of CCSS aligned core and supplementary materials 3.2 Design ELD lessons aligned with the ELD Standards and the CCSS and based on assessment results – i.e. CELDT, ADEPT 3.3 Create yearlong backward plans for curriculum 3.4 Implement Understanding by Design (UbD) principles in curriculum/instructional planning 3.5. Implementation of Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) (Gr2-Gr5)</p>	<p>Charter wide</p>	<p><u><input checked="" type="checkbox"/> ALL</u> OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>CD- 3.1, 3.2, 3.3 AA- 4.1, 4.2 Cost: 88,000 Source: LCFF Base, Supplemental, Concentration, CCSS Object: 4000, 5000</p>
<p><u>ASSESSMENTS AND ACCOUNTABILITY</u> 4.1 Administer and analyze Curriculum Design Team (CDT) defined language level diagnostic assessments for Spanish learners and ELs 4.2 Administer CDT defined curriculum and benchmark assessments 4.3 Participate in World-Class Instructional Design and Assessment (WIDA) Field test Prueba Óptima del Desarrollo del Español Realizado (PODER) and Prueba Útil y Eficaz del Desarrollo del Español (PUEDE) for Grades K- 2 (if available)</p>	<p>Charter wide</p>	<p><u><input checked="" type="checkbox"/> ALL</u> OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>CD- 3.1, 3.2, 3.3 AA- 4.1, 4.2 Cost: 88,000 Source: LCFF Base, Supplemental, Concentration, CCSS Object: 4000, 5000</p>
<p><u>INSTRUCTION</u> 5.1 Implementation of CCSS aligned core curriculum 5.2 Incorporate basic math concepts (mental math and basic measurements) during PE instruction 5.3 Utilize second language learning strategies trainings</p>	<p>Charter wide</p>	<p><u><input checked="" type="checkbox"/> ALL</u> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>I 5.1 Cost: 1,500,000 Source: EPA, LCFF Base, Supplemental,</p>

such as SDAIE, SIOP			Concentration, CCSS, Title 2 Object 1000
<u>SUPPORT STRUCTURE</u> 6.1 Extensive student support structures (Examples: differentiated instruction, tutoring, summer school, extended day remediation and acceleration) 6.2 School-wide agreements on homework expectation 6.3 100% of middle school SWDs who need extra study skills support will receive assistance 6.4. Implement LAS "Interventions Model"	Charter wide	<input checked="" type="checkbox"/> ALL	Actions and Services: SS- 6.1, 6.2, 6.3, 6.4 Cost: 1,900,000,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS Object: 1000, 2000, 4000, 5000
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

LAS Mission #1: BILITERACY LCAP Year 3: 2016-17

Expected Annual Measurable Outcomes:	<p>PREMISES FOR DATA ANALYSIS (PDA)</p> <ol style="list-style-type: none"> 1. LAS will meet or exceed the state API targets for school wide and LAS significant subgroups 2. LAS will meet or exceed new goals upon the official implementation of the new state assessments: Smarter Balanced Tests and English Language Proficiency Assessments (ELPAC) 3. LAS will meet or exceed the 2014-2015 baseline data of the Smarter Balanced Tests 4. End of Gr 5 standardized test in English data will serve as baseline for Gr 6 -8 students' progress 5. End of Grade Level Span CELDT goals will be assessed in the fall of the following year- meet or exceed goals 6. Students who do not reach grade level benchmarks receive academic intervention, targeting skills and strategies necessary to meet this goal. <p><u>SP#1: Student achievement and biliteracy for all students</u></p>
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Based on the LAS Biliteracy Grade Span Progression Measurable Outcomes – EXTERNAL Accountability (See LAS Charter page 59, Figure: 28)

STAGE 1: Emerging Biliteracy (Gr K-3)

STAGE 2: Expanding Biliteracy (Gr 4-6)

STAGE 3: Full Biliteracy (Gr 7-8)

STAGE 1 Emerging Biliteracy Grades K-3

1.1 (ENGLISH) 80% of all EL students will be at:

- a. Intermediate level or above in the listening and speaking sections and;
- b. Early Intermediate level or above in the reading and writing sections of the CELDT by the end of Stage 1

STAGE 2 Expanding Biliteracy Grades 4-6

2.1 (ENGLISH) 80% of all EL students will be at:

- a. Early Advanced level or above in listening and speaking sections and;
- b. Intermediate level or above in the reading and writing sections of the CELDT by the end of Stage 2

2.2 (ENGLISH) 70% or more of all Gr 6 students will demonstrate growth on the Smarter Balanced Tests (See PDA 3-5)

2.3 (ENGLISH) 70% or more of students in identified subgroups will demonstrate growth on the Smarter Balanced Tests (See PDA 3-5)

*SED*Latino*SWD *EL

STAGE 3 Full Biliteracy Grades 7-8

3.1 (ENGLISH) 90% or more of EL students will be reclassified by the end of Stage 3

3.2 (ENGLISH) 70% or more of all students will demonstrate growth on the Smarter Balanced Tests (See PDA 3-5)

3.3 (ENGLISH) 70% or more of students in identified subgroups will demonstrate growth on the Smarter Balanced Tests (See PDA 3-5)

*SED*Latino*SWD *EL

SP#3: Other student outcomes and biliteracy for all students

Based on the LAS Biliteracy Grade Span Progression Measurable Outcomes – INTERNAL Accountability (See LAS Charter page 58, Figure: 27)

STAGE 1: Emerging Biliteracy (Gr K-3)

STAGE 2: Expanding Biliteracy (Gr 4-6)

STAGE 3: Full Biliteracy (Gr 7-8)

STAGE 3: Full Biliteracy (Gr 7-8)

3.1A (SPANISH) 80% or more of all students will show progress on internal benchmark assessments

<p>3.1B (ENGLISH) 80% or more of all student will show progress on internal benchmark assessments 3.2 (SPANISH and ENGLISH) 85% or more of all students will earn a passing grade of C or above in their courses</p> <p><u>SP#7: Full implementation of Common Core State Standards (CCSS) and aligned English Language Alignment of (ELD) Standards within the dual immersion context to ensure biliteracy for all students</u></p> <ol style="list-style-type: none"> 1. 100% of teachers trained in basics of CCSS & ELD & NGSS as applicable to their grade 2. Implement the tool to measure CCSS/ELD/NGSS implementation; 100% of classes 			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><i>LAS Program Six Design Components:</i> <i>R= Research</i> <i>PD= Professional Development</i> <i>CD= Curriculum Design</i> <i>AA= Assessments and Accountability</i> <i>I= Instruction</i> <i>SS= Support Structure</i></p>			
<p><u>RESEARCH</u> 1.1 Analyze achievement data by school- wide, grade level and subgroups: SED, Latino, SWD and ELs (Foster youth number at LAS does not qualify as numerically significant.) 1.2 Continued study on most recent two-way immersion research and its efficacy for all students, including the subgroups above 1.3 Research and/or use of standardized Spanish assessments</p>	<p>Charter wide</p>	<p><input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____</p>	<p>R- 1.1, 1.2, 1.3 PD- 2.1 Cost: 21,500 Source: EPA, LCFF Base, Supplemental, CCSS, Title 2 Object: 1000, 5000</p>
<p><u>PROFESSIONAL DEVELOPMENT</u> 2.1 Provide differentiated professional development (<i>Training - Coaching - Mentoring</i>) in the following, but not limited to: Data analysis (API, Benchmarks) Common Core State Standards (CCSS) Expository Reading and Writing Training such as (ERWC) Designing CCSS redefined rubrics</p>	<p>Charter wide</p>	<p><input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____</p>	<p>R- 1.1, 1.2, 1.3 PD- 2.1 Cost: 21,500 Source: EPA, LCFF Base, Supplemental,</p>

<p>Differentiated Instruction PBIS Writer’s Workshop DRA/EDL Assessments</p>			<p>CCSS, Title 2 Object: 1000, 5000</p>
<p><u>CURRICULUM DESIGN</u> 3.1 Use of CCSS aligned core and supplementary materials 3.2 Design ELD lessons aligned with the ELD Standards and the CCSS and based on assessment results – i.e. CELDT 3.3 Create yearlong backward plans for curriculum 3.4 Implement Understanding by Design (UbD) principles in curriculum/instructional planning (Not applicable for 2016-17) 3.5. Implementation of Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) (Gr3-Gr4)</p>	<p>Charter wide</p>	<p><u><input checked="" type="checkbox"/> ALL</u> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____</p>	<p>CD- 3.1, 3.2, 3.3 AA- 4.1, 4.2 Cost: 40,470 Source: LCFF Base, Supplemental, Concentration, CCSS Object: 4000, 5000</p>
<p><u>ASSESSMENTS AND ACCOUNTABILITY</u> 4.1 Administer and analyze Curriculum Design Team (CDT) defined language level diagnostic assessments for Spanish learners and ELs (DRA/EDL reading assessments) 4.2 Administer CDT defined curriculum and benchmark assessments 4.3 Participate in World-Class Instructional Design and Assessment (WIDA) Field test Prueba Óptima del Desarrollo del Español Realizado (PODER) and Prueba Útil y Eficaz del Desarrollo del Español (PUEDE) for Grades K- 2 (if available)</p>	<p>Charter wide</p>	<p><u><input checked="" type="checkbox"/> ALL</u> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____</p>	<p>CD- 3.1, 3.2, 3.3 AA- 4.1, 4.2 Cost: 40,470 Source: LCFF Base, Supplemental, Concentration, CCSS Object: 4000, 5000</p>
<p><u>INSTRUCTION</u> 5.1 Implementation of CCSS aligned core curriculum 5.2 Incorporate basic math concepts (mental math and basic measurements) during PE instruction 5.3 Utilize second language learning strategies trainings such as SDAIE, SIOP</p>	<p>Charter wide</p>	<p><u><input checked="" type="checkbox"/> ALL</u> OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____</p>	<p>I 5.1 Cost: 1,651,427 Source: EPA, LCFF Base, Supplemental, Concentration,</p>

<u>SUPPORT STRUCTURE</u> 6.1 Extensive student support structures (Examples: differentiated instruction, tutoring, summer school, extended day remediation and acceleration) 6.2 School-wide agreements on homework expectation 6.3 100% of middle school SWDs who need extra study skills support will receive assistance 6.4. Implement LAS -Interventions Model: Multi-Tier Systems of Support (MTSS) and Individual Progress Team (IPT)	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____ SWD	CCSS, Title 2 Object 1000 Actions and Services: SS- 6.1, 6.2, 6.3, 6.4 Cost: 1,687,427 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS Object: 1000, 2000, 4000, 5000
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GOAL:	LAS MISSION: #2 CONFIDENCE AND LIFE SKILLS Develop and exhibit positive self-esteem, pride, confidence, and respect for themselves and others.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_x 6_x 7__ 8_x COE only: 9__ 10__ Local : Specify _____
Identified Need :	Students need a safe and engaging academic, social emotional, and physical school environment	
Goal Applies to:	Schools:	Charterwide
	Applicable Pupil Subgroups:	All: EL, RFEP, LI, and SWD
LAS Mission #2: CONFIDENCE AND LIFE SKILLS - LCAP Year 1: 2014-15		
Expected Annual Measurable Outcomes:	<u>SP#2 Student engagement and building confidence and life skills for all students</u> 1. Attendance rate of 95% or above 2. Absenteeism (chronic) at rate of less than 1%	

3. Dropout for middle school at zero rate

SP#3 Other student outcomes and building confidence and life skills for all students

- 4. Subject emphasis: PE (K-Gr4) 70% or more of students will meet grade level mark or above in their courses by the end of the year
- 5. Subject emphasis: PE (Gr5-Gr8) 75% or more of students will earn a passing grade of C or above in their courses
- 6. 90% of Gr2-Gr6 students participate in fitness programs such as Adventures to Fitness funded by the Physical Activity Plus Grant Program
- 7. 90% of K-8 students participate in daily “Brain Breaks” physical activities

SP#4 School climate and building confidence and life skills for all students

- 8. Suspension and expulsion rate at less than 1% per year
- 9. Student survey completion (Gr2-Gr8) at eighty-five percent (85%) or above participation
- 10. Agreement with the student survey statement, "It is important to me to learn to read and write in Spanish at seventy percent (70%) or above rating
- 11. Students have the opportunity to enroll in after-school activities such as Ballet Folklórico, Classical Ballet, Violin, Guitar, Recorder classes, Martial Arts, Visual Arts, Music Production

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u><i>LAS Program Six Design Components:</i></u> <i>R= Research</i> <i>PD= Professional Development</i> <i>CD= Curriculum Design</i> <i>AA= Assessments and Accountability</i> <i>I= Instruction</i> <i>SS= Support Structure</i></p> <p><u>RESEARCH</u> 1.1 Study recent brain research in relation to socio-emotional and intellectual development, particular to LAS significant subgroups 1.2 Study research on the non-academic benefits of dual language immersion programs – i.e. cross cultural competencies, cross</p>	<p>Charter wide</p>	<p><u><input checked="" type="checkbox"/></u> ALL</p> <p>OR: <u><input checked="" type="checkbox"/></u> Low Income pupils <u><input checked="" type="checkbox"/></u> English Learners ___Foster Youth <u><input checked="" type="checkbox"/></u> Redesignated fluent English proficient ___Other Subgroups:(Specify) <u>SWD</u></p>	<p>R- 1.1, 1.2 PD- 2.1, 2.2 Cost: 32,000 Source: EPA, LCFF Base, Supplemental, Concentration,</p>

