LCAP Year

☐ 2017–18
☐ 2018–19
☒ 2019–20 Board approved 062119_ FInal

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	The Language Academy of Sacramento (LAS)		
Contact Name and Title	Teejay Bersola – Academic Accountability Specialist	Email and Phone	tbersola@lasac.info 916.277.7137

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

On February 19, 2004, the SCUSD School Board unanimously voted to approve the charter petition for the Language Academy of Sacramento (LAS). Today the school operates as an independent directly funded charter that is also a California non-profit 501(c)(3) public benefit corporation. Since the charter school's opening in 2004, LAS enrollment has grown from 228 students to 607 for the 2018-19 school year. As of June 2019, there are 791 of children on the LAS waiting list.

LAS Demographics

For 2018-19, LAS demographic data constitutes 72% Socioeconomically Disadvantaged, 38% English Learners and 13% qualifying for Special Education services. About 93% of the students are Latino, 2% Black/African Americans, 3% White, 0.5% Asian, 0.5% Filipino, and 1% other. Sixty two (62%) of the families at LAS identify Spanish as their primary language.

LAS Mission

The LAS mission is to create a learning environment where students: 1) Utilize bilingualism and biliteracy (Spanish and English) to achieve academic excellence and apply skills in real-world situations and diverse settings. (BILITERACY); 2) Develop and exhibit positive self-esteem, pride, confidence, and respect for themselves and others. (CONFIDENCE AND LIFE SKILLS); and, 3) Demonstrate leadership skills in order to build bridges between communities and apply critical

thinking skills to solve problems, promote social justice, and create change in society. (LEADERSHIP AND CRITICAL THINKING)

LAS Academics

The Language Academy of Sacramento (LAS) is a TK-8 Two Way Spanish Immersion public school that offers a challenging curriculum emphasizing **Academic Achievement, Bilingualism and Biliteracy,** and a **Collaborative** home and school relationship. Key components of the LAS academic program include instruction in English and Spanish in all grade levels, smaller class size, an extended school day and year, as well as community partnerships to enrich the curriculum. In its 15th year, LAS has become the areas only TK-8 dual immersion educational program, and has seen continuous academic growth that supports college and career readiness.

Two-Way Immersion
90-10 Model

Grade	Spanish	English
TK-1st	90%	10%
2nd	80%	20%
3rd	70%	30%
4th	60%	40%
5th	50%	50%
6th-8th	*LAS middle school language of instruction varies per subject*	

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

LAS Facts

Academics:

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

Basic Infrastructure:

- As of 2015, LAS has completed a state of the art gymnasium and two-story structure for middle school.
- As of 2016, the access to technology for students in Grades K-1 is a 5:1 ratio and Grades 2-8 is a 1:1 ratio.
- As of 2018, 96% of LAS teachers have two years or more classroom teaching experience and 68% have five or more years of teaching experience.

Climate and Parent Engagement:

- Based on the 2019 student survey, 98% of students agreed with the statement, "It is important to me to learn to read and write in English and Spanish," and 93% responded, "I like my school."

- Since its inception, LAS continues to meet its parent satisfaction goal with 96% stating overall satisfaction with the school and over 93% stating they would recommend the school to others (Based on 2019 Parent Survey Data).

Statewide Recognition:

- According to a California Association of Bilingual Education (CABE) and Californians Together press release issued in November 2015, out of about 10,315 public schools, only 425 public schools offer a dual immersion program. LAS serves as a member of the 4% of all public schools that offer a globally relevant program.
- In November 2016, California voters approved Proposition 58 with 73.5% rating, allowing the implementation of the California Multilingual Education Act of 2016. LAS's existence is a validation of the public's evolved recognition of the efficacy of an expansive educational model with ancillary international relevance.
- In October of 2018, State Superintendent of Public Schools Tom Torlakson featured LAS as a Dual Language Immersion Program Model for the Global California 2030 Initiative.

International Recognition:

- Dr. Jun Takizawa, Professor of the Graduate School of Literature and Human Science at Osaka City University conducted multi-year research of the LAS program. Dr. Takizawa published the following articles about the Language Academy of Sacramento in the Japan Educational Administration Society Journal:
    - *A Charter School Implementing a Two-Way Immersion Program: The Significance and Factors of Compatibility of Securing Accountability and Realizing Bilingualism (2013).*
    - *The Potential for School Choice to Secure Equal Educational Opportunities for Language Minorities: A Study of Two-Way Immersion Programs in California (2014).*

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

Overall, LAS has shown consistent, incremental growth towards its schoolwide goals. Although there are definite areas for improvement, it is evident that the LAS community: governance team, leadership team, academic team, schoolwide support team, families and students continues to work together to refine and implement agreed upon actions to increase achievement for all students. This is apparent in the following data sources below: State Dashboard and LAS Local Dashboard.

State Dashboard

https://www.caschooldashboard.org/#/Home

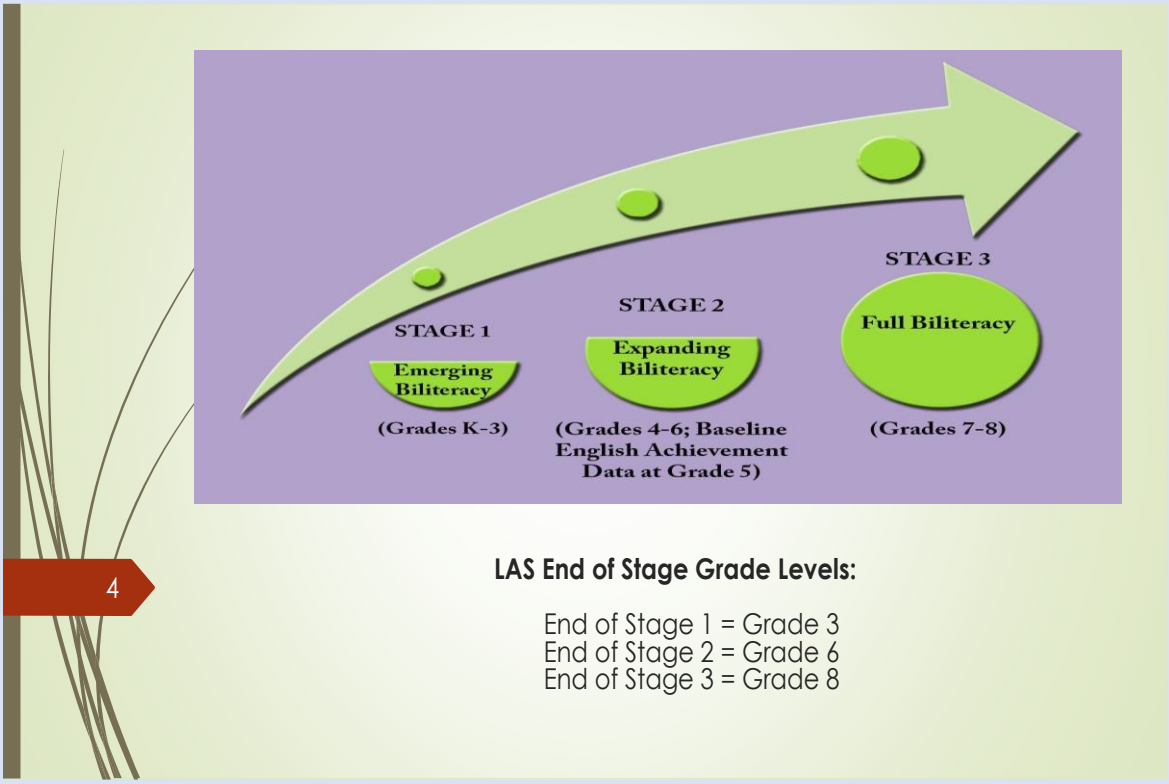
LAS received the following marks based on the Spring 2018 CAASPP:

1) Suspension Rate = Green
2) English Learner Progress = No Performance Color
3) English Language Arts (3-8) = Orange

4) Mathematics (3-8) = Orange

LAS received two "Orange" overall performance marks: ELA and Math.

Comparative Data: CA State, Sac City District, and LAS

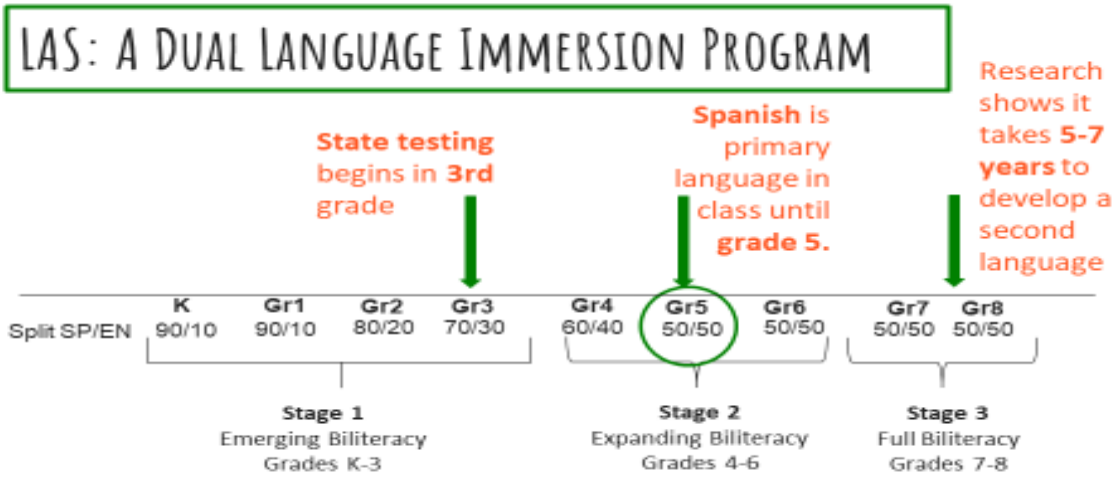


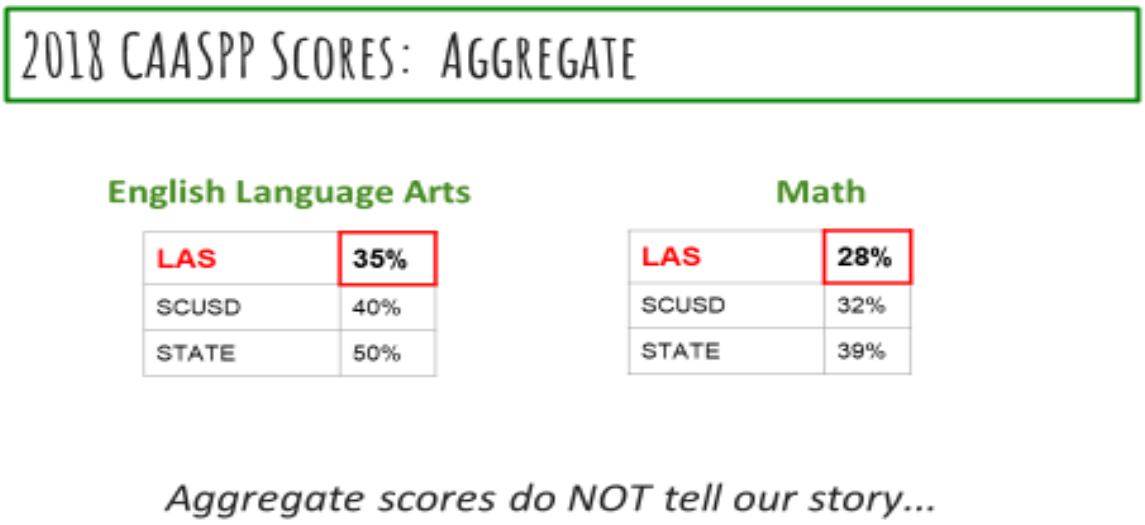
Overall, by the end of Grade 8, LAS achievement scores have been comparable or higher than the District and nearby public schools serving similar grades. Simultaneously, by end of Grade 8, LAS student achievement scores on the diagnostic College Board SAT Subject Test in Spanish are comparable or higher than the national norm.

❑ HIGHLIGHTS AND ACCOMPLISHMENTS OF THE CURRENT PETITION YEARS:

ACHIEVEMENT IN ENGLISH

The Language Academy of Sacramento has demonstrated that by the comparative end of Grade 8, student performance is at least equal to the academic performance of nearby public schools, and it exceeds that of the district in certain subgroups.





LAS, STATE & SURROUNDING SCHOOLS

CAASPP BY GRADE LEVELS: ENGLISH LANGUAGE ARTS

% Percentage of Students At **Standards Met and Exceeded in ELA**

This is where we outperform!

Highest Performance 2nd Highest Performance 3rd Highest Performance	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
LAS	**23%**	**25%**	**29%**	**35%**	**52%**	**59%**
CA State	48%	49%	49%	48%	50%	49%
SCUSD	36%	38%	36%	38%	43%	44%
Pacific	17%	14%	18%	18%	na	na
Oak Ridge	17%	15%	12%	17%	na	na
Will C Wood	na	na	na	na	32%	30%

Using CAASPP 2017-2018 scores
% Students At Standards Met and Exceeded

CAASPP BY GRADE LEVELS: MATH

% Percentage of Students At **Standards Met and Exceeded in MATH**

This is where we outperform!

Highest Performance 2nd Highest Performance 3rd Highest Performance	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
LAS	**28%**	**14%**	**17%**	**26%**	**53%**	**37%**
CA State	49%	43%	36%	38%	37%	37%
SCUSD	38%	35%	25%	34%	32%	32%
Pacific	28%	17%	9%	23%	na	na
Oak Ridge	14%	13%	10%	19%	na	na
Will C Wood	na	na	na	na	21%	21%

Using CAASPP 2017-2018 scores
% Students At Standards Met and Exceeded

SUBGROUP COMPARISON: SURROUNDING SCHOOLS

English Language Arts (*Using CAASPP 2017-2018 aggregate scores*)

Percentage of Students At **Standards Met and Exceeded in ELA**

Highest Performance
2nd Highest Performance
3rd Highest Performance

	All Students	Economically Disadvantaged	English Learner (ELs)	Reclassified Fluent English Proficient Learners (RFEPs)	Latino
LAS	**35%**	**29%**	**5%**	**52%**	**34%**
SCUSD	40%	31%	8%	58%	31%
Pacific	17%	15%	5%	42%	16%
Oak Ridge	15%	14%	7%	35%	15%
Will C Wood	31%	30%	2%	48%	25%

Mathematics (*Using CAASPP 2017-2018 aggregate scores*)

Percentage of Students At Standards Met and Exceeded in MATH

Highest Performance
2nd Highest Performance
3rd Highest Performance

	All Students	Economically Disadvantaged	English Learner (ELs)	Reclassified Fluent English Proficient Learners (RFEPs)	Latino
LAS	**28%**	**22%**	**6%**	**40%**	**26%**
SCUSD	32%	24%	9%	42%	23%
Pacific	19%	18%	14%	34%	22%
Oak Ridge	14%	14%	6%	32%	11%
Will C Wood	21%	20%	5%	32%	12%

SUBGROUP COMPARISON: SCUSD & STATE

English Language Arts *(Using end of 8th grade CAASPP 17-18 scores)*

% Percentage of Students who **Meet or Exceeded standards in ELA**

	All Students (Aggregate)	Economically Disadvantaged	English Learner (ELs)	Reclassified Fluent English Proficient Learners (RFEPs)	Latino
LAS	**59%**	**46%**	*	**56%**	**60%**
CA State	49%	37%	6%	51%	38%
Sac City District	44%	34%	3%	52%	33%

**Due to confidentiality, we do not report scores when there are less than 11 students in the group.*

By the end of 8th grade, LAS outperforms the State and the District as an aggregate and in all subgroups in English Language Arts!

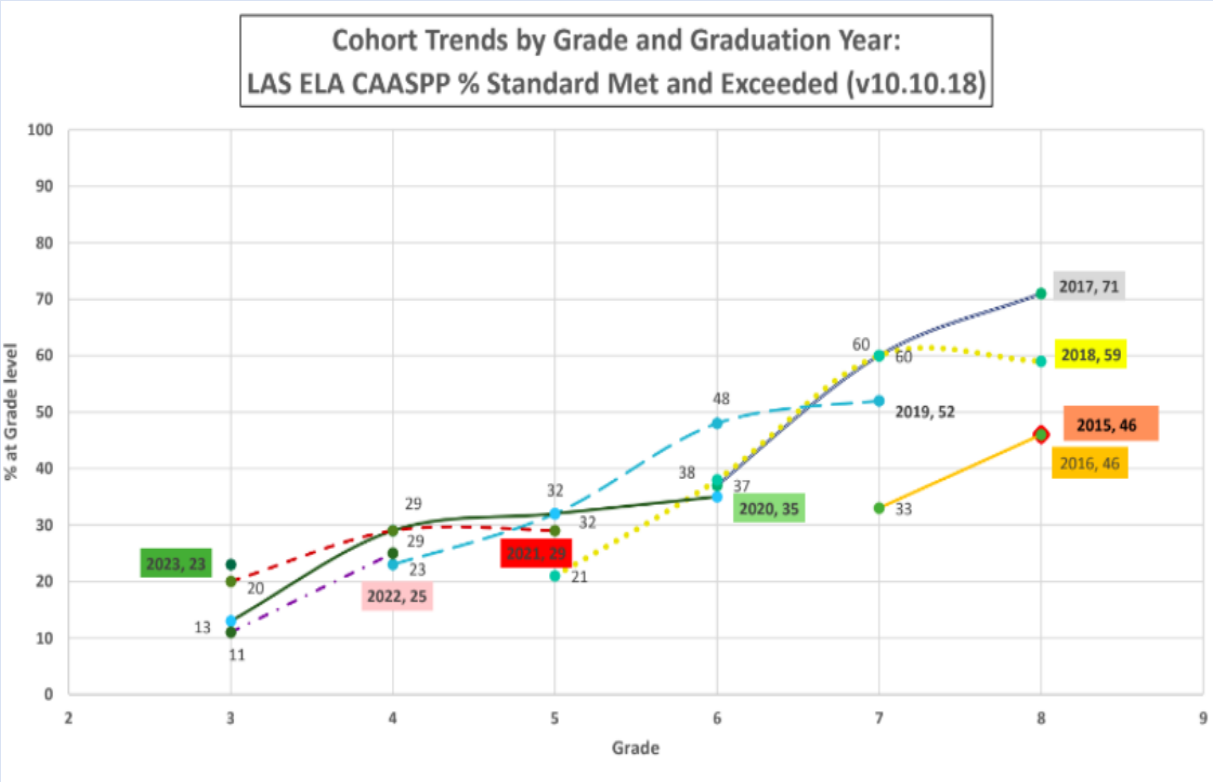
Mathematics *(Using end of 8th grade CAASPP 17-18 scores)*