<p>generational connections</p>			<p>CCSS, Title 2 Object: 1000, 5000</p>
<p><u>PROFESSIONAL DEVELOPMENT</u> 2.1 Provide differentiated professional development (<i>Training - Coaching - Mentoring</i>) in: A. Brain research in relation to physical fitness, socio-emotional health best practices for major subgroups (Latino, SED, SWD, and EL), neurological disorders, and strategies to support struggling students B. Performance task rubrics design and calibration, and multiple measures of achievement C. Training on how to implement physical activities to stimulate attention and focus in the classroom 2.2 Hire highly qualified and credentialed Physical Education instructors to teach PE classes</p>	<p>Charter wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>R- 1.1, 1.2 PD- 2.1, 2.2 Cost: 32,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object: 1000, 5000</p>
<p><u>CURRICULUM DESIGN</u> 3.1 Incorporate socio-emotional strategies from the physical activity grant and LIFESKILLS goals and activities in unit and lesson design 3.2 Incorporate “Brain Break” into lesson planning</p>	<p>Charter wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>CD- 3.1 AA- 4.1, 4.2, 4.3 Cost: 25,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS Object: 4000, 5000</p>
<p><u>ASSESSMENTS AND ACCOUNTABILITY</u> 4.1 Conduct attendance and LIFESKILLS recognition assemblies; invite families 4.2 Encourage classroom and grade level incentives 4.3 Administer and analyze yearly student survey 4.4 Post a sign outside each classroom door to highlight</p>	<p>Charter wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>CD- 3.1 AA- 4.1, 4.2, 4.3 Cost: 25,000 Source: EPA, LCFF Base,</p>

<p>100% attendance (K-Gr5) 4.5 Analyze student achievement in Physical Education</p>			<p>Supplemental, Concentration, CCSS Object: 4000, 5000</p>
<p><u>INSTRUCTION</u> 5.1 Integrate lessons on life skills and healthy life style choices during instruction 5.2 Ensure consistent opportunities for students to formulate and present their ideas during instruction and beyond</p>	<p>Charter wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>I 5.1 Cost: 1,789,800 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object 1000</p>
<p><u>SUPPORT STRUCTURE</u> 6.1 Coordinate with Parent Council, Parent Association, Student Council groups for collective emphasis on strong attendance rate 6.2 Publish newsletter information on health, nutrition choices in relation to attendance 6.3 Highlight students' progress in After- school Education and Safety (ASES) Program and Enrichment classes 6.4 Coordinate with Parent Council, Parent Association, Student Council groups for emphasis on practicing LIFESKILLS 6.5 Ensure students' access to technology and communication venues such as school website, intercom and Connect-Ed to encourage engagement in civic actions 6.6 Promote school-wide healthy snacks choices 6.7 Maintain suspension and expulsion rate at less than 1% per year</p>	<p>Charter wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>SS- 6.1, 6.2, 6.3, 6.4, 6.5 Cost: 419,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, ASES Grant, Title 1 Object 1000, 2000, 4000, 5000</p>

LAS Mission #2: CONFIDENCE AND LIFE SKILLS - LCAP Year 2: 2015-16

Expected Annual Measurable Outcomes:

SP#2 Student engagement and building confidence and life skills for all students

1. Attendance rate of 95% or above
2. Absenteeism (chronic) at rate of less than 1%
3. Dropout for middle school at zero rate

SP#3 Other student outcomes and building confidence and life skills for all students

4. Subject emphasis: PE (K-Gr4) 75% or more of students will meet grade level mark or above in their courses by the end of the year
5. Subject emphasis: PE (Gr5-Gr8) 80% or more of students will earn a passing grade of C or above in their courses
6. 95% of Gr2-Gr6 students participate in fitness programs such as Adventures to Fitness funded by the Physical Activity Plus Grant Program
7. 95% of K-8 students participate in daily "Brain Breaks" physical activities

SP#4 School climate and building confidence and life skills for all students

8. Suspension and expulsion rate at less than 1% per year
9. Student survey completion (Gr2-Gr8) at eighty-five percent (90%) or above participation
10. Agreement with the student survey statement, "It is important to me to learn to read and write in Spanish at seventy percent (75%) or above rating
11. Students have the opportunity to enroll in after-school activities such as Ballet Folklórico, Classical Ballet, Violin, Guitar, Recorder classes, Martial Arts, Visual Arts, Music Production

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>LAS Program Six Design Components:</u> <i>R= Research</i> <i>PD= Professional Development</i> <i>CD= Curriculum Design</i> <i>AA= Assessments and Accountability</i> <i>I= Instruction</i> <i>SS= Support Structure</i></p>			

<p>RESEARCH</p> <p>1.1 Study recent brain research in relation to socio-emotional and intellectual development, particular to LAS significant subgroups</p> <p>1.2 Study research on the non-academic benefits of dual language immersion programs – i.e. cross cultural competencies, cross generational connections</p>	<p>Charter wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>R- 1.1, 1.2 PD- 2.1, 2.2 Cost: 47,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object: 1000, 5000</p>
<p>PROFESSIONAL DEVELOPMENT</p> <p>2.1 Provide differentiated professional development (<i>Training - Coaching - Mentoring</i>) in:</p> <p>A. Brain research in relation to physical fitness, socio-emotional health best practices for major subgroups (Latino, SED, SWD, and EL), neurological disorders, and strategies to support struggling students</p> <p>B. Performance task rubrics design and calibration, and multiple measures of achievement</p> <p>C. Training on how to implement physical activities to stimulate attention and focus in the classroom</p> <p>2.2 Hire highly qualified and credentialed Physical Education instructors to teach PE classes</p>	<p>Charter wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>R- 1.1, 1.2 PD- 2.1, 2.2 Cost: 47,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object: 1000, 5000</p>
<p>CURRICULUM DESIGN</p> <p>3.1 Incorporate socio-emotional strategies from the physical activity grant and LIFESKILLS goals and activities in unit and lesson design</p> <p>3.2 Incorporate “Brain Break” into lesson planning</p>	<p>Charter wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>CD- 3.1 AA- 4.1, 4.2, 4.3 Cost: 43,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS Object: 4000, 5000</p>

<p><u>ASSESSMENTS AND ACCOUNTABILITY</u> 4.1 Conduct attendance and LIFESKILLS recognition assemblies; invite families 4.2 Encourage classroom and grade level incentives 4.3 Administer and analyze yearly student survey 4.4 Post a sign outside each classroom door to highlight 100% attendance (K-Gr5) 4.5 Analyze student achievement in Physical Education</p>	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	CD- 3.1 AA- 4.1, 4.2, 4.3 Cost: 43,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS Object: 4000, 5000
<p><u>INSTRUCTION</u> 5.1 Integrate lessons on life skills and healthy life style choices during instruction 5.2 Ensure consistent opportunities for students to formulate and present their ideas during instruction and beyond</p>	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	I 5.1 Cost: 1,900,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object 1000
<p><u>SUPPORT STRUCTURE</u> 6.1 Coordinate with Parent Council, Parent Association, Student Council groups for collective emphasis on strong attendance rate 6.2 Publish newsletter information on health, nutrition choices in relation to attendance 6.3 Highlight students' progress in After- school Education and Safety (ASES) Program and Enrichment classes 6.4 Coordinate with Parent Council, Parent Association, Student Council groups for emphasis on practicing LIFESKILLS 6.5 Ensure students' access to technology and communication venues such as school website,</p>	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	SS- 6.1, 6.2, 6.3, 6.4, 6.5 Cost: 2,100,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, ASES Grant, Title 1 Object 1000, 2000, 4000, 5000

intercom and Connect-Ed to encourage engagement in civic actions
 6.6 Promote school-wide healthy snacks choices
 6.7 Maintain suspension and expulsion rate at less than 1% per year



LAS Mission #2: CONFIDENCE AND LIFE SKILLS - LCAP Year 3: 2016-17

Expected Annual Measurable Outcomes:

SP#2 Student engagement and building confidence and life skills for all students

1. Attendance rate of 95% or above
2. Absenteeism (chronic) at rate of less than 1%
3. Dropout for middle school at zero rate

SP#3 Other student outcomes and building confidence and life skills for all students

4. Subject emphasis: PE (K-Gr4) 80% or more of students will meet grade level mark or above in their courses by the end of the year
5. Subject emphasis: PE (Gr5-Gr8) 85% or more of students will earn a passing grade of C or above in their courses
6. 100% of Gr2-Gr6 students participate in fitness programs such as Adventures to Fitness funded by the Physical Activity Plus Grant Program (Not applicable for 2016-17 school year)
7. 100% of K-8 students participate in daily "Brain Breaks" physical activities

SP#4 School climate and building confidence and life skills for all student

8. Suspension and expulsion rate at less than 1% per year
9. Student survey completion (Gr2-Gr8) at ninety-five percent (95%) or above participation
10. Agreement with the student survey statement, "It is important to me to learn to read and write in Spanish at eighty percent (80%) or above rating
11. Students have the opportunity to enroll in after-school activities such as Ballet Folklórico, Science Robotics, Violin, Guitar, classes, Martial Arts, Visual Arts, Music Production

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<i>LAS Program Six Design Components:</i>			
<i>R= Research</i>			

<p>PD= Professional Development CD= Curriculum Design AA= Assessments and Accountability I= Instruction SS= Support Structure</p>			
<p><u>RESEARCH</u> 1.1 Study recent brain research in relation to socio-emotional and intellectual development, particular to LAS significant subgroups 1.2 Study research on the non-academic benefits of dual language immersion programs – i.e. cross cultural competencies, cross generational connections</p>	<p>Charter wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>R- 1.1, 1.2 PD- 2.1, 2.2 Cost: 8,800 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object: 1000, 5000</p>
<p><u>PROFESSIONAL DEVELOPMENT</u> 2.1 Provide differentiated professional development (Training - Coaching - Mentoring) in: A. Brain research in relation to physical fitness, socio-emotional health best practices for major subgroups (Latino, SED, SWD, and EL), neurological disorders, and strategies to support struggling students B. Performance task rubrics design and calibration, and multiple measures of achievement C. Training on how to implement physical activities to stimulate attention and focus in the classroom 2.2 Hire highly qualified and credentialed Physical Education instructors to teach PE classes</p>	<p>Charter wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>R- 1.1, 1.2 PD- 2.1, 2.2 Cost: 8,800 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object: 1000, 5000</p>
<p><u>CURRICULUM DESIGN</u> 3.1 Incorporate socio-emotional strategies from the physical activity grant and LIFESKILLS goals and activities in unit and lesson design 3.2 Incorporate “Brain Break” into lesson planning</p>	<p>Charter wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>CD- 3.1 AA- 4.1, 4.2, 4.3 Cost: 9,250 Source: EPA, LCFF Base,</p>

			Supplemental, Concentration, CCSS Object: 4000, 5000
<u>ASSESSMENTS AND ACCOUNTABILITY</u> 4.1 Conduct attendance and LIFESKILLS recognition assemblies; invite families 4.2 Encourage classroom and grade level incentives 4.3 Administer and analyze yearly student survey 4.4 Post a sign outside each classroom door to highlight 100% attendance (K-Gr5) 4.5 Analyze student achievement in Physical Education	Charter wide	<input checked="" type="checkbox"/> ALL	CD- 3.1
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	AA- 4.1, 4.2, 4.3 Cost: 9,250 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS Object: 4000, 5000
<u>INSTRUCTION</u> 5.1 Integrate lessons on life skills and healthy life style choices during instruction 5.2 Ensure consistent opportunities for students to formulate and present their ideas during instruction and beyond	Charter wide	<input checked="" type="checkbox"/> ALL	I 5.1
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	Cost: 339,089 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object 1000
<u>SUPPORT STRUCTURE</u> 6.1 Coordinate with Parent Council, Parent Association, Student Council groups for collective emphasis on strong attendance rate 6.2 Publish newsletter information on health, nutrition choices in relation to attendance 6.3 Highlight students' progress in After- school Education and Safety (ASES) Program and Enrichment classes 6.4 Coordinate with Parent Council, Parent	Charter wide	<input checked="" type="checkbox"/> ALL	SS- 6.1, 6.2, 6.3, 6.4, 6.5
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	Cost: 339,089 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, ASES Grant, Title 1 Object 1000, 2000,

Association, Student Council groups for emphasis on practicing LIFESKILLS 6.5 Ensure students' access to technology and communication venues such as school website, intercom and Connect-Ed to encourage engagement in civic actions 6.6 Promote school-wide healthy snacks choices 6.7 Maintain suspension and expulsion rate at less than 1% per year			4000, 5000
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GOAL:	LAS MISSION: #3 LEADERSHIP & CRITICAL THINKING Application of LAS Mission #1 and #2: 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	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_x 7__ 8_x COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Students need opportunities to develop and apply leadership skills to create change		
Goal Applies to:	Schools:	Charterwide	
	Applicable Pupil Subgroups:	All	
LAS Mission #3: LEADERSHIP & CRITICAL THINKING - LCAP Year 1: 2014-15			
Expected Annual Measurable Outcomes:	<u>SP#3 Other student outcomes and building leadership and critical thinking skills for all students</u> 1. 90% of students participate in the election process for Student Council Officers 2. 90% of Gr 3-8 students participate in voting for Grade Level Representatives 3. 90% of K-8 students have opportunities to practice leadership skills by the end of Gr8. 4. 70% or more of students participate in Student Council sponsored activities such as community service events and/or Spirit Days 5. 90% of students participate in school-wide cleaning. 6. By the end of Gr 8, all students will have participated in a student directed community based research such as National Latino Education Research Agenda Project (NLERAP) Participatory Action Research (PAR) 7. By the end of Gr 8, 90% of students will have completed a minimum of 10 hours of community service.		