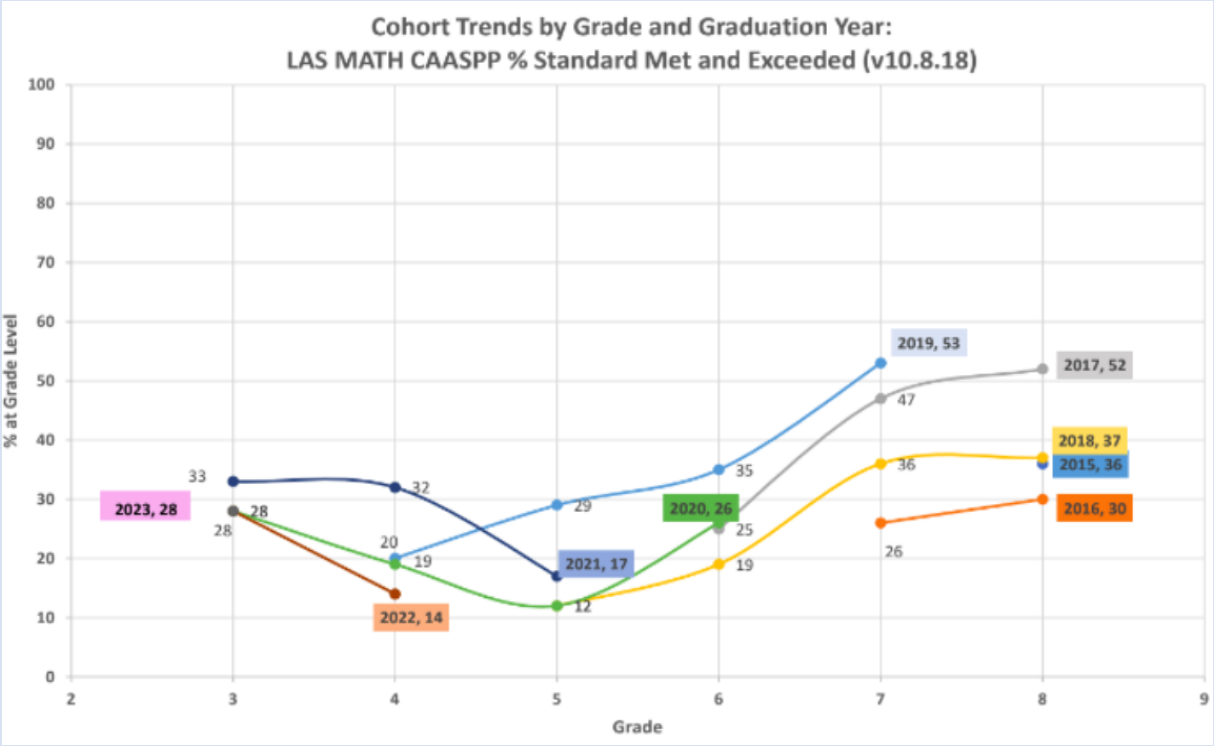
% Percentage of Students who **Meet or Exceeded standards in MATH**

	All Students	Economically Disadvantaged	English Learner (ELs)	Reclassified Fluent English Proficient Learners (RFEPs)	Latino
LAS	**37%**	*	*	**30%**	**38%**
CA State	37%	24%	7%	37%	24%
Sac City District	32%	23%	4%	36%	21%

**Due to confidentiality, we do not report scores when there are less than 11 students in the group*

COHORT TRENDS





(LAS) Local Dashboard

Parent Participation supporting LCAP school goal

LCAP YEAR 1 Baseline: 2014-15

LCAP YEAR 2: 2015-2016

LCAP YEAR 3: 2016-2017

Cycle 2:

LCAP Year 4: 2017-2018

LCAP Year 5: 2018-2019

#1-Improve student climate by building leadership and critical thinking skills for all students

Q: School-Family Communication Parent surveys indicate a rating of 80% or above in overall satisfaction with the school (Historically at 94% or above)

Cycle 1:

LCAP YEAR 1 Baseline: 2014-15: (Goal 80% or above) Met goal 93%

LCAP YEAR 2: 2015-2016: (Goal 85% or above) Met goal 89%

LCAP YEAR 3: 2016-2017: (Goal 90% or above) Met goal 93%

Cycle 2:

LCAP Year 4: 2017-2018: (Goal 90% or above) Met goal 96%

LCAP Year 5: 2018-2019: (Goal 90% or above) Met goal 97%

Families recommend the school to others at 85% or above (Historically at 97% or above)

Cycle 1:

LCAP YEAR 1 Baseline: 2014-15: (Goal 85% or above) Met goal 100%

LCAP YEAR 2: 2015-2016: (Goal 90% or above) Met goal 94%

LCAP YEAR 3: 2016-2017: (Goal 95% or above) Met goal 97%

Cycle 2:

LCAP Year 4: 2017-2018: (Goal 95% or above) Met goal 96%

LCAP Year 5: 2018-2019: (Goal 95% or above) Nearly met goal 93%

#2 – Improve parent involvement and its role in fulfilling LAS mission

80% or above of families complete the annual parent survey (Historically at 95% or above)

Cycle 1:

LCAP YEAR 1 Baseline: 2014-15: (Goal 80% or above) 43% Out of the 43% above: 72%=paper 28%=online (First time made available)

LCAP YEAR 2: 2015-2016: (Goal 85% or above) 53% Out of 53% above: 85%=paper 15%=online

LCAP YEAR 3: 2016-2017: (Goal 90% or above) 69% Out of 69% above: 90%= paper 10%=online

Cycle 2:

LCAP Year 4: 2017-2018: (Goal 90% or above) 67% Out of 67%: 48%=paper, 19%=online

LCAP Year 5: 2018-2019: (Goal 90% or above) 76% Out of 76%: 87%= paper and 13%= online

90% of families complete the Parent/Student/Teacher Compact (Historically at 98% or above)

Cycle 1:

LCAP YEAR 1 Baseline: 2014-15: (Goal 90% or above) Met goal above 95%

LCAP YEAR 2: 2015-2016: (Goal 95% or above) Met goal above 95%

LCAP YEAR 3: 2016-2017: (Goal 100%) Nearly met goal above 95%

Cycle 2:

LCAP Year 4: 2017-2018: (Goal 100%) Nearly met goal above 95%

LCAP Year 5: 2018-2019: (Goal 100%) Nearly met goal above 95%

80% or more of parents participate in the election process for parent representatives to Governing Board and Parent Council (Historically between 57%-67% for Governing Board Elections:

Cycle 1:

LCAP YEAR 1 Baseline: 2014-15: (Goal 80% or above) Did not meet goal 8/2015: 69% 10/2015: 47%

LCAP YEAR 2: 2015-2016: (Goal 85% or above) Did not meet goal; Improved 5/2016: 70% 6/2016=74%

LCAP YEAR 3: 2016-2017: (Goal 90% or above) Did not meet goal; 6/2017 = 62%

Cycle 2:

LCAP Year 4: 2017-2018 (Goal 90% or above) Did not meet goal; 4/2018 = 57%

LCAP Year 5: 2018-2019 (90% or above) Did not meet goal; 5/2019 = **76% (*Highest record)**

80% or more of families will show a survey response indicating satisfaction with student(s) progress (Historically at 93% or above)

Cycle 1:

LCAP YEAR 1 Baseline: 2014-15: **(Goal 80% or above)**

Q: Satisfied with Spanish Progress: Met goal 95%

Q: Satisfied with English Progress: Met goal 92%

Q: Satisfied with development in Critical Thinking: Met goal 91%

Q; Satisfied with development in Creative Thinking: Met goal 83%

LCAP YEAR 2: 2015-2016: **(Goal 85% or above)**

Q: Satisfied with Spanish Progress: Met goal 96%

Q: Satisfied with English Progress: Met goal 93%

Q: Satisfied with development in Critical Thinking: Met goal 95%

Q: Satisfied with development in Creative Thinking: Met goal 92%

LCAP YEAR 3: 2016-2017: **(Goal 90% or above)**

Q: Satisfied with Spanish Progress: Met goal 97%

Q: Satisfied with English Progress: Met goal 98%

Q: Satisfied with development in Critical Thinking: Met goal 98%

Q: Satisfied with development in Creative Thinking: Met goal 99%

Cycle 2:

LCAP Year 4: 2017-2018 **(Goal 90% or above)**

Q: Satisfied with Spanish Progress: Met goal 97%

Q: Satisfied with English Progress: Met goal 93%

Q: Satisfied with development in Critical Thinking: Met goal 97%

Q: Satisfied with development in Creative Thinking: Met goal 96%

LCAP Year 5: 2018-2019 **(Goal 90% or above)**

Q: Satisfied with Spanish Progress: Met goal 96 %

Q: Satisfied with English Progress: Met goal 95%

Q: Satisfied with development in Critical Thinking: Met goal 96%

Q: Satisfied with development in Creative Thinking: Met goal 98%

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

State Dashboard

https://www.caschooldashboard.org/#/Home

LAS received two "Orange" overall performance marks: ELA and Math. These marks only partially reflect the academic achievement of LAS dual immersion students. These marks are based on aggregate student scores representing the span of Gr3 students who are at emerging biliteracy stage and who have just been introduced to English literacy for the first time, to Gr8 students who are at full biliteracy stage biliterate in Spanish and English, along with the rest of grade levels in the middle, between (Gr4-Gr6) who are at expanding biliteracy stage, with varying percentages of Spanish to English language instruction ratio. An area of concern is the RFEP End of Stage 3 Gr8 group's drop in Difference from Met (DFM) points in Mathematics. LAS continues to monitor student academic progress in English Language Arts and Mathematics to ensure continued growth in these areas *as expected within the research framework of dual language immersion educational programs.*

Local Dashboard

As mentioned above, LAS continues to improve its teaching and learning infrastructure in English Language Arts and Mathematics with hope that it will propel even higher student achievement in these areas as appropriate in the developmental stages of dual language settings. LAS End of Stage 3 (EOS): Grade 8 RFEP has averaged between 83-93% historically. New RFEP goals for EOS3: Gr8 will be stated after analysis of the initial ELPAC state exam results are made available.

In collaboration with the Governing Board, Parent Council and Student Council, LAS strives to improve the number of participants for both its annual School Surveys and Board elections.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

State Dashboard

https://www.caschooldashboard.org/#/Details/34674390106898/1/EquityReport

LAS CAASPP results for all students do not reflect performance gaps by definition." There were no student groups that reflect two or more performance levels below the "all student" performance marks. Moreover, our school continues to monitor our student academic progress in English Language Arts and Mathematics to ensure continued growth in these areas as *expected within the research framework of dual language immersion educational programs.*

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Components:

MTSS= Multi-Tiered Systems of Support

IPT = Individual Progress Team

Literacy Coaches: 1FT and 0.5PT

Counselor

Interventions: Core Day, Extended Day, and Extended Calendar Year (Summer)

Psychologist

Technology ratio

LAS Multi-Tier Systems of Support (MTSS) includes both the academics and socio-emotional supports. Academic supports informed by growth assessments such as DRA (English) and EDL (Spanish) are administered several times per year to ensure that student needs are monitored and students are connected with appropriate academic tiered supports. Moreover, tiered social-emotional supports with onsite counselor and psychologist are also provided to identified students in need. Through the MTSS process, 16% of student body received a team approach analysis of individual student performance deemed at risk in FY19. OF the students served via MTSS, 64% are ELs and 70% are socio-economically disadvantaged. In FY18, 41% of students regularly served by the school counselor have IEPs. In addition to assessing 26 students for special education in the FY19, the school psychologist completed seven (FY18) and three (FY19) suicide risk assessments while also working regularly with students in need. Overall, the school psychologist served about 65 drop-ins (students/parents) in FY19, with consistent services to 14 students, including 2 with 504 for counseling. Literacy interventions are also provided to students identified via the MTSS and Intervention Progress Team (IPT) process. Furthermore, LAS has increased its classroom technology and student ratio to 1:1 from grades 2-8 in order to bridge the socio-economic gap to access digital learning. LAS continues to increase staff knowledge in utilizing Illuminate, the school's student information system, in order to improve its data collection and student identification procedures for low-income students, English learners and foster and homeless students to ensure that students can be identified and served effectively.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$ 6,774,665
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$ 6,109,295

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP includes expenses related to the recent LAS Prop 1D construction project: 1) (5843)- $ 110,370 LAS interest payment due to its facilities loan for the Pro 1D construction and 2) (6900) – $ 555,000 depreciation expense.

$ 5,914,181	Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2018–19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1	**LAS MISSION: #1 BILITERACY** Students will utilize bilingual (Spanish and English) academic knowledge and skills in real-world situations and diverse settings.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
PREMISES FOR DATA ANALYSIS (PDA) 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	**State Dashboard** https://www.caschooldashboard.org/#/Details/34674390106898/1/EquityReport LAS received the following marks: 1) Suspension Rate = Green 2) English Learner Progress = No Performance Color 3) English Language Arts (3-8) = Orange 4) Mathematics (3-8) = Orange LAS received two "Orange" overall performance marks: ELA and Math. CAASPP Overview and Analysis: Overview of LAS Accountability System and CAASPP Analysis: Based on dual immersion and second language acquisition research, it takes approximately five to seven years to develop cognitive academic language proficiency (CALP). With biliteracy in about seven years as an end goal, LAS strategically monitors student

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. **SP#1: Student achievement and biliteracy for all students**	achievement at critical grade spans. LAS' biliteracy grade span progression is divided into three stages: Stage 1: Emerging Biliteracy, Stage 2: Expanding Biliteracy, and Stage 3: Full Biliteracy. Because of its 90-10 dual language immersion model, LAS students in Stage 1 and early Stage 2 receive instruction primarily in Spanish. Concurrently, academic assessments at these levels are predominantly conducted in Spanish. By the end of Stage 2, many students make the linguistic academic transfer as expected in dual language immersion programs. Therefore, it is most appropriate for LAS to utilize the end of Grade 5 English standardized assessment data as the baseline for individual student growth analysis. By Grades 7 and 8 in Stage 3, LAS students' English proficiency in various subject matters is at least comparable, if not higher than, students in non-dual language immersion schools. At the same time, these same LAS middle school students will have acquired Spanish language proficiency comparable to that of a college student enrolled in an advanced level language class. Reaching full biliteracy, the LAS Graduate enters the high school pipeline better prepared to travel the bridge to college and career milestones. CAASPP 2015, 2016,2017, and 2018 Analysis: Comparative Data Based on LAS Three Stages of Biliteracy Continuum– LAS, SCUSD, and CA State (Visuals are located in the Review of Performance section above) School-wide: By the End of LAS Stage 3, LAS students performed at comparative levels with both SCUSD and CA, ranging between 30%-37% in Math for percentage of students at Standards Met and Exceeded between 2015- 2018. In the recent two years, LAS outperformed SCUSD and CA by the End of Stage 3 Gr8 in ELA with 71% (FY17) and 59% (FY18), for percentage of students at Standards Met and Exceeded performance levels. This statement is contextualized in a dual language setting where students are simultaneously learning how to read and write in another language, Spanish. Subgroups: <u>Economically Disadvantaged:</u> By the End of LAS Stage 3, LAS students from economically disadvantaged background outperformed both SCUSD and CA for percentage of students at Standards Met and Exceeded for ELA and Math, in 2015, 2016, 2017, and 2018. <u>English Learner:</u> By the End of LAS Stage 3, there are fewer than 10 students at LAS who are still designated as English Learner (CDE does not provide data for items tested with 10 or fewer students). <u>Redesignated Fluent in English (RFEP):</u> By the End of LAS Stage 3, LAS RFEP students performed at comparative levels with both SCUSD and CA for ELA and Math, in 2015 and 2016. In 2017 and 2018, LAS RFEP students outperformed both SCUSD and CA State with 89% (FY17) and 56% (FY18) in ELA and 61% (FY17) in Math, for percentage of students at Standards Met and Exceeded performance levels. In FY18, there was a considerable drop in performance level of RFEPs in mathematics with only 30% of students meeting the performance levels. <u>Latino:</u> By the End of Stage 3, LAS Latino students outperformed both SCUSD and CA in ELA and in Math, for school years from 2015 to 2018,

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	TBD CELDT Performance Analysis: Due to CA state test transition, FY18 update represents available data based on CELDT 2016, CELDT 2017, CELDT 2018 (Initials only TK-K) and RFEP Policy Criteria per the state. 1) Based on CELDT 2016 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 = 89% and Writing = 96%) and End of Stage 3 (Goal 3.1: Redesignation Rate = 96%). However, LAS did not meet End of Stage 1 (Goal 1.1b: Reading = 73% and Writing = 69%) 2) Based on CELDT 2017 data (see table below), LAS External Accountability Goals 1.1, 2.1 and 3.1, LAS met its End of Stage 1 (Goal 1.1a: Listening = 93% and Goal 1.1b: Reading = 83% and Writing = 93%) End of Stage 2 (Goal 2.1a: Listening = 93% and Speaking = 96%), End of Stage 2 (Goal 2.1b: Reading = 96% and Writing = 96%). However, LAS did not meet End of Stage 1 (Goal 1.1a: Speaking= 71%) and End of Stage 3 (Goal 3.1: Redesignation Rate = 74%). (See table below) For FY18, LAS Redesignation Rate for Gr8 students at the End of Stage 3 is at 85%, higher by nearly 10 percentage points from the previous year. (See table below) 3) LAS school wide redesignation percentage in FY16 and FY17 are 6% and 10%, respectively. For FY18, the LAS school wide redesignation percentage is at 11%. 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 new state language test, the 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.

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

<u>SP#3: Other student outcomes and biliteracy for all students</u>

Based on the LAS Biliteracy Grade Span Progression

CELDT 2017 Data and ELPAC (FY19)
Note: Data is the same for EOS 1 Gr3 (FY17 Cohort) and for EOS 2 for Gr6 (FY17 Cohort) since CELDT for FY18 was not administered to Gr1-8 (Only CELDT initials were administered for Gr TK-K). EOS Gr8 (FY18 Cohort) data reflects CELDT 2017 and CAASPP FY17 criteria qualification per LAS redesignation criteria, while (FY19 Cohort) data reflects, for the first time, ELPAC Summative, as well as CAASPP FY18 criteria qualification.

		2017 CELDT Proficiency Level Overall Text	2017 CELDT Proficiency Level Listening (L)	2017 CELDT Proficiency Level Speaking (S)	2017 CELDT Proficiency Level Reading (R)	2017 CELDT Proficiency Level Writing (W)
Goal	**END OF STAGE 1 Gr3:** Goal 80% INT or Above (L & S)		**93%**	**71%**		
Goal	End of Stage 1 Gr3: Goal 80% EI or Above (R&W)				**83%**	**93%**
	END OF STAGE 2 Gr6: Expanding Biliteracy					
Goal	End of Stage 2 Gr6: Goal 80% EA or Above (L & S)		**93%**	**96%**		
Goal	End of Stage 2 Gr6: Goal 80% I or Above (R&W)				**96%**	**96%**
	END OF STAGE 3 Gr8: Full Biliteracy					
Goal	End of Stage 3 Gr8: Goal 90% of EL Redesignated (RFEP)	**FY17 74%** **FY18 85%** **FY19 59%**				

<u>TBD SP#1: 2.2 and 3.2</u>

CAASPP 2015 Cohort - Students who achieved Standard Met or Exceeded in ELA and Math (Total of 16 Comparative Categories)

PDA #6
Teachers feedback include better consistency of interventionists' schedules: early start in the beginning of the year and less time being pulled out for other projects. There is an increased discussion on creating a systematic intervention system where current certificated personnel (i.e. literacy coaches) lead in facilitating and modeling strategic small group interventions in early primary grades, especially with the grade(s) with lowest EDL/DRA reading results.

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)

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
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

<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>

1. 100% of teachers trained in basics of CCSS & ELD & NGSS

received grade level cohort performances of grade level determined internal assessments. 2016-19 provided a more consistent internal accountability data with the implementation of DRA/EDL reading assessments.

SP#7:

100% of LAS teachers continue to receive professional development in CCSS curriculum and instruction. Several LAS staff attended NGSS training conducted by Sac City Unified in the start of the FY17and in FY18, LAS teachers have received ongoing NGSS professional development from SCOE consultants throughout the year. Moreover, selected teachers have also received on-going ELD trainings that address the new state language exam, the ELPAC. In FY19, LAS is investigating best aligned ELD curriculum for dual language immersion programs for adoption.