8. Subject emphasis: Electives (Middle School only)
 -LAS will offer five or more elective courses annually
 -75% or more of students earning a passing grade of C or above in their elective course
 -90% of students who need extra study skills support will receive assistance during elective block

SP#4 Student climate and building leadership and critical thinking skills for all students

9. Students reflect on student survey results from previous year(s) and design action plans to address an identified need
 10. 85% or above of students participate in student survey completion
 11. Parent surveys indicate a rating of 80% or above overall satisfaction with the school

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>LAS Program Six Design Components:</u> <i>R= Research</i> <i>PD= Professional Development</i> <i>CD= Curriculum Design</i> <i>AA= Assessments and Accountability</i> <i>I= Instruction</i> <i>SS= Support Structure</i></p> <p><u>RESEARCH</u> 1.1 Document student driven projects based on current community needs: Classroom, grade level, school-wide, and community at large 1.2 Analyze community survey for responses to questions about community service projects</p>	Charter wide	<p><u> </u> <u>x</u> <u> </u> ALL</p> <p>OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>R- 1.2 PD- 2.1 Cost: 25,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object: 1000, 2000, 5000</p>
<p><u>PROFESSIONAL DEVELOPMENT</u> 2.1 Professional development on performance task rubric design, calibration, and multiple measures of achievement 2.2 Continued training in student directed</p>	Charter wide	<p><u> </u> <u>x</u> <u> </u> ALL</p> <p>OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other</p>	<p>R- 1.2 PD- 2.1 Cost: 25,000 Source: EPA, LCFF Base,</p>

participatory research		Subgroups:(Specify)_____	Supplemental, Concentration, CCSS, Title 2 Object: 1000, 2000, 5000
<u>CURRICULUM DESIGN</u> 3.1 Ensure curriculum includes leadership and critical thinking components 3.2 Include community service projects in curriculum design based on student reflections on survey results	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<u>ASSESSMENTS AND ACCOUNTABILITY</u> 4.1 Administer yearly student survey 4.2 Ensure participation in the election process for Student Council Officers and Grade Level Representatives 4.3 Analyze student achievement in middle school elective courses	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	AA- 4.1, 4.3 Cost: 500 Source: EPA, LCFF Base Object: 1000, 2000, 5000
<u>INSTRUCTION</u> 5.1 Highlight student led participatory action research projects and events during class 5.2 Ensure multiple opportunities for students to practice critical thinking and collaboration 5.3 Offer elective classes in middle school	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	I- 5.1 5.3 SS- 6.1, 6.2, 6.3, 6.5 Cost: 1,850,800 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS Object: 1000, 4000, 5000
<u>SUPPORT STRUCTURE</u>	Charter	<input checked="" type="checkbox"/> ALL	I- 5.3

<p>6.1 Coordinate with Parent Council, Parent Association, Student Council groups for collective emphasis on stakeholders active participation in school</p> <p>6.2 Publish newsletter information on leadership and citizenship</p> <p>6.3 Ensure students' access to technology and communication venues such as the school website and Connect-Ed to encourage engagement in leadership and critical thinking</p> <p>6.4 Provide opportunities for students to participate in school wide cleaning</p> <p>6.5 Encourage classroom and grade level incentives for those who participate in Student Council sponsored activities</p>	<p>wide</p>	<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>SS- 6.1, 6.2, 6.3, 6.5</p> <p>Cost: 61,000</p> <p>Source: EPA, LCFF Base, Supplemental, Concentration, CCSS</p> <p>Object: 1000, 4000, 5000</p>
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LAS Mission #3: LEADERSHIP & CRITICAL THINKING - LCAP Year 2: 2015-16

<p>Expected Annual Measurable Outcomes:</p>	<p><u>SP#3 Other student outcomes and building leadership and critical thinking skills for all students</u></p> <ol style="list-style-type: none"> 1. 95% of students participate in the election process for Student Council Officers 2. 95% of Gr 3-8 students participate in voting for Grade Level Representatives 3. 95% of K-8 students have opportunities to practice leadership skills by the end of Gr8. 4. 75% or more of students participate in Student Council sponsored activities such as community service events and/or Spirit Days 5. 95% of students participate in school-wide cleaning. 6. By the end of Gr 8, all students will have participated in a student directed community based research such as National Latino Education Research Agenda Project (NLERAP) Participatory Action Research (PAR) 7. By the end of Gr 8, 95% of students will have completed a minimum of 10 hours of community service. 8. Subject emphasis: Electives (Middle School only) <p>-LAS will offer five or more elective courses annually</p> <p>-80% or more of students earning a passing grade of C or above in their elective course</p> <p>-95% of students who need extra study skills support will receive assistance during elective block</p> <p><u>SP#4 Student climate and building leadership and critical thinking skills for all students</u></p> <ol style="list-style-type: none"> 9. Students reflect on student survey results from previous year(s) and design action plans to address an identified need
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10. 90% or above of students participate in student survey completion 11. Parent surveys indicate a rating of 85% or above overall satisfaction with the school			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>LAS Program Six Design Components:</u> <i>R= Research</i> <i>PD= Professional Development</i> <i>CD= Curriculum Design</i> <i>AA= Assessments and Accountability</i> <i>I= Instruction</i> <i>SS= Support Structure</i></p>			
<p><u>RESEARCH</u> 1.1 Document student driven projects based on current community needs: Classroom, grade level, school-wide, and community at large 1.2 Analyze community survey for responses to questions about community service projects</p>	Charter wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>R- 1.2 PD- 2.1 Cost: 36,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object: 1000, 2000, 5000</p>
<p><u>PROFESSIONAL DEVELOPMENT</u> 2.1 Professional development on performance task rubric design, calibration, and multiple measures of achievement 2.2 Continued training in student directed participatory research</p>	Charter wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>R- 1.2 PD- 2.1 Cost: 36,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object: 1000, 2000, 5000</p>
<p><u>CURRICULUM DESIGN</u></p>	Charter	<p><input checked="" type="checkbox"/> ALL</p>	

<p>3.1 Ensure curriculum includes leadership and critical thinking components</p> <p>3.2 Include community service projects in curriculum design based on student reflections on survey results</p>	<p>wide</p>	<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p><u>ASSESSMENTS AND ACCOUNTABILITY</u></p> <p>4.1 Administer yearly student survey</p> <p>4.2 Ensure participation in the election process for Student Council Officers and Grade Level Representatives</p> <p>4.3 Analyze student achievement in middle school elective courses</p>	<p>Charter wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>AA- 4.1, 4.3 Cost: 10,000 Source: EPA, LCFF Base Object: 1000, 2000, 5000</p>
<p><u>INSTRUCTION</u></p> <p>5.1 Highlight student led participatory action research projects and events during class</p> <p>5.2 Ensure multiple opportunities for students to practice critical thinking and collaboration</p> <p>5.3 Offer elective classes in middle school</p>	<p>Charter wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>I- 5.1 5.3 SS- 6.1, 6.2, 6.3, 6.5 Cost: 1,500,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS Object: 1000, 4000, 5000</p>
<p><u>SUPPORT STRUCTURE</u></p> <p>6.1 Coordinate with Parent Council, Parent Association, Student Council groups for collective emphasis on stakeholders active participation in school</p> <p>6.2 Publish newsletter information on leadership and citizenship</p> <p>6.3 Ensure students' access to technology and communication venues such as the school website and Connect-Ed to encourage engagement in leadership and critical thinking</p>	<p>Charter wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>I- 5.3 SS- 6.1, 6.2, 6.3, 6.5 Cost: 1,500,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS Object:</p>

6.4 Provide opportunities for students to participate in school wide cleaning
 6.5 Encourage classroom and grade level incentives for those who participate in Student Council sponsored activities

1000, 4000, 5000

LAS Mission #3: LEADERSHIP & CRITICAL THINKING - LCAP Year 3: 2016-17

Expected Annual Measurable Outcomes:

SP#3 Other student outcomes and building leadership and critical thinking skills for all students

1. More than 90%of students participate in the election process for Student Council Officers
2. More than 90%of Gr 3-8 students participate in voting for Grade Level Representatives
3. More than 90%of K-8 students have opportunities to practice leadership skills by the end of Gr8.
4. 80% or more of students participate in Student Council sponsored activities such as community service events and/or Spirit Days
5. More than 90%of students participate in school-wide cleaning.
6. By the end of Gr 8, more than 90%students will have participated in a student directed community based research such as National Latino Education Research Agenda Project (NLERAP) Participatory Action Research (PAR)
7. By the end of Gr 8, 90% of students will have completed a minimum of 10 hours of community service.
8. Subject emphasis: Electives (Middle School only)
 - LAS will offer five or more elective courses annually
 - 85% or more of students earning a passing grade of C or above in their elective course
 - More than 90% of students who need extra study skills support will receive assistance during elective block

SP#4 Student climate and building leadership and critical thinking skills for all students

9. Students reflect on student survey results from previous year(s) and design action plans to address an identified need
10. 95% or above of students participate in student survey completion
11. Parent surveys indicate a rating of 90% or above overall satisfaction with the school

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<i>LAS Program Six Design Components:</i>			

<p><i>R= Research</i> <i>PD= Professional Development</i> <i>CD= Curriculum Design</i> <i>AA= Assessments and Accountability</i> <i>I= Instruction</i> <i>SS= Support Structure</i></p>			
<p>RESEARCH 1.1 Document student driven projects based on current community needs: Classroom, grade level, school-wide, and community at large 1.2 Analyze community survey for responses to questions about community service projects</p>	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	R- 1.2 PD- 2.1 Cost: 10,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object: 1000, 2000, 5000
<p>PROFESSIONAL DEVELOPMENT 2.1 Professional development on performance task rubric design, calibration, and multiple measures of achievement 2.2 Continued training in student directed participatory research</p>	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	R- 1.2 PD- 2.1 Cost: 10,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object: 1000, 2000, 5000
<p>CURRICULUM DESIGN 3.1 Ensure curriculum includes leadership and critical thinking components 3.2 Include community service projects in curriculum design based on student reflections on survey results</p>	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<p>ASSESSMENTS AND ACCOUNTABILITY</p>	Charter	<input checked="" type="checkbox"/> ALL	AA- 4.1, 4.3

<p>4.1 Administer yearly student survey 4.2 Ensure participation in the election process for Student Council Officers and Grade Level Representatives 4.3 Analyze student achievement in middle school elective courses</p>	<p>wide</p>	<p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____</p>	<p>Cost: 500 Source: EPA, LCFF Base Object: 1000, 2000, 5000</p>
<p><u>INSTRUCTION</u> 5.1 Highlight student led participatory action research projects and events during class 5.2 Ensure multiple opportunities for students to practice critical thinking and collaboration 5.3 Offer elective classes in middle school</p>	<p>Charter wide</p>	<p><u>x</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____</p>	<p>I- 5.3 SS- 6.1, 6.2, 6.3, 6.5 Cost: 4,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS Object: 1000, 4000, 5000</p>
<p><u>SUPPORT STRUCTURE</u> 6.1 Coordinate with Parent Council, Parent Association, Student Council groups for collective emphasis on stakeholders active participation in school 6.2 Publish newsletter information on leadership and citizenship 6.3 Ensure students’ access to technology and communication venues such as the school website and Connect-Ed to encourage engagement in leadership and critical thinking 6.4 Provide opportunities for students to participate in school wide cleaning 6.5 Encourage classroom and grade level incentives for those who participate in Student Council sponsored activities</p>	<p>Charter wide</p>	<p><u>x</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____</p>	<p>I- 5.3 SS- 6.1, 6.2, 6.3, 6.5 Cost: 4,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS Object: 1000, 4000, 5000</p>

GOAL:	LAS MISSION: #4 LAS SCHOOLWIDE GOALS School-wide implementation of key infrastructures to support fulfillment of LAS mission	Related State and/or Local Priorities: 1__x_ 2__x_ 3__x_ 4__ 5__ 6__ 7__x_ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Students need a school infrastructure that support their learning
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Goal Applies to:	Schools: Charterwide	Applicable Pupil Subgroups: All: LI, EL, RFEP, SWD
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LAS Mission #4 LAS SCHOOLWIDE - LCAP Year 1: 2014-15

Expected Annual Measurable Outcomes:	<p><u>SP#5: Parent involvement and its role in supporting the fulfillment of LAS Mission</u></p> <ol style="list-style-type: none"> 1. Eighty percent (80%) or above of families complete annual parent survey 2. Families recommend the school to others at 85% or above rating 3. Ninety percent (90%) completion of Parent Student Teacher Compact 4. Families participate in various parent governance venues: Governing Board, Parent Council, Parent Association, Grade Level Representative, Volunteers, Reading Buddies: -80% or more of parents participate in election process for parent representatives to various governing bodies: Governing Board, Parent Council, Committees 5. 80% or more of families will show a survey response indicating satisfaction with student(s) progress <p><u>SP#6: Basic services and its role in supporting the fulfillment of LAS Mission</u></p> <ol style="list-style-type: none"> 6. 100% of LAS teachers are highly qualified and are placed in proper teaching assignments 7. LAS utilizes standards-aligned materials which are available to all students 8. LAS, in conjunction with SCUSD, maintains facilities in good repair <p><u>SP#7: Implementation of Common Core State Standards (CCSS) and its role in supporting the fulfillment of LAS Mission</u></p> <ol style="list-style-type: none"> 9. LAS curriculum and assessments are aligned to CCSS within the framework of a dual language immersion program design 10. Conduct on-going research on how to improve CCSS implementation that support ELs and other subgroups 11. Design on-going Professional Development on CCSS, including Understanding by Design (UbD) and methods to support ELs
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SP#8: Course access and its role in supporting the fulfillment of LAS Mission

- 12. LAS students are enrolled in a broad course of study delineated by Education Code above
- 13. As a result of LAS dual language immersion program design, LAS students receive instruction equivalent to advanced level of foreign language study in non-dual immersion educational programs
- 14. Facilitate transition of LAS Graduates to local high schools – 90% implementation

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>LAS Program Six Design Components:</u> <i>R= Research</i> <i>PD= Professional Development</i> <i>CD= Curriculum Design</i> <i>AA= Assessments and Accountability</i> <i>I= Instruction</i> <i>SS= Support Structure</i></p> <p>RESEARCH 1.1 School leadership researches and establishes rigorous hiring process 1.2 Curriculum Design Team (CDT) Committee researches and obtains updated standards aligned materials 1.3 School leadership and CDT Committee assess curriculum, assessments and professional development needs and create an action plan to address them 1.4 School leadership, CDT Committee, and the faculty annually review course requirements and curriculum and ensure LAS students are offered a broad course of study with effective dual language instruction</p>	Charter wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>R- 1.1, 1.2, 1.3 PD- 2.1, 2.3, 2.4, 2.5 Cost: 37,500 Source: EPA, LCFF Base, Supplemental, Concentration, Title 2 Object: 1000, 5000</p>
<p>PROFESSIONAL DEVELOPMENT 2.1 Ensure all faculty are highly qualified 2.2 Ensure all full-time faculty members attend Professional Development delineated for the year 2.3 School leadership attends new</p>	Charter wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>R- 1.1, 1.2, 1.3 PD- 2.1, 2.3, 2.4, 2.5 Cost: 37,500</p>

<p>accountability and assessment training from CDE and charter organizations</p> <p>2.4 Faculty receives on-going training on EL teaching methodology</p> <p>2.5 Implement an extensive professional development:</p> <ul style="list-style-type: none"> -Data analysis -CCSS -Expository Reading and Writing Course (ERWC) -Designing CCSS redefined rubrics, and differentiation 			<p>Source: EPA, LCFF Base, Supplemental, Concentration, Title 2</p> <p>Object: 1000, 5000</p>
<p><u>CURRICULUM DESIGN</u></p> <p>3.1 Integrate CCSS in yearlong backwards planning</p> <p>3.2 Ensure use of state approved standards based Materials</p>	<p>Charter wide</p>	<p><u> x </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify)_____</p>	<p>CD- 3.1, 3.2</p> <p>AA- 4.1</p> <p>Cost: 57,500</p> <p>Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2</p> <p>Object: 4000</p>
<p><u>ASSESSMENTS AND ACCOUNTABILITY</u></p> <p>4.1 Administer yearly parent surveys</p> <p>4.2 Completion of Parent - Student - Teacher Compact</p> <p>4.3 Administer student and parent surveys and analysis of responses pertinent to materials, facilities, and teacher performance</p>	<p>Charter wide</p>	<p><u> x </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify)_____</p>	<p>CD- 3.1, 3.2</p> <p>AA- 4.1</p> <p>Cost: 57,500</p> <p>Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2</p> <p>Object: 4000</p>
<p><u>INSTRUCTION</u></p> <p>5.1 Implement Understanding by Design (UbD) principles in curriculum/instruction planning</p>	<p>Charter wide</p>	<p><u> x </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify)_____</p>	<p>I 5.1</p> <p>Cost: 1,789,800</p> <p>Source: EPA, LCFF Base, Supplemental,</p>

			Concentration, CCSS, Title 2 Object 1000
<u>SUPPORT STRUCTURE</u> 6.1 Coordinate with Parent Council, Parent Association, Student Council groups for collective emphasis on stakeholders active participation in school 6.2 Publish list of differentiated opportunities for parental involvement 6.3 Designate time for parent representatives to meet with school leadership for feedback 6.4 School leaders conduct regular walk through of facilities 6.5 Facilities Committee conducts an annual facilities checklist survey 6.6 Middle school faculty conducts Senderos al Éxito (SALE) Parent Meetings that support LAS graduates’ transition to high school programs 6.7 LAS will annually conduct articulation meetings with local high schools to ensure smooth LAS graduates transition to 9 th grade. 6.8 Ensure technology infrastructure is compatible with CCSS implementation needs	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	SS- 6.1, 6.5, 6.6, 6.7, 6.8 Cost: 95,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Object: 1000, 4000, 5000

LAS Mission #4 LAS SCHOOLWIDE - LCAP Year 2: 2015-16

Expected Annual Measurable Outcomes:	<u>SP#5: Parent involvement and its role in supporting the fulfillment of LAS Mission</u> 1. Eighty percent (80%) or above of families complete annual parent survey 2. Families recommend the school to others at 85% or above rating 3. Ninety percent (90%) completion of Parent Student Teacher Compact 4. Families participate in various parent governance venues: Governing Board, Parent Council, Parent Association, Grade Level Representative, Volunteers, Reading Buddies: -80% or more of parents participate in election process for parent representatives to various governing bodies: Governing
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- Board, Parent Council, Committees
5. 80% or more of families will show a survey response indicating satisfaction with student(s) progress

SP#6: Basic services and its role in supporting the fulfillment of LAS Mission

6. 100% of LAS teachers are highly qualified and are placed in proper teaching assignments
7. LAS utilizes standards-aligned materials which are available to all students
8. LAS, in conjunction with SCUSD, maintains facilities in good repair

SP#7: Implementation of Common Core State Standards (CCSS) and its role in supporting the fulfillment of LAS Mission

9. LAS curriculum and assessments are aligned to CCSS within the framework of a dual language immersion program design
10. Conduct on-going research on how to improve CCSS implementation that support ELs and other subgroups
11. Design on-going Professional Development on CCSS, including Understanding by Design (UbD) and methods to support ELs

SP#8: Course access and its role in supporting the fulfillment of LAS Mission

12. LAS students are enrolled in a broad course of study delineated by Education Code above
13. As a result of LAS dual language immersion program design, LAS students receive instruction equivalent to advanced level of foreign language study in non-dual immersion educational programs
14. Facilitate transition of LAS Graduates to local high schools – 90% implementation

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>LAS Program Six Design Components:</u> <i>R= Research</i> <i>PD= Professional Development</i> <i>CD= Curriculum Design</i> <i>AA= Assessments and Accountability</i> <i>I= Instruction</i> <i>SS= Support Structure</i></p> <p>RESEARCH 1.1 School leadership researches and establishes rigorous hiring process</p>	<p>Charter wide</p>	<p><u> </u> x ALL</p> <hr/> <p>OR: <u> </u> Low Income pupils <u> </u> English Learners</p>	<p>R- 1.1, 1.2, 1.3 PD- 2.1, 2.3,</p>

<p>1.2 Curriculum Design Team (CDT) Committee researches and obtains updated standards aligned materials</p> <p>1.3 School leadership and CDT Committee assess curriculum, assessments and professional development needs and create an action plan to address them</p> <p>1.4 School leadership, CDT Committee, and the faculty annually review course requirements and curriculum and ensure LAS students are offered a broad course of study with effective dual language instruction</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>2.4, 2.5</p> <p>Cost: 56,000</p> <p>Source: EPA, LCFF Base, Supplemental, Concentration, Title 2</p> <p>Object: 1000, 5000</p>
<p><u>PROFESSIONAL DEVELOPMENT</u></p> <p>2.1 Ensure all faculty are highly qualified</p> <p>2.2 Ensure all full-time faculty members attend Professional Development delineated for the year</p> <p>2.3 School leadership attends new accountability and assessment training from CDE and charter organizations</p> <p>2.4 Faculty receives on-going training on EL teaching methodology</p> <p>2.5 Implement an extensive professional development:</p> <ul style="list-style-type: none"> -Data analysis -CCSS -Expository Reading and Writing Course (ERWC) -Designing CCSS redefined rubrics, and differentiation 	<p>Charter wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>R- 1.1, 1.2, 1.3</p> <p>PD- 2.1, 2.3, 2.4, 2.5</p> <p>Cost: 56,000</p> <p>Source: EPA, LCFF Base, Supplemental, Concentration, Title 2</p> <p>Object: 1000, 5000</p>
<p><u>CURRICULUM DESIGN</u></p> <p>3.1 Integrate CCSS in yearlong backwards planning</p> <p>3.2 Ensure use of state approved standards based Materials</p>	<p>Charter wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>CD- 3.1, 3.2</p> <p>AA- 4.1</p> <p>Cost: 71,000</p> <p>Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2</p> <p>Object: 4000</p>

<u>ASSESSMENTS AND ACCOUNTABILITY</u> 4.1 Administer yearly parent surveys 4.2 Completion of Parent - Student - Teacher Compact 4.3 Administer student and parent surveys and analysis of responses pertinent to materials, facilities, and teacher performance	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	CD- 3.1, 3.2 AA- 4.1 Cost: 71,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object: 4000
<u>INSTRUCTION</u> 5.1 Implement Understanding by Design (UbD) principles in curriculum/instruction planning	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	I 5.1 Cost: 1,500,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object 1000
<u>SUPPORT STRUCTURE</u> 6.1 Coordinate with Parent Council, Parent Association, Student Council groups for collective emphasis on stakeholders active participation in school 6.2 Publish list of differentiated opportunities for parental involvement 6.3 Designate time for parent representatives to meet with school leadership for feedback 6.4 School leaders conduct regular walk through of facilities 6.5 Facilities Committee conducts an annual facilities checklist survey 6.6 Middle school faculty conducts Senderos al Éxito (SALE) Parent Meetings that support LAS graduates' transition to high school programs 6.7 LAS will annually conduct articulation meetings	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	SS- 6.1, 6.5, 6.6, 6.7, 6.8 Cost: 122,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Object: 1000, 4000, 5000

with local high schools to ensure smooth LAS graduates transition to 9th grade.

6.8 Ensure technology infrastructure is compatible with CCSS implementation needs



LAS Mission #4 LAS SCHOOLWIDE - LCAP Year 3: 2016-17

Expected Annual Measurable Outcomes:

SP#5: Parent involvement and its role in supporting the fulfillment of LAS Mission

1. Eighty percent (80%) or above of families complete annual parent survey
2. Families recommend the school to others at 85% or above rating
3. Ninety percent (90%) completion of Parent Student Teacher Compact
4. Families participate in various parent governance venues: Governing Board, Parent Council, Parent Association, Grade Level Representative, Volunteers, Reading Buddies:
-90% or more of parents participate in election process for parent representatives to various governing bodies: Governing Board, Parent Council, Committees
5. 90% or more of families will show a survey response indicating satisfaction with student(s) progress

SP#6: Basic services and its role in supporting the fulfillment of LAS Mission

6. 100% of LAS teachers are highly qualified and are placed in proper teaching assignments
7. LAS utilizes standards-aligned materials which are available to all students
8. LAS, in conjunction with SCUSD, maintains facilities in good repair

SP#7: Implementation of Common Core State Standards (CCSS) and its role in supporting the fulfillment of LAS Mission

9. LAS curriculum and assessments are aligned to CCSS within the framework of a dual language immersion program design
10. Conduct on-going research on how to improve CCSS implementation that support ELs and other subgroups
11. Design on-going Professional Development on CCSS, including Understanding by Design (UbD) *(TBD per program availability)* and methods to support ELs

SP#8: Course access and its role in supporting the fulfillment of LAS Mission

12. LAS students are enrolled in a broad course of study delineated by Education Code above
13. As a result of LAS dual language immersion program design, LAS students receive instruction equivalent to advanced level of foreign language study in non-dual immersion educational programs
14. Facilitate transition of LAS Graduates to local high schools – 90% implementation

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>LAS Program Six Design Components:</u> <i>R= Research</i> <i>PD= Professional Development</i> <i>CD= Curriculum Design</i> <i>AA= Assessments and Accountability</i> <i>I= Instruction</i> <i>SS= Support Structure</i></p> <p><u>RESEARCH</u> 1.1 School leadership researches and establishes rigorous hiring process 1.2 Curriculum Design Team (CDT) Committee researches and obtains updated standards aligned materials 1.3 School leadership and CDT Committee assess curriculum, assessments and professional development needs and create an action plan to address them 1.4 School leadership, CDT Committee, and the faculty annually review course requirements and curriculum and ensure LAS students are offered a broad course of study with effective dual language instruction</p>	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	R- 1.1, 1.2, 1.3 PD- 2.1, 2.3, 2.4, 2.5 Cost: 13,750 Source: EPA, LCFF Base, Supplemental, Concentration, Title 2 Object: 1000, 5000
<p><u>PROFESSIONAL DEVELOPMENT</u> 2.1 Ensure all faculty are highly qualified 2.2 Ensure all full-time faculty members attend Professional Development delineated for the year 2.3 School leadership attends new accountability and assessment training from CDE and charter organizations 2.4 Faculty receives on-going training on EL teaching methodology</p>	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	R- 1.1, 1.2, 1.3 PD- 2.1, 2.3, 2.4, 2.5 Cost: 13,750 Source: EPA, LCFF Base, Supplemental, Concentration,

<p>2.5 Implement an extensive professional development:</p> <ul style="list-style-type: none"> -Data analysis -CCSS -Expository Reading and Writing Course (ERWC) -Designing CCSS redefined rubrics, and differentiation -ROPES -PBIS -Writer’s Workshop -Reader’s Workshop 			<p>Title 2 Object: 1000, 5000</p>
<p><u>CURRICULUM DESIGN</u></p> <p>3.1 Integrate CCSS in yearlong backwards planning</p> <p>3.2 Ensure use of state approved standards based Materials</p>	<p>Charter wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>CD- 3.1, 3.2 AA- 4.1 Cost: 20,969 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object: 4000</p>
<p><u>ASSESSMENTS AND ACCOUNTABILITY</u></p> <p>4.1 Administer yearly parent surveys</p> <p>4.2 Completion of Parent - Student - Teacher Compact</p> <p>4.3 Administer student and parent surveys and analysis of responses pertinent to materials, facilities, and teacher performance</p>	<p>Charter wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)_____</p>	<p>CD- 3.1, 3.2 AA- 4.1 Cost: 20,969 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object: 4000</p>
<p><u>INSTRUCTION</u></p> <p>5.1 Implement Understanding by Design (UbD) principles in curriculum/instruction planning <i>(TBD per availability)</i></p>	<p>Charter wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)_____</p>	<p>I 5.1 Cost: 37,000 Source: EPA, LCFF Base, Supplemental, Concentration,</p>