INTERNAL ACCOUNTABILITY
(Goals: 2.1-2.2) Background: In FY18, LAS adopted a revised report card which more clearly specifies expected grade level standards. After its initial implementation, Curriculum Design Team CDT will fine-tune the calibration of variables that represent grade level ratings.

FY19 Internal Accountability Report Card Data v060719

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 (3-4)

Kinder Spanish- Retells stories and names the topic of informational texts	**1st Spanish -** Retells stories using illustrations; including important details and basic story elements	**1st Spanish -** Names the topic of informational texts including important details	**2nd Spanish -** Retells stories and identifies the central message, including key details about the text and basic story elements	**2nd Spanish -** Identifies the main topic of informational texts	**3rd Spanish -** Retells stories, including key details, basic story elements and themes	**3rd Spanish -** Identifies the main idea of informational texts and provides details
71%	**89%**	**81%**	**75%**	**83%**	**78%**	**61%**

Kinder Math- Knows number names and the count sequence	**1st Math -** Uses place value/properties of operations to add/subtract	**2nd Math-** Uses place value understanding to add and subtract	**3rd Math -** Represents and solves problems involving x and ÷
68%	**68%**	**65%**	**85%**

1.2B (English: GR 3 only): 80% will be approaching grade level by the end of 3rd grade (2-3-4)

3rd English - Retells stories, including key details, basic story elements and themes	**3rd English -** Identifies the main idea of informational texts and provides details
99%	**100%**

as applicable to their grade

2. Implement the tool to measure CCSS/ELD/NGSS implementation; 100% of classes

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. (3-4)

4th Spanish - Determines the theme of a story; summarizes the text	**4th Spanish -** Determines the main idea of informational texts; summarizes the text	**4th Math -** Uses the operations with whole numbers to solve problems
48%	**Not assessed**	**56%**

2.2B (English Gr4 only) 70% or more of all students will meet grade level mark or above in their course by the end of the year (3-4)

4th English - Determines the theme of a story; summarizes the	**4th English -** Determines the main idea of informational texts;

text	summarizes the text
Not assessed	**65%**

2.2C (Spanish and English: Gr 5) 80% or more of all students will meet grade level mark or above in their course by the end of the year.
*(*New FY19; Gr5 Grading changed from letter to standards based rating.)*

5th Spanish - Determines the theme of a story; summarizes the text	**5th Spanish -** Determines the main idea of informational texts; summarizes the text	**5th Math - Performs** operations with multi-digit whole numbers and decimals to hundredths
48%	**65%**	**45%**

5th English - Determines the theme of a story; summarizes the text	**5th English -** Determines the main idea of informational texts; summarizes the text
82%	**Not assessed**

2.2C (Spanish and English: Gr 6) 80% or more of all students will earn a passing grade of C or above in their courses

6th Spanish Language Arts	6th English Language Arts
77%	77%
6th Math	
70%	

3.2 (Spanish and English): 85% or more of all students will earn a passing grade of C or above in their courses

7th Spanish Language Arts	7th English Language Arts	8th Spanish Language Arts	8th English Language Arts
91%	81%	87%	67%
7th Math		8th Math	
72%		70%	

Based on LAS DRA/EDL Reading Assessments, June 2019:

End of the Year DRA and EDL Data for TK-8th Grades 2018-2019

Grade Level	FY19 Percentage at Benchmark in Spanish - End of Year	FY 19 Difference of Students Who Met BOY and EOY Benchmark	Percentage of Students Who Increased Reading Levels	FY 19 Percentage at Benchmark in English	Percentage Points Change from Beginning to End of Year (at benchmark)	Percentage of Students Who Increased Reading Levels
TK	11%	(16%)	100%	NA	NA	NA
K	27%	(3%)	95%	NA	NA	NA
1st	64%	22%	98%	NA	NA	NA
2nd	55%	(1%)	98%	NA	NA	NA
EOS1 Emerging and transfer readiness: 3rd	57%	6%	99%	73%+	24%	99%
4th	53%	5%	97%	52%	(13%)	100%
5th	59%	12%	94%	58%	2%	100%
EOS2 Expanding: 6th	59%	8%		53%	0%	
7th	70%	16%		57%	1%	
EOS3 Full Biliteracy: 8th	83%	20%		82%	0%	

+Benchmark for end of third grade DRA is level 28, not 38 (EDL benchmark)

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Actions/Services

PLANNED	ACTUAL
Actions/Services *<u>LAS Program Six Design Components:</u>* ***Action 1:*** ***R= Research*** ***PD= Professional Development*** *Action 2:* *CD= Curriculum Design* *AA= Assessments and Accountability* *Action 3:* *I= Instruction* *SS= Support Structure* *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 Continue 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* *PROFESSIONAL DEVELOPMENT* *2.1 Provide differentiated professional development (Training - Coaching - Mentoring) 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* *PBIS*	R1.1 In the fall, staff began the year analyzing data trends from the spring CAASPP exams. Moreover, staff also analyzed EL performance from the CELDT and identified RFEP candidates. As of June 2019, LAS will have three years data of the College Board PSAT practice tests as administered to Grade 8 students. 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) Sent several more teachers to attend statewide WW training. 3) Sent 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 continues to be work in progress. LAS administered the College Board AP Spanish testing and SAT Subject Test in Spanish practice examinations to its Gr8 students in the fall of 2017 and early spring of 2019 PD 2.1 Provided differentiated professional development *(Training - Coaching - Mentoring)* in the following, but not limited to: • Data analysis (SBAC, Benchmarks) • Common Core State Standards (CCSS) • Designing CCSS redefined rubrics • Differentiated Instruction • Response to Interventions • Writer's Workshop K-8 • Reader's Workshop K-8 MAP Math Online Assessment (2-8) Teacher requests for more kindergarten specific professional development training.

	Writer's Workshop *DRA/EDL Assessments*	
Expenditures	BUDGETED (R: 1.1, 1.2, 1.3 PD: 2.1) $43,766	ESTIMATED ACTUAL (R: 1.1, 1.2, 1.3 PD: 2.1) $49,308 (Title 1: $5,600 (OC:1101; Title 2: $9,171, OC:5863/64)

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

	LAS MISSION: #1 BILITERACY Students will utilize bilingual (Spanish and English) academic knowledge and skills in real-world situations and diverse settings.
Describe the overall implementation of the actions/services to achieve the articulated goal.	Action/Services Implementation: Full implementation with all available resources directed towards meeting LAS Charter External and Internal Accountability Goals on academic achievement. LAS has focused on the listed professional development topics and has scheduled them accordingly, depending on staff readiness and resource availability.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Overall, LAS most recent research and PD efforts have been aligned to the Common Core State Standards (CCSS). Collectively, the PD training listed above has contributed to the increase in teaching and learning effectiveness at LAS this year. LAS staff is looking forward to the end of year analysis of the newly implemented mathematics online student assessment and its efficacy for programmatic improvement.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	In FY19, LAS implemented an online computer adaptive assessment in Mathematics to serve as a tool in measuring the growth progress of students throughout the school year. Although this was not originally budgeted for, LAS community took this action early in the year immediately after analyzing the FY18 CAASPP data as well as after receiving feedback from stakeholder groups.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	LAS remains steadfast in its school mission of biliteracy education. There has been a request to provide a more focused professional development training for primary grades, particularly in the kindergarten (FY17) and there is a general consensus to deepen knowledge of assessments that can used school-wide for ELD (FY18) and for mathematics and ELD (FY19).

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **2**

	PLANNED Actions/Services	ACTUAL
Actions/Services	*LAS Program Six Design Components:* *Action 1:* *R= Research* *PD= Professional Development* ***Action 2:*** ***CD= Curriculum Design*** ***AA= Assessments and Accountability*** *Action 3:* *I= Instruction* *SS= Support Structure* *CURRICULUM DESIGN* *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)*	CD 3.1 Continued use of CCSS aligned core and supplementary materials, including Units of Study for writer's workshop. LAS is researching Social Studies, Science and ELD state adopted curriculum lists for the upcoming year. FY19- request for increased social justice learning. There is consistency in all levels in the implementation of Eureka/Engaged New York Mathematics curriculum. CD 3.2 Designed ELD lessons aligned with the ELD Standards and the CCSS and based on assessment results – i.e. ELPAC, DRA and EDL CD 3.3 Created yearlong backward plans for writer's workshop curriculum (work in progress in other subjects) CD 3.4 Did not implement Understanding by Design (UbD) principles in curriculum/instructional planning CD 3.5. Need to revisit implementation of Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) (implementation in grades Gr3-Gr4) AA 4.1 Implemented Curriculum Design Team (CDT) defined language level diagnostic assessments for Spanish learners and ELs: DRA and EDL AA 4.2 Administered CDT defined curriculum and benchmark assessments (MAP online math assessment) AA 4.3 Not available this year

	ASSESSMENTS AND ACCOUNTABILITY *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)*	
Expenditures	BUDGETED (CD: 3.1, 3.2, 3.3 AA: 4.1, 4.2) $115,081	ESTIMATED ACTUAL (CD: 3.1, 3.2, 3.3 AA: 4.1, 4.2) $120,805 (Title 1: $41,606; (OC:4200)