			CCSS, Title 2 Object 1000
<u>SUPPORT STRUCTURE</u> 6.1 Coordinate with Parent Council, Parent Association, Student Council groups for collective emphasis on stakeholders active participation in school 6.2 Publish list of differentiated opportunities for parental involvement 6.3 Designate time for parent representatives to meet with school leadership for feedback 6.4 School leaders conduct regular walk through of facilities 6.5 Facilities Committee conducts an annual facilities checklist survey; process still needs to be formalized 6.6 Middle school faculty conducts Senderos al Éxito (SALE) Parent Meetings that support LAS graduates' transition to high school programs 6.7 LAS will annually conduct articulation meetings with local high schools to ensure smooth LAS graduates transition to 9 th grade. 6.8 Ensure technology infrastructure is compatible with CCSS implementation needs	Charter wide	<u><input checked="" type="checkbox"/> ALL</u> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	SS- 6.1, 6.5, 6.6, 6.7, 6.8 Cost: 37,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Object: 1000, 4000, 5000

Annual Update (Year 2: 2015-16)

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

LAS LCAP Color Codes:

Year 1 (2014-15) = YELLOW	Year 2 (2015-16) = BLUE	Year 3 (2016-17) = GREEN
	ANNUAL UPDATE	

**Estimated Actual Annual Expenditures: Actual Annual Expenditures remain on track final expenditures will be posted after the end of the fiscal year.*

Original GOAL from prior year LCAP:	LAS MISSION: #1 BILITERACY Students will utilize bilingual (Spanish and English) academic knowledge and skills in real-world situations and diverse settings.		Related State and/or Local Priorities: 1__ 2_x 3__ 4_x 5__ 6__ 7__ 8_x COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Charterwide		
	Applicable Pupil Subgroups:	All: EL, RFEP, LI, SWD		
Expected Annual Measurable Outcomes:	PREMISES FOR DATA ANALYSIS (PDA) <ol style="list-style-type: none"> 1. LAS will study the new state API targets for school wide and LAS significant subgroups and create a baseline 2. LAS will establish new baseline goals upon the official implementation of the new state assessments: Smarter Balanced Tests and English Language Proficiency Assessments (ELPAC) 3. LAS will use the 2014-2015 data as the growth baseline to align with the first year administration of the Smarter Balanced Tests 4. End of Gr 5 standardized test in English data will serve as baseline for Gr 6 -8 students' progress 5. End of Grade Level Span CELDT goals will be assessed in the fall of the following year-baseline year 6. Students who do not reach grade level benchmarks 		Actual Annual Measurable Outcomes:	PREMISES FOR DATA ANALYSIS (PDA) <p>#1-4 TBD as the state defines new accountability measures.</p> <p>#1-2 TBA per State Guidelines</p> <p>#3-4 LAS LCAP Baseline Data: CAASPP Spring 2015 Results Percentage of Students Meeting/Exceeding Standard</p> <p>School-wide ELA: 27% Significant Subgroups ELA: Latino: 25% Students with Disability (SWD): 0% Low Income Pupil (LIP): 19% Redesignated English Learners (RFEP): 42%</p>

	<p>receive academic intervention, targeting skills and strategies necessary to meet this goal.</p> <p><u>SP#1: Student achievement and biliteracy for all students</u> Based on the LAS Biliteracy Grade Span Progression Measurable Outcomes – EXTERNAL Accountability (See LAS Charter page 59, Figure: 28) STAGE 1: Emerging Biliteracy (Gr K-3) STAGE 2: Expanding Biliteracy (Gr 4-6) STAGE 3: Full Biliteracy (Gr 7-8)</p> <p>STAGE 1 Emerging Biliteracy Grades K-3 1.1 (ENGLISH) 75% of all EL students will be at: a. Intermediate level or above in the listening and speaking sections and; b. Early Intermediate level or above in the reading and writing sections of the CELDT by the end of Stage 1</p> <p>STAGE 2 Expanding Biliteracy Grades 4-6 2.1 (ENGLISH) 75% of all EL students will be at: a. Early Advanced level or above in listening and speaking sections and; b. Intermediate level or above in the reading and writing sections of the CELDT by the end of Stage 2 2.2 (ENGLISH) 65% or more of all Gr 6 students will demonstrate growth on the Smarter Balanced Tests (See PDA 3-5) 2.3 (ENGLISH) 65% or more of students in identified subgroups will demonstrate growth on the Smarter Balanced Tests (See PDA 3-5) *SED*Latino*SWD *EL</p> <p>STAGE 3 Full Biliteracy Grades 7-8 3.1 (ENGLISH) 85% or more of EL students will be reclassified by the end of Stage 3</p>		<p>English Learners (EL): 5%</p> <p>Grade 5 ELA: 21% Significant Subgroups ELA: Latino: 19% Students with Disability (SWD): 0% Low Income Pupil (LIP): 6% Redesignated English Learners (RFEP): 33% English Learners (EL): 4%</p> <p>Grade 6 ELA: 37% Significant Subgroups ELA: Latino: 33% Students with Disability (SWD): 0% Low Income Pupil (LIP): 20% Redesignated English Learners (RFEP): 46% English Learners (EL): 7%</p> <p>Grade 7 ELA: 33% Significant Subgroups ELA: Latino: 33% Students with Disability (SWD): 0% Low Income Pupil (LIP): 30% Redesignated English Learners (RFEP): 40% English Learners (EL): 7%</p> <p>Grade 8 ELA: 46% Significant Subgroups ELA: Latino: 44% Students with Disability (SWD): 0% Low Income Pupil (LIP): 40% Redesignated English Learners (RFEP): 43% English Learners (EL): 0%</p>
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	<p>3.2 (ENGLISH) 65% or more of all students will demonstrate growth on the Smarter Balanced Tests (See PDA 3-5)</p> <p>3.3 (ENGLISH) 65% or more of students in identified subgroups will demonstrate growth on the Smarter Balanced Tests (See PDA 3-5) *SED*Latino*SWD *EL</p> <p><u>SP#3: Other student outcomes and biliteracy for all students</u></p> <p>Based on the LAS Biliteracy Grade Span Progression Measurable Outcomes – INTERNAL Accountability (See LAS Charter page 58, Figure: 27)</p> <p>STAGE 1: Emerging Biliteracy (Gr K-3)</p> <p>STAGE 2: Expanding Biliteracy (Gr 4-6)</p> <p>STAGE 3: Full Biliteracy (Gr 7-8)</p> <p>STAGE 1 Emerging Biliteracy Grades K-3</p> <p>1.1 (SPANISH) 75% or more of all students will show progress on internal benchmark assessments</p> <p>1.2A (SPANISH GrK-3) 80% or more of all students will meet grade level mark or above in their courses by the end of the year</p> <p>1.2B (ENGLISH: Gr3 only) 80% will be approaching grade level by the end of 3rd grade</p> <p><u>SP#7: Full implementation of Common Core State Standards (CCSS) and aligned English Language Alignment of (ELD) Standards within the dual immersion context to ensure biliteracy for all students</u></p> <ol style="list-style-type: none"> 1. 100% of teachers trained in basics of CCSS & ELD & NGSS as applicable to their grade 2. Identify a tool to measure CCSS/ELD/NGSS implementation; 20% of classes 	<p>School-wide Math: 24%</p> <p>Significant Subgroups Math:</p> <p>Latino: 22%</p> <p>Students with Disability (SWD): 0%</p> <p>Low Income Pupil (LIP): 19%</p> <p>Redesignated English Learners (RFEP): 37%</p> <p>English Learners (EL): 10%</p> <p>Grade 5 Math: 12%</p> <p>Significant Subgroups Math:</p> <p>Latino: 9%</p> <p>Students with Disability (SWD): 0%</p> <p>Low Income Pupil (LIP): 8%</p> <p>Redesignated English Learners (RFEP): 67%</p> <p>English Learners (EL): 4%</p> <p>Grade 6 Math: 25%</p> <p>Significant Subgroups Math:</p> <p>Latino: 21%</p> <p>Students with Disability (SWD): 0%</p> <p>Low Income Pupil (LIP): 17%</p> <p>Redesignated English Learners (RFEP): 23%</p> <p>English Learners (EL): 14%</p> <p>Grade 7 Math: 26%</p> <p>Significant Subgroups Math:</p> <p>Latino: 26%</p> <p>Students with Disability (SWD): 0%</p> <p>Low Income Pupil (LIP): 27%</p> <p>Redesignated English Learners (RFEP): 35%</p> <p>English Learners (EL): 7%</p> <p>Grade 8 Math: 36%</p>
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			<p>Significant Subgroups Math: Latino: 36% Students with Disability (SWD): 0% Low Income Pupil (LIP): 27% Redesignated English Learners (RFEP): 35% English Learners (EL): 0%</p> <p>CST Science LAS LCAP Baseline Data: Percentage of Students at Basic or Above Grade 5 CST School-wide Science: 77% Significant Subgroups Science: Latino: 78% Students with Disability (SWD): 100% Low Income Pupil (LIP): 71% Redesignated English Learners (RFEP): 100% English Learners (EL): 62%</p> <p>Grade 8 CST School-wide Science: 82% Significant Subgroups Science: Latino: 83% Students with Disability (SWD): NA Low Income Pupil (LIP): 84% Redesignated English Learners (RFEP): 87% English Learners (EL): 33%</p> <p>CMA Science LAS LCAP Baseline Data: Percentage of Students at Basic or Above Grade 5 CMA School-wide Science: 100%</p>
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		<p>Significant Subgroups Science: Latino: 100% Students with Disability (SWD): 100% Low Income Pupil (LIP): 100% Redesignated English Learners (RFEP): 100% English Learners (EL): 100%</p> <p>Grade 8 CMA School-wide Science: 75% Significant Subgroups Science: Latino: 75% Students with Disability (SWD): 75% Low Income Pupil (LIP): 75% Redesignated English Learners (RFEP): 100% English Learners (EL): 0%</p> <p>PDA #5 and SP#1 LAS administration presented the state CELDT data to stakeholders and analyzed it in alignment to the stated LAS Charter Goal and LCAP Goal of Biliteracy.</p> <p>Based on LAS External Accountability Goals 1.1, 2.1 and 3.1, LAS met its End of Stage 1 (Goal 1.1a: Listening = 89% and Speaking= 96%), End of Stage 2 (Goal 2.1: Listening = 96% and Speaking = 94%), End of Stage 2 (Goal 2.1: Reading = 96% and Writing = 100%) and End of Stage 3 (Goal 3.1: Redesignation Rate = 86%). However, LAS did not meet End of Stage 1 (Goal 1.1b: Reading = 73% and Writing = 69%)</p> <p>In the last four years, LAS Redesignation percentage has ranged from 5%-7% per given year. This past year, LAS rate is at 7%. Based on dual immersion and second language acquisition research, it takes approximately five to seven years to develop cognitive academic language proficiency</p>
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		<p>(CALP). With biliteracy in about seven years as an end goal, LAS strategically monitors student achievement at critical grade spans.</p> <p>PDA#6 During the day 116 students received additional academic intervention support which is equivalent to 100% teacher requested support.</p> <p>In addition, 88 students were identified for the MTSS process during the school year. Out of this number 60% remains as active files for close monitoring and 40% of students exited the MTSS process and were properly served or identified for program support in Tier 3 level such as an IEP.</p> <p>SP#3 LAS LCAP Professional Reflections video archives from June, 2015, captured the beginning discussions on defining significant internal assessments as well as student progress in various internal assessments in 2014-15. In 2015-16, Curriculum Development Team (CDT) received grade level cohort performances of grade level determined internal assessments. 2016-17 should provide a more consistent internal accountability data with the implementation of DRA/EDL reading assessments.</p> <p>SP#7: 100% of LAS teachers continue to receive professional development in CCSS curriculum and instruction. LAS is waiting for the state's full guidelines in NGSS in order to create a professional development plan.</p>
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LAS MISSION: #1 BILITERACY		LCAP Year: 2015-16 ANNUAL	
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<u>RESEARCH</u> 1.1 Analyze achievement data by school- wide, grade level and subgroups: SED, Latino, SWD and ELs (Foster youth number at LAS does not qualify as numerically significant.) 1.2 Continued study on most recent two-way immersion research and its efficacy for all students, including the subgroups above 1.3 Research and/or use of standardized Spanish assessments	R- 1.1, 1.2, 1.3 PD- 2.1 Cost: 74,000 Source: EPA, LCFF Base, Supplemental, CCSS, Title 2 Object: 1000, 5000	R1.1 In the fall 2015, staff began the year analyzing data trends from the spring CAASPP exams: SBAC and CST and CMA. Moreover, staff also analyzed EL performance in the CELDT early February 2016. R1.2 Continued study on most recent two-way immersion research and its efficacy for all students, including the subgroups above: 1) Sent a LAS teacher to attend Writer’s Workshop (WW) Implementation Leadership training (2015-16). 2) Sending two more teachers to attend state-wide WW training. 3) Sending a second teacher to Columbia University for Writer’s Workshop (WW) Seminar with emphasis on implementation for middle school immersion programs (2015-16). R1.3 This is still work in progress.	R- 1.1, 1.2, 1.3 PD- 2.1 Cost: 21,500 Source: EPA, LCFF Base, Supplemental, CCSS, Title 2 Object: 1000, 5000
Scope of service:	Charterwide	Scope of service:	Charterwide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR:		OR:	
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	