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	**LAS MISSION: #1 BILITERACY** Students will utilize bilingual (Spanish and English) academic knowledge and skills in real-world situations and diverse settings. Action/Services Implementation: Partial implementation due to shift on PD focus for the year. UbD and SIPPs were not emphasized this past year. The focus has been on establishing consistency in implementing school wide DRA and EDL reading assessments, discussion on its applicability in middle school grades, consequent data analysis, strategic small group literacy instructions and year-long planning accordingly. Moreover, teachers received online training of the newly implemented MAP mathematics computer adaptive student assessment.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	LAS shift in focus this year has greatly advanced collective understanding of research based literacy development. This is foundation to any other initiatives written on this section such as the teaching of spelling, ELD, and language transfer expectations within a dual language immersion context. The ultimate goal would be to come to a full integration of all these parts with that of the foundation staff has just recently focused on. ***FY19 Highlights (Alphas***) Successful Federal Program Monitoring (FPM) state visit, reading interventions started earlier, MAP math assessment provided more progress data during the year, DRA/EDL levels show growth and cohort growth, more authentic literature available, third year of PSAT 8/9 Gr8 results, second year administration of College Board AP Spanish and SAT Spanish Practice Tests to Gr8 students, earlier decision about looping, every grade level, consistency of implementation in K-5 of EUREKA/ENGAGE NEW YORK Math, looping, support with readers and writer's workshop, earlier decision about next year's looping, Remind app, Summer session with expanded clientele, Student Council participation in assemblies, School wide RW and WW; school wide Reading and writing data, NGSS transition, Substitutes available for staff, reading and writing school wide data, SEL & Circle Up, Student Council involvement in assemblies, SSR (students like reading) A-Z Reading School Climate Committee SPED Support K/1 Intervention Books in classrooms NGSS training, 8th HS Admissions. **Deltas/Areas for Improvement:** Need to analyze MAP math data and plan support systems accordingly, intervention system/support for mathematics (basic skills support in upper primary grades), more authentic literature in Spanish for middle school, ELD Professional development + school agreements, Social Studies, Science, Spanish Language Arts and ELD support and next steps, PD in Spanish, Improve "healthy" snack sales; need for math backwards planning time
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The differences for this section include purchase of materials related to Units of Study for grade level implementation of Writers Workshop in the classrooms as well as DRA and EDL reading assessments. Expenses were also allocated for assessment administration staff support. In FY19, LAS invested in a mathematics computer adaptive assessment to measure student progress throughout the school year.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Due to the fact that it is no longer available, LAS will not be participating/administering Spanish assessments from WIDA. Moreover, LAS will revisit its UbD action item and decide if it's still applicable for the upcoming LCAP years. LAS will use FY19 MAP Math data to establish baseline goals for the grade levels and cohort groups in the upcoming year.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **3**

	PLANNED Actions/Services	ACTUAL
Actions/Services	*LAS Program Six Design Components:* *Action 1:* *R= Research* *PD= Professional Development* *Action 2:* *CD= Curriculum Design* *AA= Assessments and Accountability* ***Action 3:*** ***I= Instruction*** ***SS= Support Structure*** *INSTRUCTION* *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* *SUPPORT STRUCTURE* *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*	I 5.1 Continued implementation of CCSS aligned core curriculum, including Writer's Workshop and Reader's Workshop I 5.2 Incorporated of basic math concepts (mental math and basic measurements) during PE instruction I 5.3 Utilized second language learning strategies trainings such as SDAIE SS 6.1 Provided extensive student support structures (Examples: differentiated instruction, Interventions, tutoring, summer school for incoming kindergarteners, extended day remediation) Teachers are requesting intervention support in mathematics and some would like to see RSP teachers do more push in models in the classrooms. SS 6.2 Created an ad-hoc task force on homework expectation but needs to be revived 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. Continued implementation of the LAS Interventions Model: Multi -Tier Systems of Support (MTSS) and Intervention Progress Team (IPT)

	6.4. Implement LAS Interventions Model: Multi-Tier Systems of Support (MTSS) and Individual Progress Team (IPT)	
Expenditures	BUDGETED (I: 5.1, SS: 6.1, 6.2, 6.3, 6.4) $2,510,997	ESTIMATED ACTUAL (I: 5.1, SS: 6.1, 6.2, 6.3, 6.4) $2,400,938 (Title 1: $106,784, OC:1100; $3,920, OC:1100; and $16,755, OC:1920)

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	**LAS MISSION: #1 BILITERACY** Students will utilize bilingual (Spanish and English) academic knowledge and skills in real-world situations and diverse settings. Action/Services Implementation: Full implementation. Summer school implemented for rising Kindergarteners as well as reading intervention session for rising Gr2 students. LAS created an ad-hoc task force to address alignment of homework expectations schoolwide; however, this needs to be revived with concrete end of year outcomes.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Establishing MTSS and IPT process has created a formal structure for addressing student needs for academic intervention. During the day interventionists received on-going training via the on-site literacy coach. In 2016-17, LAS ad-hoc committee completed the update of LAS report cards and progress reports to reflect better alignment with CCSS and internal accountability assessments. Overall, LAS concentrated effort this year has led to a consistent increase trajectory in academic achievement for all students. MTSS and IPT structure will continue to be improved as feedback is analyzed from the recently gathered surveys. In addition, staff would like to see math interventions established and stronger relationships between general education and RSP support to ensure optimal learning for our student with exceptionalities. Overall, there is a need to have a comprehensive evaluation in place with data indicating a positive correlation between high levels of school implementation of MTSS and improved achievement of identified students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Most differences involve staffing costs due to additional personnel per school enrollment growth, and salary schedule placements of new employees or reorganization of duties which changed staffing needs.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	LAS plans to continue summer school programs for the summer of 2019 both for kindergarteners, for identified students in primary grades who need support in Spanish reading as well piloting a hybrid summer reading program for upper primary students.

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2	**LAS MISSION: #2 CONFIDENCE AND LIFE SKILLS** Develop and exhibit positive self-esteem, pride, confidence, and respect for themselves and others.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
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	SP#2 Goals: TBD 1. Met: Attendance rate of 95% or above (Actual: TDB%) 2. Did not meet: Absenteeism (chronic) at % rate 3. Met: Dropout for middle school at zero rate SP#3 TBD #4 Goal met: 100% of students in Grades K-4 met the grade level mark in PE by the end of the school year. #5 Goal met: 100% of students in Grades 5-8 earned a passing grade of C or above in PE. #6 Physical Activity Plus Grant Program was not available for the 2015-16 and 2016-17, 2017-18, 2018-19 school years. SP#7 Did not meet: Less than 100% of K-8 students participated in daily "Brain Breaks" physical activities. Two variables contributed to this: 1) internet access became challenging as more technology arrived

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 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	in the classrooms and 2) MS classrooms on the second floor are not conducive for physical activities as they cause tremendous noise for the classrooms downstairs. SP#4 #8 Met goal: Suspension and expulsion at less than 1% #9 Goal met with 436 of Grades 2-8 and 147 TK-Gr1 students who participated with survey, representing 96% of the student body #10 Goal met with 98% 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 classes, Martial Arts, Visual Arts. 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. Some also feel that there are not enough opportunities for the younger grades TK-1 to participate in after-school activities on site.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

	PLANNED	ACTUAL
Actions/Services	Actions/Services *LAS Program Six Design Components:* ***Action 1:*** ***R= Research*** ***PD= Professional Development*** *Action 2:* *CD= Curriculum Design* *AA= Assessments and Accountability* *Action 3:*	R 1.1 Staff studied recent brain research in relation to socio-emotional and intellectual development, particular to LAS significant subgroups (ROPES- not in FY17 and FY18 , PBIS and SEL) R 1.2 Need to revisit research on the non-academic benefits of dual language immersion programs – i.e. cross cultural competencies, cross generational connections (work in progress)

	I= Instruction *SS= Support Structure* RESEARCH 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 PROFESSIONAL DEVELOPMENT 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	PD 2.1 Provided 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 (ROPES, PBIS – Implementation of a non-classroom setting system in cafeteria) 1) PBIS August 2015, 2016, 2017 and year round = Entire staff training 2) CASP October 2015, 2016, 2017, 2018 = SEL staff attended 3) CARS PLUS February 2016, 2017, 2018, 2019= SEL staff attended 4) Restorative Justice Conference, June 2017, 2018- SEL and staff attended 5) Responsive Classroom, June 2017 = Gr5 staff attended 6) Circle Up (Year round), 2017-19 = Entire staff training B. Performance task rubrics design and calibration, and multiple measures of achievement (work in progress) C. Staff received training on how to implement physical activities to stimulate attention and focus in the classroom (PE and ROPES- not this year) 1) PE teachers attended and presented at CAHPERDS Conference in March 2016, 2017, 2018 2.2 Hired highly qualified and credentialed Physical Education instructors to teach PE classes who received personal program design coaching from district mentor
Expenditures	BUDGETED (R: 1.1, 1.2 PD: 2.1, 2.2) $29,537	ESTIMATED ACTUAL (R: 1.1, 1.2 PD: 2.1, 2.2) $31,162

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	**LAS MISSION: #2 CONFIDENCE AND LIFE SKILLS** Develop and exhibit positive self-esteem, pride, confidence, and respect for themselves and others. Action/Services Implementation: Full implementation with all available resources (ROPES training not offered this year). There has been consistency in providing opportunities for staff instrumental in implementing actions delineated above to attend statewide conferences on their subject matter expertise. FY18 has been a year of school-wide agreements advancing SEL goals with full implementation of programs: 1) Restorative Justice, 2) Circle Up (For Staff), and 3) Second Step. FY19 is a continuation of FY18 with more in depth level of implementation and peer feedback and reflections.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Both the PE/Kinesiology Team and the SEL/PBIS Team have received ongoing training on how to keep improving their area of expertise. Moreover, all staff received and put in action the "Consequence Flow Chart" designed by the School Climate Committee. Collectively, this has translated to strong teaching and learning in the classrooms as well as schoolwide systematic coordination of addressing socio-emotional needs of students. There is still a need to develop a stronger program evaluation of this area.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Most of the differences reflect actual costs of various statewide conferences that staff attended this year.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	The stated action above remains the same for the upcoming school year. In addition, the SEL team would like to investigate the feasibility of parent trainings regarding issues such as self-harm and staff trainings in mental health first aide.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **2**