<input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ SWD			<input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ SWD		
<u>PROFESSIONAL DEVELOPMENT</u> 2.1 Provide differentiated professional development (<i>Training - Coaching - Mentoring</i>) in the following, but not limited to: Data analysis (API, Benchmarks) Common Core State Standards (CCSS) Expository Reading and Writing Training such as (ERWC) Designing CCSS redefined rubrics Differentiated Instruction Executive Functions such as ROPES Response to Intervention Writer’s Workshop PBIS		R- 1.1, 1.2, 1.3 PD- 2.1 Cost: 74,000 Source: EPA, LCFF Base, Supplemental, CCSS, Title 2 Object: 1000, 5000	PD 2.1 Provided differentiated professional development (<i>Training - Coaching - Mentoring</i>) in the following, but not limited to: Data analysis (EL CELDT, Benchmarks) Common Core State Standards (CCSS) Expository Reading and Writing Training such as (ERWC) Designing CCSS redefined rubrics Differentiated Instruction Executive Functions such as ROPES Response to Interventions Constructive Academic Conversations Writer’s Workshop K-8 PBIS		R- 1.1, 1.2, 1.3 PD- 2.1 Cost: 21,500 Source: EPA, LCFF Base, Supplemental, CCSS, Title 2 Object: 1000, 5000
Scope of service:	Charterwide		Scope of service:	Charterwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ SWD			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ SWD		
<u>CURRICULUM DESIGN</u> 3.1 Use of CCSS aligned core and supplementary materials 3.2 Design ELD lessons aligned with the ELD Standards and the CCSS and based on assessment results – i.e. CELDT, ADEPT 3.3 Create yearlong backward plans for curriculum 3.4 Implement Understanding by Design (UbD) principles in curriculum/instructional planning 3.5. Implementation of Systematic Instruction in		CD- 3.1, 3.2, 3.3 AA- 4.1, 4.2 Cost: 88,000 Source: LCFF Base, Supplemental, Concentration, CCSS Object:	CD 3.1 Continued Use of CCSS aligned core and supplementary materials CD 3.2 Designed ELD lessons aligned with the ELD Standards and the CCSS and based on assessment results – i.e. CELDT, ADEPT, DRA and EDL CD 3.3 Created yearlong backward plans for curriculum (work in progress) CD 3.4 Implemented Understanding by Design (UbD) principles in curriculum/instructional planning (did not		CD- 3.1, 3.2, 3.3 AA- 4.1, 4.2 Cost: 40,470 Source: LCFF Base, Supplemental, Concentration, CCSS Object:

Phonological Awareness, Phonics, and Sight Words (SIPPS) (Gr2-Gr5)		4000, 5000	implement) CD 3.5. Continued implementation of Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) (implementation in grades Gr3-Gr4)	4000, 5000
Scope of service:	Charterwide		Scope of service:	Charterwide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	
<u>ASSESSMENTS AND ACCOUNTABILITY</u> 4.1 Administer and analyze Curriculum Design Team (CDT) defined language level diagnostic assessments for Spanish learners and ELs 4.2 Administer CDT defined curriculum and benchmark assessments 4.3 Participate in World-Class Instructional Design and Assessment (WIDA) Field test Prueba Óptima del Desarrollo del Español Realizado (PODER) and Prueba Útil y Eficaz del Desarrollo del Español (PUEDE) for Grades K- 2 (if available)		CD- 3.1, 3.2, 3.3 AA- 4.1, 4.2 Cost: 88,000 Source: LCFF Base, Supplemental, Concentration, CCSS Object: 4000, 5000	AA 4.1 Analyzed available Curriculum Design Team (CDT) defined language level diagnostic assessments for Spanish learners and ELs: DRA and EDL- began pilot testing in various grade levels AA 4.2 Administered CDT defined curriculum and benchmark assessments AA 4.3 Not available this year	CD- 3.1, 3.2, 3.3 AA- 4.1, 4.2 Cost: 40,470 Source: LCFF Base, Supplemental, Concentration, CCSS Object: 4000, 5000
Scope of service:	Charterwide		Scope of service:	Charterwide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	

<u>INSTRUCTION</u> 5.1 Implementation of CCSS aligned core curriculum 5.2 Incorporate basic math concepts (mental math and basic measurements) during PE instruction 5.3 Utilize second language learning strategies trainings such as SDAIE, SIOP		I 5.1 Cost: 1,885,573 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object 1000	I 5.1 Continued implementation of CCSS aligned core curriculum, including Writer’s Workshop and Reader’s Workshop I 5.2 Incorporation of basic math concepts (mental math and basic measurements) during PE instruction I 5.3 Utilization of second language learning strategies trainings such as SDAIE, SIOP	I 5.1 Cost: 1,651,427 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object 1000
Scope of service:	Charterwide		Scope of service:	Charterwide
<u>_x_ ALL</u>			<u>_x_ ALL</u>	
OR: <u>_x_ Low Income pupils</u> <u>_x_ English Learners</u> <u>__ Foster Youth</u> <u>_x_ Redesignated fluent English proficient</u> <u>__ Other Subgroups:(Specify)_____ SWD_____</u>			OR: <u>_x_ Low Income pupils</u> <u>_x_ English Learners</u> <u>__ Foster Youth</u> <u>_x_ Redesignated fluent English proficient</u> <u>__ Other</u> Subgroups:(Specify)_____ SWD_____	
<u>SUPPORT STRUCTURE</u> 6.1 Extensive student support structures (Examples: differentiated instruction, tutoring, summer school, extended day remediation and acceleration) 6.2 School-wide agreements on homework expectation 6.3 100% of middle school SWDs who need extra study skills support will receive assistance 6.4. Implement LAS Interventions Model: Multi-Tier Systems of Support (MTSS) and Individual Progress Team (IPT)		SS- 6.1, 6.2, 6.3, 6.4 Cost: 1,900,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS Object: 1000, 2000, 4000, 5000	SS 6.1 Provided extensive student support structures (Examples: differentiated instruction, tutoring, summer school for incoming kindergarteners (cancelled for 2016 due to site construction), extended day remediation) SS 6.2 Established school-wide agreements on homework expectation SS 6.3 100% of middle school SWDs who needed extra study skills support received assistance; another study skills class was created due to increased needs SS 6.4. Implemented LAS Interventions Model: Multi -Tier Systems of Support (MTSS) and Individual Progress Team (IPT)	SS- 6.1, 6.2, 6.3, 6.4 Cost: 1,687,427 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS Object: 1000, 2000, 4000, 5000
Scope of service:	Charterwide		Scope of service:	Charterwide
<u>_x_ ALL</u>			<u>_x_ ALL</u>	

OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ SWD _____	OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ SWD _____
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	To date, LAS is addressing the following: 1) Implementation of systematic assessment for reading for internal accountability via DRA/EDL adoption, task forces on progress reports and report cards, plus hiring of full time literacy coach. 2) Studying CAASPP results in the context of dual immersion and setting LAS stage benchmarks accordingly.
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Original GOAL from prior year LCAP:	LAS MISSION: #2 CONFIDENCE AND LIFE SKILLS Develop and exhibit positive self-esteem, pride, confidence, and respect for themselves and others.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_x 6_x 7__ 8_x COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Charterwide	Applicable Pupil Subgroups: All: EL, RFEP, LI, SWD
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Expected Annual Measurable Outcomes:	<u>SP#2 Student engagement and building confidence and life skills for all students</u> 1. Attendance rate of 95% or above 2. Absenteeism (chronic) at rate of less than 1% 3. Dropout for middle school at zero rate <u>SP#3 Other student outcomes and building confidence and life skills for all students</u> 4. Subject emphasis: PE (K-Gr4) 75% or more of students will meet grade level mark or above in their courses by the end of the year 5. Subject emphasis: PE (Gr5-Gr8) 80% or more of students will earn a passing grade of C or above in	Actual Annual Measurable Outcomes:	SP#2 Goals: 1. Met: Attendance rate of 95% or above 2. Did not meet: Absenteeism (chronic) at 2.9% rate 3. Met: Dropout for middle school at zero rate SP#3 #4 Goal met: 98% of students in Grades K-4 met the grade level mark in PE by the end of the school year. #5 Goal met: 99% of students in Grades 5-8 earned a passing grade of C or above in PE. #6
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	<p>their courses</p> <p>6. 95% of Gr2-Gr6 students participate in fitness programs such as Adventures to Fitness funded by the Physical Activity Plus Grant Program</p> <p>7. 95% of K-8 students participate in daily “Brain Breaks” physical activities</p> <p><u>SP#4 School climate and building confidence and life skills for all student</u></p> <p>8. Suspension and expulsion rate at less than 1% per year</p> <p>9. Student survey completion (Gr2-Gr8) at ninety percent (90%) or above participation</p> <p>10. Agreement with the student survey statement, "It is important to me to learn to read and write in Spanish at seventy percent (75%) or above rating</p> <p>11. Students have the opportunity to enroll in after-school activities such as Ballet Folklórico, Classical Ballet, Violin, Guitar, Recorder classes, Martial Arts, Visual Arts, Music Production</p>		<p>Grant Program was not available for the 2015-16 school year.</p> <p>SP#7 Goal met: 95% of K-8 students participated in daily “Brain Breaks” physical activities</p> <p>SP#4 #8 Did not meet goal: Suspension and expulsion at 1.4% #9 Goal met with over 90% of Grades 2-8 students who participated with survey #10 Goal met with 97% of students agreeing to the survey statement, “It is important to me to learn to read and write in Spanish #11 Many students received the opportunity to enroll in after-school activities such as Ballet Folklórico, Science Robotics, Basketball, Soccer, Violin, Guitar classes, Martial Arts, Visual Arts, Online Study Island; In 2015, Parent Council conducted a mid-year survey that show top three areas of interest for enrichment opportunities: Sports: soccer; Music; Art; Ballet Folklórico, and Robotics. This is an area of opportunity for improvement; there are too many students who are on the waiting list and who are not able to participate.</p>
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LAS MISSION: #2 CONFIDENCE AND LIFE SKILLS	LCAP Year: 2015-16 ANNUAL
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Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

<u>RESEARCH</u> 1.1 Study recent brain research in relation to socio-emotional and intellectual development, particular to LAS significant subgroups 1.2 Study research on the non-academic benefits of dual language immersion programs – i.e. cross cultural competencies, cross generational connections	R- 1.1, 1.2 PD- 2.1, 2.2 Cost: 47,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object: 1000, 5000	R 1.1 Staff studied recent brain research in relation to socio-emotional and intellectual development, particular to LAS significant subgroups (ROPES, PBIS PD) R 1.2 Study research on the non-academic benefits of dual language immersion programs – i.e. cross cultural competencies, cross generational connections (work in progress)	R- 1.1, 1.2 PD- 2.1, 2.2 Cost: 8,800 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object: 1000, 5000
Scope of service:	Charterwide	Scope of service:	Charterwide
<u>_x_ ALL</u>		<u>_x_ ALL</u>	
OR: <u>_x_ Low Income pupils</u> <u>_x_ English Learners</u> <u>___ Foster Youth</u> <u>_x_ Redesignated fluent English proficient</u> <u>___ Other Subgroups:(Specify)_____ SWD_____</u>		OR: <u>_x_ Low Income pupils</u> <u>_x_ English Learners</u> <u>___ Foster Youth</u> <u>_x_ Redesignated fluent English proficient</u> <u>___ Other</u> Subgroups:(Specify) _____ SWD _____	
<u>PROFESSIONAL DEVELOPMENT</u> 2.1 Provide differentiated professional development (<i>Training - Coaching - Mentoring</i>) in: A. Brain research in relation to physical fitness, socio-emotional health best practices for major subgroups (Latino, SED, SWD, and EL), neurological disorders, and strategies to support struggling students B. Performance task rubrics design and calibration, and multiple measures of achievement C. Training on how to implement physical activities to stimulate attention and focus in the classroom 2.2 Hire highly qualified and credentialed Physical Education instructors to teach PE classes	R- 1.1, 1.2 PD- 2.1, 2.2 Cost: 47,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object: 1000, 5000	PD 2.1 Provided differentiated professional development (<i>Training - Coaching - Mentoring</i>) in: A. Brain research in relation to physical fitness, socio-emotional health best practices for major subgroups (Latino, SED, SWD, and EL), neurological disorders, and strategies to support struggling students (ROPES, PBIS – Implementation of a non-classroom setting system in cafeteria) 1) PBIS August 2015 = Entire staff training 2) CASP October 2015 = Psychologist and RSP attended 3) CARS PLUS February 2016 = Two RSP staff attended B. Performance task rubrics design and calibration, and multiple measures of achievement (work in progress) C. Staff received training on how to implement physical	R- 1.1, 1.2 PD- 2.1, 2.2 Cost: 8,800 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object: 1000, 5000

		activities to stimulate attention and focus in the classroom (PE and ROPES PD) 1) PE teachers attended and presented at CAHPERDS Conference in March 2016 2.2 Hired highly qualified and credentialed Physical Education instructors to teach PE classes who received personal program design coaching from district mentor	
Scope of service:	Charterwide	Scope of service:	Charterwide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ SWD _____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ SWD _____	
CURRICULUM DESIGN 3.1 Incorporate socio-emotional strategies from the physical activity grant and LIFESKILLS goals and activities in unit and lesson design 3.2 Incorporate “Brain Break” into lesson planning	CD- 3.1 AA- 4.1, 4.2, 4.3 Cost: 43,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS Object: 4000, 5000	CD 3.1 Incorporated socio-emotional strategies, LIFESKILLS goals, and PBIS and activities in unit and lesson design CD 3.2 Incorporated “Brain Break” into lesson planning	CD- 3.1 AA- 4.1, 4.2, 4.3 Cost: 9,250 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS Object: 4000, 5000
Scope of service:	Charterwide	Scope of service:	Charterwide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other	