Actions/Services

PLANNED Actions/Services	ACTUAL
LAS Program Six Design Components: *Action 1:* *R= Research* *PD= Professional Development* ***Action 2:*** ***CD= Curriculum Design*** ***AA= Assessments and Accountability*** *Action 3:* *I= Instruction* *SS= Support Structure* 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 ASSESSMENTS AND ACCOUNTABILITY 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	CD 3.1 Incorporated socio-emotional strategies, LIFESKILLS goals, and PBIS and activities in unit and lesson design as well full implementation of the Second Step curriculum schoolwide. CD 3.2 Incorporated "Brain Break" into lesson planning; less participation of students in classroom located on the second floor of MS building; space not conducive to the activities due to excessive noise. AA 4.1 Consistent with LIFESKILLS recognition assemblies; invited families to all events. Schoolwide reinforcement with Manchas Jaguares has been effective particularly to primary grades. AA 4.2 Encouraged classroom and grade level incentives AA 4.3 Administered and analyzed yearly student survey Grades TK-8: 93% stated, "I like my school." Grades TK-8: 89% stated, "I feel safe at school." Grades TK-8: 59% stated, "My school is clean." AA 4.4 Post a sign outside each classroom door to highlight 100% attendance (K-Gr5) (Inconsistent; still work in progress) PE 4.5 Analyzed student achievement in Physical Education; historical PFT data analysis available. (Work in progress) Baseline for Grade 5 in HFZ

	4.4 Post a sign outside each classroom door to highlight 100% attendance (K-Gr5) 4.5 Analyze student achievement in Physical Education	(Data for each Grade 5 Cohort will be compared with their Grade 7)

FY2015 Gr 5 Cohort	TBD FY2017 Gr7 Cohort TBD
Aerobic Capacity 95.5%	
Body Composition 52.3%	
Abdominal Strength 65.9%	
Trunk Extension 70.5%	
Upper Body Strength 52.3%	
Flexibility 90.9%	

	BUDGETED	ESTIMATED ACTUAL
Expenditures	(CD: 3.1 AA: 4.1, 4.2, 4.3) $35,858	(CD: 3.1 AA: 4.1, 4.2, 4.3) $40,208

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	**LAS MISSION: #2 CONFIDENCE AND LIFE SKILLS** Develop and exhibit positive self-esteem, pride, confidence, and respect for themselves and others. Action/Services Implementation: Partial implementation due to the fact that the second floor of the middle school building does not lend itself to implementation of "Brain Breaks" video series as it causes too much noise for the bottom floor classrooms. In addition, there is still a need to be consistent in posting 100% perfect attendance banners outside classrooms. FY18 and FY19 has been a year of school-wide agreements advancing SEL goals with full implementation of programs: 1) Restorative Justice, 2) Circle Up (For Staff), and 3) Second Step. Moreover, the School Climate Committee oversees the implementation of the SEL Second Step Curriculum as it addresses bullying prevention, and common language and procedures for behavior expectations and problems solving.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Full implementation of the stated actions and services above is crucial in order to meet Goal 2. Investing on staff training in order to guarantee quality teaching and learning experiences that lead to students developing confidence and like skills will continue to be LAS priority to ensure program effectiveness.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Most of the differences reflect shift in allocation of professional development funding and instructional materials and supplies such as the Second Step materials purchase for full implementation in both General Education and SPED.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	The stated action above remains the same for the upcoming school year; student surveys indicate a need to revisit bullying and its consequences school wide.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **3**

	PLANNED	ACTUAL
Actions/Services	Actions/Services *<u>LAS Program Six Design Components:</u>* *Action 1:* *R= Research* *PD= Professional Development* *Action 2:* *CD= Curriculum Design* *AA= Assessments and Accountability* ***Action 3:*** ***I= Instruction*** ***SS= Support Structure***	I 5.1 Not consistent schoolwide; need to revisit this goal to integrate lessons on life skills and healthy life style choices during instruction; implementation of Second Step Curriculum. I 5.2 Ensured consistent opportunities for students to formulate and present their ideas during instruction and beyond with emphasis in CCSS implementation SS 6.1 Coordinated with Parent Council, Parent Association, Student Council groups for collective emphasis on strong attendance rate. In FY18, families participated in LAS Picture

	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 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 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	the Graduate Activity that solicited visions of the ideal LAS alum. FY19 parent meetings focused on the charter renewal process: goal setting and public presentations regarding program efficacy. SS 6.2 Published newsletter information on health, nutrition choices in relation to attendance (need to revisit this goal; work in progress) SS 6.3 Highlighted students' progress in After- school Education and Safety (ASES) Program and Enrichment classes via performances SS 6.4 Coordinated with Parent Council, Parent Association, Student Council groups for emphasis on practicing LIFESKILLS- i.e. respect and anti-bullying behavior SS 6.5 Ensured students' access to technology and communication venues such as school website, intercom and Blackboard, Remind app to encourage engagement in civic actions SS 6.6 Although there is a school wide promotion of healthy snacks, many fundraising events still served unhealthy choices. Student Council organizes a Health Fair to provide information on healthy life style choices. In FY19, Parent Council led the organization of this event. In May 2017, Parent Council established a metric for this goal: every event with food will have at least one offering of a healthy food choice. SS 6.7 Maintained a suspension and expulsion rate at less than 1% per year; this is an area of improvement.
Expenditures	BUDGETED (I: 5.1, SS: 6.1, 6.2, 6.3, 6.4, 6.5) $ 647,932	ESTIMATED ACTUAL (I: 5.1, SS: 6.1, 6.2, 6.3, 6.4, 6.5) $ 664,365

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	**LAS MISSION: #2 CONFIDENCE AND LIFE SKILLS** Develop and exhibit positive self-esteem, pride, confidence, and respect for themselves and others. Action/Services Implementation: Still work in progress; Partial implementation due to lack of coordinated and concentrated effort for all stakeholder groups to define "healthy lifestyle and nutritional choices" and create action plan based on it.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	If implemented fully, the delineated actions/services above have the potential to create a paradigm shift in LAS students' understanding of wellness and enduring life skills. This area is definitely still work in progress for the upcoming year.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Most differences involve staffing costs due to additional personnel per school enrollment growth, and salary schedule placements of new employees or reorganization of duties which changed staffing needs.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	In May 2017, Parent Council established a metric for Item 6.6 "Promote school-wide healthy snacks choices" goal and it is that at "every school event with food, there will have at least one offering of a healthy food choice." In FY19, this goal remains elusive since it is difficult to monitor for adherence to the stated goal.

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3	**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

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
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 Executive Officers (Grades 2-7) 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	SP#3 #1-4: All goals are met #5 and 7: These items are still work in progress and need program structures. In the past, Student Council and Action Civics student leaders organized schoolwide cleaning schedules for all classes. (Not applicable for FY19; will resume in the upcoming year). #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. In May 2017, MS students displayed their Actions Civics research at Actions Civics Event at CSU, Sacramento. #8 Goals met SP #4 Items 9 and 10: Goals met; 96% of TK-8 students participated in the student survey completion Item 11: Goal met; 93% of families would recommend LAS to other parents

-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

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

	PLANNED	ACTUAL
Actions/Services	Actions/Services *LAS Program Six Design Components:* ***Action 1:*** ***R= Research*** ***PD= Professional Development*** *Action 2:* *CD= Curriculum Design* *AA= Assessments and Accountability* *Action 3:* *I= Instruction* *SS= Support Structure* *RESEARCH*	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). In 2016-17, LAS has invested on creating a Google School status where students have school email addresses and a means to store and share their work. R 1.2 Need to design a community survey about community service projects (work in progress) 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 Life Skills PD 2.2 Need to reintroduce the concept to whole staff - directed

	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* *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*	participatory research. (FY19- LAS and SCOE Action Civics PD collaboration finished; not applicable)
Expenditures	BUDGETED (R: 1.2, PD: 2.1) $ 12,491	ESTIMATED ACTUAL (R: 1.2, PD: 2.1) $13,908

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated 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 Action/Services Implementation: Still work in progress; Partial implementation due to the need to still establish the logistics of ad-hoc task groups to tackle evaluation or progress monitoring of delineated action/services above.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	LAS has established Google School accounts for students and has the ultimate vision to the full potential of an electronic means to document student community activism and leadership endeavors. In FY18, LAS adopted an updated policy on technology use and social media to address emerging needs as the school expands its technological infrastructure. This has set necessary parameters for social media use, particularly for middle school students.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The minimal difference accounts for the estimated actual cost for the year.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	There are no updates for this section. LAS will continue to pursue delineated actions towards the stated goal.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **2**

	PLANNED	ACTUAL
Actions/Services	Actions/Services *<u>LAS Program Six Design Components:</u>* *Action 1:* *R= Research* *PD= Professional Development* ***Action 2:*** ***CD= Curriculum Design*** ***AA= Assessments and Accountability*** *Action 3:* *I= Instruction*	CD 3.1 Ensured curriculum includes leadership and critical thinking components. MS Environmental Science elective class has taken the leadership to establish the school's amazing garden. 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) AA 4.1 Administered yearly student survey

	SS= Support Structure *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* *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 4.2 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
Expenditures	BUDGETED (AA: 4.1, 4.3) $ 10,305	ESTIMATED ACTUAL (AA: 4.1, 4.3) $13,155

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated 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 Action/Services Implementation: Partial implementation; there is still a pending need to clearly identify means to document community service related instruction and student actions as well a way to measure its efficacy as reflected in the annual student survey.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Middle school staff has led the schoolwide focus on student action based leadership experiences.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The minimal difference accounts for the estimated actual cost for the year.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Continued action- The MS Environmental Science elective class along with various stakeholder groups have taken the lead to create an amazing school garden where the synthesis of academics and leadership has blossomed this year.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **3**

	PLANNED	ACTUAL
	Actions/Services	
Actions/Services	*LAS Program Six Design Components:* *Action 1:* *R= Research* *PD= Professional Development* *Action 2:* *CD= Curriculum Design* *AA= Assessments and Accountability* ***Action 3:*** ***I= Instruction*** ***SS= Support Structure***	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 SS 6.1 Coordinated with Parent Council, Parent Association, Student Council groups for collective emphasis on stakeholders active participation in school SS 6.2 TBD

	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* *SUPPORT STRUCTURE* *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*	SS 6.3 Ensured students' access to technology and communication venues such as the school website and Blackboard 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 participated in Student Council sponsored activities
Expenditures	BUDGETED (I: 5.3, SS: 6.1, 6.2, 6.3, 6.5) $16,000	ESTIMATED ACTUAL (I: 5.3, SS: 6.1, 6.2, 6.3, 6.5) $24,433

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated 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 Action/Services Implementation: Full implementation with all available resources. LAS reached a milestone this year in establishing its technology infrastructure goal of 1:1 computer devise for students in grades 2-8 and classroom teaching and learning experiences have been tremendously changed with greater enthusiasm and curiosity.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Because technology infrastructure is still new, a statement of the overall effectiveness of this action would be too preliminary. Consequentially, however, there is an emerging need for creating system-wide behavior expectations re: technology usage in class. Students, however, continue to expand their leadership skills through various schoolwide events, including participating in schoolwide cleaning efforts.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Most of the differences reflect the slight increase in technology devise purchases as well as infrastructure set ups such as server replacement and IT consultant support for state assessment set up in the classrooms.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	LAS will continue to pursue the stated action/services as stated above.