		Subgroups:(Specify) _____ SWD _____		
<u>ASSESSMENTS AND ACCOUNTABILITY</u> 4.1 Conduct attendance and LIFESKILLS recognition assemblies; invite families 4.2 Encourage classroom and grade level incentives 4.3 Administer and analyze yearly student survey 4.4 Post a sign outside each classroom door to highlight 100% attendance (K-Gr5) 4.5 Analyze student achievement in Physical Education		CD- 3.1 AA- 4.1, 4.2, 4.3 Cost: 43,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS Object: 4000, 5000	AA 4.1 Conducted regular attendance assemblies; not consistent with LIFESKILLS recognition assemblies; invited families to all events AA 4.2 Encouraged classroom and grade level incentives AA 4.3 Administered and analyzed yearly student survey Grades TK-8: 92% stated, "I like my school." Grades TK-1: 91% stated, "I feel safe at school." Grades 2-8: 90% stated, "I feel safe at school." Grades 2-8: 69% stated, "My school is clean," AA 4.4 Post a sign outside each classroom door to highlight 100% attendance (K-Gr5) (work in progress) 4.5 Analyzed student achievement in Physical Education; Historical PFT data analysis available. 2014-15 Baseline for Grade 5 in HFZ (Data for this cohort will be compared with their Grade 7 Aerobic Capacity 95.5% Body Composition 52.3% Abdominal Strength 65.9% Trunk Extension 70.5% Upper Body Strength 52.3% Flexibility 90.9% 2015-16 TBA	CD- 3.1 AA- 4.1, 4.2, 4.3 Cost: 9,250 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS Object: 4000, 5000
Scope of service:	Charterwide	Scope of service:	Charterwide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL		
OR:		OR:		

<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ SWD _____			<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ SWD _____		
INSTRUCTION 5.1 Integrate lessons on life skills and healthy life style choices during instruction 5.2 Ensure consistent opportunities for students to formulate and present their ideas during instruction and beyond		I 5.1 Cost: 1,885,573 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object 1000	I 5.1 Integrated lessons on life skills and healthy life style choices during instruction I 5.2 Ensured consistent opportunities for students to formulate and present their ideas during instruction and beyond with emphasis in CCSS implementation		I 5.1 Cost: 339,089 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object 1000
Scope of service:	Charterwide		Scope of service:	Charterwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ SWD _____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ SWD _____		
SUPPORT STRUCTURE 6.1 Coordinate with Parent Council, Parent Association, Student Council groups for collective emphasis on strong attendance rate 6.2 Publish newsletter information on health, nutrition choices in relation to attendance 6.3 Highlight students' progress in After- school Education and Safety (ASES) Program and Enrichment classes 6.4 Coordinate with Parent Council, Parent Association, Student Council groups for emphasis on practicing LIFESKILLS		SS- 6.1, 6.2, 6.3, 6.4, 6.5 Cost: 2,100,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, ASES Grant, Title 1 Object: 1000, 2000,	SS 6.1 Coordinated with Parent Council, Parent Association, Student Council groups for collective emphasis on strong attendance rate SS 6.2 Published newsletter information on health, nutrition choices in relation to attendance SS 6.3 Highlighted students' progress in After- school Education and Safety (ASES) Program and Enrichment classes via performances and work display in the cafeteria SS 6.4 Coordinated with Parent Council, Parent Association, Student Council groups for emphasis on		SS- 6.1, 6.2, 6.3, 6.4, 6.5 Cost: 339,089 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, ASES Grant, Title 1 Object: 1000, 2000,

<p>6.5 Ensure students' access to technology and communication venues such as school website, intercom and Connect-Ed to encourage engagement in civic actions</p> <p>6.6 Promote school-wide healthy snacks choices</p> <p>6.7 Maintain suspension and expulsion rate at less than 1% per year</p>	<p>4000, 5000</p>	<p>practicing LIFESKILLS- i.e. respect and anti-bullying behavior</p> <p>SS 6.5 Ensured students' access to technology and communication venues such as school website, intercom and Connect-Ed to encourage engagement in civic actions</p> <p>SS 6.6 Although there is a school wide promotion of healthy snacks, many fundraising events still served unhealthy choices. On an annual basis, Student Council organizes a Health Fair to provide information on healthy life style choices.</p> <p>SS 6.7 Did not maintain a suspension and expulsion rate at less than 1% per year; this is an area for improvement.</p>	<p>4000, 5000</p>
<p>Scope of service:</p>	<p>Charterwide</p>	<p>Scope of service:</p>	<p>Charterwide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____ SWD _____</p>		<p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____ SWD _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>To date, LAS is addressing the following:</p> <ol style="list-style-type: none"> 1) Researching feasibility of expanding communications with families via text messaging and color coded memos 2) Studying ways to improve schoolwide behavior – i.e. anti-bullying, attendance, suspension prevention 		

<p>Original GOAL from prior year LCAP:</p>	<p>LAS MISSION: #3 LEADERSHIP & CRITICAL THINKING</p> <p>Application of LAS Mission #1 and #2:</p> <p>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</p>	<p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3__ 4__ 5__ 6_x 7__ 8_x</p> <p>COE only: 9__ 10__</p> <p>Local : Specify _____</p>
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Goal Applies to:	Schools:	Charterwide
	Applicable Pupil Subgroups:	All: EL, RFEP, LI, SWD
Expected Annual Measurable Outcomes:	<p><u>SP#3 Other student outcomes and building leadership and critical thinking skills for all students</u></p> <ol style="list-style-type: none"> 1. 95% of students in grades 2-7 participate in the election process for Student Council Officers 2. 95% of Gr 3-8 students participate in voting for Grade Level Representatives 3. 95% of K-8 students have opportunities to practice leadership skills by the end of Gr8. 4. 75% or more of students participate in Student Council sponsored activities such as community service events and/or Spirit Days 5. 95% of students participate in school-wide cleaning. 6. By the end of Gr 8, all students will have participated in a student directed community based research such as National Latino Education Research Agenda Project (NLERAP) Participatory Action Research (PAR) (NLERAP not applicable for 2015-16) 7. By the end of Gr 8, 95% of students will have completed a minimum of 10 hours of community service. 8. Subject emphasis: Electives (Middle School only) <ul style="list-style-type: none"> -LAS will offer five or more elective courses annually -80% or more of students earning a passing grade of C or above in their elective course -95% of students who need extra study skills support will receive assistance during elective block 	<p>Actual Annual Measurable Outcomes:</p> <p>SP#3 #1-4: All goals are met #5 and 7: These items are still work in progress and need program structures #6 LAS recently received a Merit of Recognition from the state for its implementation of the Action Civics Program in grades 6-8. Action Civics incorporates the teaching of student directed community based research with emphasis on problem solving application via community service. #8 Goals met</p> <p>SP #4 Items 9-11: All goals are met; For Item 11: 90% of families voted that they would “Recommend LAS to other parents.” (Based on online data; paper survey data TBA)</p>

	<p><u>SP#4 Student climate and building leadership and critical thinking skills for all students</u></p> <p>9. Students reflect on student survey results from previous year(s) and design action plans to address an identified need</p> <p>10. 90% or above of students participate in student survey completion</p> <p>11. Parent surveys indicate a rating of 85% or above overall satisfaction with the school</p>		
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LAS MISSION: #3 LEADERSHIP & CRITICAL THINKING	LCAP Year: 2015-16 ANNUAL
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Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p><u>RESEARCH</u></p> <p>1.1 Document student driven projects based on current community needs: Classroom, grade level, school-wide, and community at large</p> <p>1.2 Analyze community survey for responses to questions about community service projects</p>	<p>R- 1.2 PD- 2.1 Cost: 36,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object: 1000, 2000, 5000</p>	<p>R 1.1 Need to design systematic way to document student driven projects based on current community needs: Classroom, grade level, school-wide, and community at large (work in progress). LAS is looking into the feasibility of a Google School status.</p> <p>R 1.2 Need to design a community survey about community service projects (work in progress)</p>	<p>R- 1.2 PD- 2.1 Cost: 10,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object: 1000, 2000, 5000</p>
<p>Scope of service: Charterwide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ SWD _____</p>		<p>Scope of service: Charterwide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p>	

		Subgroups:(Specify) <u>SWD</u>	
<u>PROFESSIONAL DEVELOPMENT</u> 2.1 Professional development on performance task rubric design, calibration, and multiple measures of achievement 2.2 Continued training in student directed participatory research	R- 1.2 PD- 2.1 Cost: 36,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object: 1000, 2000, 5000	PD 2.1 Need to establish professional development on performance task rubric design, calibration, and multiple measures of achievement (work in progress). Need training on implementing Lifeskills; possibly a Building Tolerance Workshop PD 2.2 Continued training in student directed participatory research; MS teachers are members of the Action Civics Education team from Sacramento County Office of Education (SCOE).	R- 1.2 PD- 2.1 Cost: 10,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object: 1000, 2000, 5000
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners ___ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient ___ Other Subgroups:(Specify) <u>SWD</u>		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners ___ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient ___ Other Subgroups:(Specify) <u>SWD</u>	
<u>CURRICULUM DESIGN</u> 3.1 Ensure curriculum includes leadership and critical thinking components 3.2 Include community service projects in curriculum design based on student reflections on survey results		CD 3.1 Ensured curriculum includes leadership and critical thinking components CD 3.2 Need to establish systematic expectations on how to Include community service projects in curriculum design based on student reflections on survey results (work in progress)	
Scope of service:	Charterwide	Scope of service:	Charterwide

<input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>		<input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	
ASSESSMENTS AND ACCOUNTABILITY 4.1 Administer yearly student survey 4.2 Ensure participation in the election process for Student Council Officers and Grade Level Representatives 4.3 Analyze student achievement in middle school elective courses	AA- 4.1, 4.3 Cost: 10,000 Source: EPA, LCFF Base Object: 1000, 2000, 5000	AA 4.1 Administered yearly student survey AA 4.2 Ensured participation in the election process for Student Council Officers and Grade Level Representatives AA 4.3 Analyzed student achievement in middle school elective courses	AA- 4.1, 4.3 Cost: 500 Source: EPA, LCFF Base Object: 1000, 2000, 5000
Scope of service:	Charterwide	Scope of service:	Charterwide
<input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>		<input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	
INSTRUCTION 5.1 Highlight student led participatory action research projects and events during class 5.2 Ensure multiple opportunities for students to practice critical thinking and collaboration 5.3 Offer elective classes in middle school	I- 5.3 SS- 6.1, 6.2, 6.3, 6.5 Cost: 1,500,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS Object: 1000, 4000,	I 5.1 Highlighted student led participatory action research projects and events during class (Action Civics) I 5.2 Continued to ensure multiple opportunities for students to practice critical thinking and collaboration I 5.3 Continued to offer elective classes in middle school	I- 5.3 SS- 6.1, 6.2, 6.3, 6.5 Cost: 4,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS Object: 1000, 4000,

		5000			5000
Scope of service:	Charterwide		Scope of service:	Charterwide	
<u> </u> <u> </u> ALL			<u> </u> <u> </u> ALL		
OR: <u> </u> <u> </u> Low Income pupils <u> </u> <u> </u> English Learners <u> </u> <u> </u> Foster Youth <u> </u> <u> </u> Redesignated fluent English proficient <u> </u> <u> </u> Other Subgroups:(Specify) _____ SWD _____			OR: <u> </u> <u> </u> Low Income pupils <u> </u> <u> </u> English Learners <u> </u> <u> </u> Foster Youth <u> </u> <u> </u> Redesignated fluent English proficient <u> </u> <u> </u> Other Subgroups:(Specify) _____ SWD _____		
<u>SUPPORT STRUCTURE</u> 6.1 Coordinate with Parent Council, Parent Association, Student Council groups for collective emphasis on stakeholders active participation in school 6.2 Publish newsletter information on leadership and citizenship 6.3 Ensure students’ access to technology and communication venues such as the school website and Connect-Ed to encourage engagement in leadership and critical thinking 6.4 Provide opportunities for students to participate in school wide cleaning 6.5 Encourage classroom and grade level incentives for those who participate in Student Council sponsored activities		I- 5.3 SS- 6.1, 6.2, 6.3, 6.5 Cost: 1,500,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS Object: 1000, 4000, 5000	SS 6.1 Coordinated with Parent Council, Parent Association, Student Council groups for collective emphasis on stakeholders active participation in school SS 6.2 Need to publish newsletter information on leadership and citizenship (work in progress) SS 6.3 Ensured students’ access to technology and communication venues such as the school website and Connect-Ed to encourage engagement in leadership and critical thinking SS 6.4 Provided opportunities for students to participate in school wide cleaning SS 6.5 Encouraged classroom and grade level incentives for those who participate in Student Council sponsored activities		I- 5.3 SS- 6.1, 6.2, 6.3, 6.5 Cost: 4,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS Object: 1000, 4000, 5000
Scope of service:	Charterwide		Scope of service:	Charterwide	
<u> </u> <u> </u> ALL			<u> </u> <u> </u> ALL		
OR: <u> </u> <u> </u> Low Income pupils <u> </u> <u> </u> English Learners <u> </u> <u> </u> Foster Youth <u> </u> <u> </u> Redesignated fluent English proficient <u> </u> <u> </u> Other Subgroups:(Specify) _____ SWD _____			OR: <u> </u> <u> </u> Low Income pupils <u> </u> <u> </u> English Learners <u> </u> <u> </u> Foster Youth <u> </u> <u> </u> Redesignated fluent English proficient <u> </u> <u> </u> Other Subgroups:(Specify) _____ SWD _____		

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>To date, LAS is addressing the following:</p> <ol style="list-style-type: none"> 1) Although there has been a substantial increase in voting participation, LAS will continue to mobilize the community to ensure stakeholder voice in governance. 2) There is still a need to increase awareness and actual participation in the school's survey online.
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<p>Original GOAL from prior year LCAP:</p>	<p>LAS MISSION: #4 LAS SCHOOLWIDE GOALS School-wide implementation of key infrastructures to support fulfillment of LAS mission</p>	<p>Related State and/or Local Priorities: 1__x__ 2__x__ 3__x__ 4__ 5__ 6__ 7__x__ 8__ COE only: 9__ 10__ Local : Specify _____</p>
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<p>Goal Applies to:</p>	<p>Schools: Charterwide</p>	<p>Applicable Pupil Subgroups: All: EL, RFEP, LI, SWD</p>
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<p>Expected Annual Measurable Outcomes:</p>	<p><u>SP#5: Parent involvement and its role in supporting the fulfillment of LAS Mission</u></p> <ol style="list-style-type: none"> 1. Eighty percent (80%) or above of families complete annual survey 2. Families recommend the school to others at 85% or above rating 3. Ninety percent (90%) completion of Parent Student Teacher Compact 4. Families participate in various parent governance venues: 80% or more of parents participate in election process for parent representatives to various governing bodies: Governing Board, Parent Council, Committees 5. 85% or more of families will show a survey response indicating satisfaction with student(s) progress <p><u>SP#6: Basic services and its role in supporting the</u></p>	<p>Actual Annual Measurable Outcomes:</p>	<p>SP#5</p> <p>Item 1: Although not meeting the 85% threshold, there has been a considerable increase in parent participation during the recent board election with 73% votes submitted. This has been the highest thus far since the school opened.</p> <p>Item 2: Families stated that they are "Satisfied with their child/ren's academic progress in Spanish and English. (Based on online data; paper survey data TBA)</p> <ol style="list-style-type: none"> 1) Spanish Achievement: 95% Satisfaction 2) English Achievement: 92% Satisfaction 3) Critical Thinking Skills: 93% Satisfaction 4) Creative Thinking Skills: 87% Satisfaction <p>Parent volunteer hours in the last two years average about 3,000 hr/year with about 51% of families participating.</p> <p>SP#6 All three goals are met</p>
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	<p><u>fulfillment of LAS Mission</u></p> <ul style="list-style-type: none"> 6. 100% of LAS teachers are highly qualified and are placed in proper teaching assignments 7. LAS utilizes standards-aligned materials which are available to all students 8. LAS, in conjunction with SCUSD, maintains facilities in good repair <p><u>SP#7: Implementation of Common Core State Standards (CCSS) and its role in supporting the fulfillment of LAS Mission</u></p> <ul style="list-style-type: none"> 9. LAS curriculum and assessments are aligned to CCSS within the framework of a dual language immersion program design 10. Conduct on-going research on how to improve CCSS implementation that support ELs and other subgroups 11. Design on-going Professional Development on CCSS, including Understanding by Design (UbD) and methods to support ELs <p><u>SP#8: Course access and its role in supporting the fulfillment of LAS Mission</u></p> <ul style="list-style-type: none"> 12. LAS students are enrolled in a broad course of study delineated by Education Code above 13. As a result of LAS dual language immersion program design, LAS students receive instruction equivalent to advanced level of foreign language study in non-dual immersion educational programs 14. Facilitate transition of LAS Graduates to local high schools – 90% implementation 		<p>SP#7 All three goals are met; (#11- LAS has not revisited UbD implementation)</p> <p>SP#8 All three goals are met</p>
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LAS MISSION: #4 LAS SCHOOLWIDE GOALS		LCAP Year: 2015-16 ANNUAL	
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Annual Expenditures
<u>RESEARCH</u> 1.1 School leadership researches and establishes rigorous hiring process 1.2 Curriculum Design Team (CDT) Committee researches and obtains updated standards aligned materials 1.3 School leadership and CDT Committee assess curriculum, assessments and professional development needs and create an action plan to address them 1.4 School leadership, CDT Committee, and the faculty annually review course requirements and curriculum and ensure LAS students are offered a broad course of study with effective dual language instruction		R- 1.1, 1.2, 1.3 PD- 2.1, 2.3, 2.4, 2.5 Cost: 56,350 Source: EPA, LCFF Base, Supplemental, Concentration, Title 2 Object: 1000, 5000	
R 1.1 School leadership continues to research and establish rigorous hiring process R 1.2 Curriculum Design Team (CDT) Committee continues to research and obtain updated standards aligned materials R 1.3 School leadership and CDT Committee continue to assess curriculum, assessments and professional development needs and create an action plan to address them R 1.4 School leadership, CDT Committee, and the faculty continue to annually review course requirements and curriculum and ensure LAS students are offered a broad course of study with effective dual language instruction		R- 1.1, 1.2, 1.3 PD- 2.1, 2.3, 2.4, 2.5 Cost: 13,750 Source: EPA, LCFF Base, Supplemental, Concentration, Title 2 Object: 1000, 5000	
Scope of service:	Charterwide	Scope of service:	Charterwide
<u>_x_ ALL</u>		<u>_x_ ALL</u>	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ SWD		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ SWD	
<u>PROFESSIONAL DEVELOPMENT</u> 2.1 Ensure all faculty are highly qualified 2.2 Ensure all full-time faculty members attend Professional Development delineated for the year		PD 2.1 Ensured all faculty are highly qualified PD 2.2 Ensured all full-time faculty members attend Professional Development delineated for the year PD 2.3 School leadership attended new accountability and	
R- 1.1, 1.2, 1.3 PD- 2.1, 2.3, 2.4, 2.5		R- 1.1, 1.2, 1.3 PD- 2.1, 2.3, 2.4, 2.5	

<p>2.3 School leadership attends new accountability and assessment training from CDE and charter organizations</p> <p>2.4 Faculty receives on-going training on EL teaching methodology</p> <p>2.5 Implement an extensive professional development:</p> <ul style="list-style-type: none"> -Data analysis -CCSS -Expository Reading and Writing Course (ERWC) -Designing CCSS redefined rubrics, and differentiation 		<p>Cost: 56,000</p> <p>Source: EPA, LCFF Base, Supplemental, Concentration, Title 2</p> <p>Object: 1000, 5000</p>	<p>assessment training from CDE and charter organizations</p> <p>PD 2.4 Faculty receives on-going training on EL teaching methodology</p> <p>PD 2.5 Implemented an extensive professional development:</p> <ul style="list-style-type: none"> -Data analysis -CCSS Math and ELA -Expository Reading and Writing Course (ERWC) -Designing CCSS redefined rubrics, and differentiation -ROPES -PBIS -Writer’s Workshop 	<p>Cost: 13,750</p> <p>Source: EPA, LCFF Base, Supplemental, Concentration, Title 2</p> <p>Object: 1000, 5000</p>	
Scope of service:	Charterwide		Scope of service:	Charterwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
<p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____ SWD _____</p>			<p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____ SWD _____</p>		
<p><u>CURRICULUM DESIGN</u></p> <p>3.1 Integrate CCSS in yearlong backwards planning</p> <p>3.2 Ensure use of state approved standards based materials</p>		<p>CD- 3.1, 3.2</p> <p>AA- 4.1</p> <p>Cost: 71,000</p> <p>Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2</p> <p>Object: 4000</p>	<p>CD 3.1 Continue learning how to Integrate CCSS in yearlong backwards planning (work in progress); Created a goggle doc delineating writing tasks for the entire 2016-17 for Grades TK-8.</p> <p>CD 3.2 Ensured use of state approved standards based materials</p>	<p>CD- 3.1, 3.2</p> <p>AA- 4.1</p> <p>Cost: 20,969</p> <p>Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2</p> <p>Object: 4000</p>	
Scope of service:	Charterwide		Scope of service:	Charterwide	

<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ SWD _____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ SWD _____	
<u>ASSESSMENTS AND ACCOUNTABILITY</u> 4.1 Administer yearly parent surveys 4.2 Completion of Parent - Student - Teacher Compact 4.3 Administer student and parent surveys and analysis of responses pertinent to materials, facilities, and teacher performance		CD- 3.1, 3.2 AA- 4.1 Cost: 71,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object: 4000	AA 4.1 Administered yearly parent surveys AA 4.2 Families completed Parent - Student - Teacher Compact AA 4.3 Administered student and parent surveys and analysis of responses pertinent to materials, facilities, and teacher performance	CD- 3.1, 3.2 AA- 4.1 Cost: 20,969 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object: 4000
Scope of service:	Charterwide		Scope of service:	Charterwide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ SWD _____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ SWD _____	
<u>INSTRUCTION</u> 5.1 Implement Understanding by Design (UbD) principles in curriculum/instruction planning (Not available in the 2015-16 year)		I 5.1 Cost: 1,885,573 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object 1000	I 5.1 Need to review how to integrate CCSS into implementing Understanding by Design (UbD) principles in curriculum/instruction planning (work in progress); Dr. Baker provided PD to support the work of K-3, June 2015. UbD training was not available in the 2015-16 school year.	I 5.1 Cost: 37,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object 1000

Scope of service:	Charterwide		Scope of service:	Charterwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>		
<p><u>SUPPORT STRUCTURE</u></p> <p>6.1 Coordinate with Parent Council, Parent Association, Student Council groups for collective emphasis on stakeholders active participation in school</p> <p>6.2 Publish list of differentiated opportunities for parental involvement</p> <p>6.3 Designate time for parent representatives to meet with school leadership for feedback</p> <p>6.4 School leaders conduct regular walk through of facilities</p> <p>6.5 Facilities Committee conducts an annual facilities checklist survey</p> <p>6.6 Middle school faculty conducts Senderos al Éxito (SALE) Parent Meetings that support LAS graduates' transition to high school programs</p> <p>6.7 LAS will annually conduct articulation meetings with local high schools to ensure smooth LAS graduates transition to 9th grade.</p> <p>6.8 Ensure technology infrastructure is compatible with CCSS implementation needs</p>		<p>SS- 6.1, 6.5, 6.6, 6.7, 6.8</p> <p>Cost: 122,000</p> <p>Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Object: 1000, 4000, 5000</p>	<p>SS 6.1 Coordinated with Parent Council, Parent Association, and Student Council groups for collective emphasis on stakeholders' active participation in school.</p> <p>SS 6.2 Published list of differentiated opportunities for parental involvement, including attending the parent workshops at the end of the year in preparation for their child's upcoming grade level</p> <p>SS 6.3 Designated time for parent representatives to meet with school leadership for feedback</p> <p>SS 6.4 School leaders conducted regular walk through of facilities</p> <p>SS 6.5 Facilities Committee conducts an annual facilities checklist survey (work in progress)</p> <p>SS 6.6 Middle school faculty conducted its annual Senderos al Éxito (SALE) Parent Meetings that support LAS graduates' transition to high school programs</p> <p>SS 6.7 LAS conducted articulation meetings with local high schools to ensure smooth LAS graduates transition to 9th grade.</p> <p>SS 6.8 Continues to ensure technology infrastructure is compatible with CCSS implementation. Expanded technology budget to increase student to computer ratio of 1:1 from Grades 2-8.</p>		<p>SS- 6.1, 6.5, 6.6, 6.7, 6.8</p> <p>Cost: 37,000</p> <p>Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Object: 1000, 4000, 5000</p>

Scope of service:	Charterwide		Scope of service:	Charterwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ SWD _____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ SWD _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		To date, LAS is addressing the following: 1) There is still a need to develop a more formalize assessment of the facilities via Facilities Committee. 2) LAS has ordered equipment to fulfill the school's goal of student to computer ratio. By 2016-17 Gr 2-8 will have a 1:1 ratio.			

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>975,133.00</u>
Based on SBE formula calculator, LAS's 2016-17 LCFF Supplemental Grant is projected to be \$643,239.00. The increase in Supplemental funds are being utilized as follows, organized within the LAS EDUCATIONAL PROGRAM: SIX DESIGN COMPONENTS (C:1-6): <u>Research (C.1) and Professional Development (C.2)</u> LAS unique educational program design necessitates that staff knows the on-going	

research base and professional development on the most current development in dual language immersion theories and their clinical application, as well as program efficacy in educating English Language Learners, RFEPs, Latinos, Socio-Economically Disadvantaged (SED) and Students with Disabilities (SWD). Concurrently, LAS staff must also have on-going knowledge on the evolving mandates for independent charter school. Consequently, for 2016-17, LAS has appropriated \$66,044 (Budget Series: 5000) for research and professional development. Curriculum Design (C.3) and Assessments and Accountability (C.4) The state-wide implementation of the Common Core State Standards (CCSS) and Smarter Balanced Assessments (SBAC) have been instrumental in LAS's current decisions with regards to curriculum design and assessments – both now requiring highly embedded technology features. CCSS has defined the 21st Century Skills as critical thinking, collaboration, communication, and creativity. LAS staff is fine-tuning its curriculum designing and assessments in order to academically better prepare all students, particularly those from subgroups: ELLs, RFEPs, SED, and SWD. Consequently, related expenditures for these categories are \$157,526.00 from Budget Series 4000- Books and Supplies and \$10,737.00 from Budget Series 5878- Student Assessments. Instruction (C.5) and Support Structure (C.6) At the core of LAS Program Design are instruction and the support structure to ensure student success - Personnel: *Education Specialists, Intervention teachers, Intervention Coordinator, Counseling, Translation services*, Technology (devises, equipment), ELD trainings, ELD resources, Pre-summer program, Extended learning or tutoring, release time for staff PD. LAS instructional and support structure design components as delineated above equal an expenditure appropriation of \$726,738.00 as reflected in Budget Series: 1000, 2000, 4000, and 5000.

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

12.53	%
<p>LAS's percent of increased or improved services for high need pupils in 2016-17 is based on the minimum proportionality (MMP) at 12.53%. The target amount of \$975.133.00 attributable to supplemental and concentration. Base funding will continue levels for all students to provide core services (basic operations, core program, salaries). Services for eligible students will increase using 100% of the supplemental</p>	

funding allocation to provide additional staffing, extended school tutoring, counseling, English language development support, released time for teacher professional development that relates to eligible students, parent education trainings, accelerated rate of access to technology, and supplemental programs.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).