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4	**LAS MISSION: #4 LAS SCHOOLWIDE GOALS** School-wide implementation of key infrastructures to support fulfillment of LAS mission

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

ACTUAL

SP#5

Item 1: Nearly met; 76% of families completed the annual survey. Of the 76% submitted: 66% paper survey and 10% online.

Item 2: 93% of families stated that they would recommend the school to others.

Item 3: Met goal

Item 4: Partial implementation. (Reading Buddies is no longer being implemented)

Parent Volunteer Hours:

	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Total No. of Volunteer Hours Reported	**5,075**	4,931	3947	2948	3144
Number of LAS Families	**410**	395	374	361	347
% Families with No Hours	**49%**	38	44	48	48
% Families with Some Hours	**28%**	33	29	26	38
% Families that Met 20 Hours	**23%**	29	27	25	14

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

The trends on volunteerism:

- Total volunteer hours increased - to be expected as our number of families increase
- Families with No Hours have gone up
- Families who met hours or have some hours has gone down!

Governing Board Elections Voter Participation:

2014-15:

(Goal 80% or above) Did not meet goal 8/2015: 69% 10/2015: 47%

2015-16:

(Goal 85% or above) Did not meet goal; Improved 5/2016: 70% 6/2016=74%

Goal 16-17:

(Goal 90% or above) Did not meet goal; 6/2017 = 62%

Goal 17-18:

(Goal 90% or above) Did not meet goal; 5/2018 = 57%

(Goal 90% or above) Did not meet goal; 5/2019 = *76% (*Highest record)

Item 5:

80% or more of families will show a survey response indicating satisfaction with student(s) progress (Historically at 93% or above)

2014-15 (Goal 80% or above)

Q: Satisfied with Spanish Progress: Met goal 95%

Q: Satisfied with English Progress: Met goal 92%

Q: Satisfied with development in Critical Thinking: Met goal 91%

Q; Satisfied with development in Creative Thinking: Met goal 83%

2015-16 (Goal 85% or above)

Q: Satisfied with Spanish Progress: Met goal 96%

Q: Satisfied with English Progress: Met goal 93%

Q: Satisfied with development in Critical Thinking: Met goal 95%

Q: Satisfied with development in Creative Thinking: Met goal 92%

2016-17 (Goal 90% or above)

Q: Satisfied with Spanish Progress: Met goal 97%

	Q: Satisfied with English Progress: Met goal 98% Q: Satisfied with development in Critical Thinking: Met goal 98% Q: Satisfied with development in Creative Thinking: Met goal 99% **2017-18 (Goal 90% or above)** Q: Satisfied with Spanish Progress: Met goal 97% Q: Satisfied with English Progress: Met goal 93% Q: Satisfied with development in Critical Thinking: Met goal 97% Q: Satisfied with development in Creative Thinking: Met goal 96% LCAP Year 5: 2018-2019 **(Goal 90% or above)** Q: Satisfied with Spanish Progress: Met goal 96 % Q: Satisfied with English Progress: Met goal 95% Q: Satisfied with development in Critical Thinking: Met goal 96% Q: Satisfied with development in Creative Thinking: Met goal 98% SP#6 All three goals are met SP#7 All three goals are met; LAS is researching current state adopted curriculum for Social Studies, Science, and ELD (#11- LAS has not revisited UbD implementation) SP#8 All three goals are met; LAS is looking into the core building improvement for the upcoming year FY20

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

	PLANNED	ACTUAL
Actions/Services	Actions/Services *LAS Program Six Design Components:* ***Action 1:*** ***R= Research***	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

PD= Professional Development *Action 2:* *CD= Curriculum Design* *AA= Assessments and Accountability* *Action 3:* *I= Instruction* *SS= Support Structure* 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 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 accountability and assessment training from CDE and charter organizations 2.4 Faculty receives on-going training on EL teaching methodology	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 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 assessment training from CDE and charter organizations PD 2.4 Need to revisit training on EL teaching methodology; Provided ELD and ELPAC professional development in FY19 PD 2.5 Implemented an extensive professional development: -Data analysis -CCSS Math and ELA -Expository Reading and Writing Course (ERWC) (did not have training in 2016-17) -Designing CCSS redefined rubrics, and differentiation -ROPES (did not have training in 2016-17) -MAP Math -Writer's Workshop -Reader's Workshop -School Climate Committee (PBIS)

	2.5 Implement an extensive professional development: -Data analysis -CCSS -Expository Reading and Writing Course (ERWC) -Designing CCSS redefined rubrics, and differentiation -ROPES -PBIS/School Climate Committee -Writer's Workshop -Reader's Workshop	
Expenditures	BUDGETED (R: 1.1, 1.2, 1.3 PD: 2.1, 2.3, 2.4, 2.5) $18,941	ESTIMATED ACTUAL (R: 1.1, 1.2, 1.3 PD: 2.1, 2.3, 2.4, 2.5) $21,983

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	**LAS MISSION: #4 LAS SCHOOLWIDE GOALS** School-wide implementation of key infrastructures to support fulfillment of LAS mission Action/Services Implementation: Full implementation with all available resources (Note FY18 and FY19): ERWC and ROPES PD training were not offered this year due to the focus on Writers Workshop implementation initiative.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	LAS effectively implemented the actions/services noted above and this is evident based on the consistent academic growth as evidenced by the external and internal accountability data stated in Goal 1. In FY18, one area of need is regarding the internet use dependability school-wide, particularly, during heavy use such as state online examination months. During FY19 CAASPP testing, internet connectivity was not as much of an issue as the fact that there are technology devices (i.e. MS laptops) that are old and need to be replaced.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Differences reflect estimated actual costs for this action/service item; high variance on the technology line item are mainly driven by two factors: 1) purchase of a new internet server for the school and 2) increased IT consultant support to set up classroom based, as opposed to one-centralized laboratory, CAASPP testing in the spring.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	LAS will continue to pursue the stated action/services as stated above.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **2**

	PLANNED	ACTUAL
Actions/Services	Actions/Services *<u>LAS Program Six Design Components:</u>* *Action 1:* *R= Research* *PD= Professional Development* ***Action 2:*** ***CD= Curriculum Design*** ***AA= Assessments and Accountability*** *Action 3:* *I= Instruction* *SS= Support Structure* CURRICULUM DESIGN 3.1 Integrate CCSS in yearlong backwards planning	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 year for Grades TK-8. CD 3.2 Ensured use of state approved standards based materials. Expanded budget for classrooms libraries. 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, and teacher performance. There is a need to revisit the surveys to address facilities.

	3.2 Ensure use of state approved standards based Materials ASSESSMENTS AND ACCOUNTABILITY 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	
Expenditures	BUDGETED (CD: 3.1, 3.2 AA: 4.1) $38,466	ESTIMATED ACTUAL (CD: 3.1, 3.2 AA: 4.1) $30,990

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	**LAS MISSION: #4 LAS SCHOOLWIDE GOALS** School-wide implementation of key infrastructures to support fulfillment of LAS mission Action/Services Implementation: Full implementation with all available resources.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Effective implementation of actions/services on this item has contributed to the overall growth in academic achievement for students this year, evident of DRA/EDL data. Consequently, teachers have increased collaboration and articulation about student reading levels and writing proficiency. Moreover, LAS continues to thrive as a learning community as it solicits feedback from its stakeholders on an annual basis.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Most of the differences on this category reflect budget items such as purchase of General Ed adopted textbooks and core curriculum materials, instructional materials and supplies, office supplies as well as SPED textbook purchases. ??
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	LAS will continue to implement the actions/services delineated above. It will also expand school surveys to include more specific questions regarding facilities for the future.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **3**

	PLANNED	ACTUAL
Actions/Services	Actions/Services *LAS Program Six Design Components:* *Action 1:* *R= Research* *PD= Professional Development* *Action 2:* *CD= Curriculum Design* *AA= Assessments and Accountability* ***Action 3:*** ***I= Instruction*** ***SS= Support Structure*** INSTRUCTION	I 5.1 Need to review how to integrate CCSS into implementing Understanding by Design (UbD) principles in curriculum/instruction planning (not applicable) SS 6.1 Coordinated with Parent Council, Parent Association, and Student Council groups for collective emphasis on stakeholders' active participation in school. SS 6.2 Published list of differentiated opportunities for parent involvement, including attending the parent workshops at the end of the year in preparation for their child's upcoming grade level; provided PIQUE training for interested families in the fall of 2017 and PIQUE inspired LAS Parent Academy for interested families in the fall of 2018.

	5.1 Implement Understanding by Design (UbD) principles in curriculum/instruction planning (TBD per availability) SUPPORT STRUCTURE 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 9th grade. 6.8 Ensure technology infrastructure is compatible with CCSS implementation needs	SS 6.3 Designated time for parent representatives to meet with school leadership for feedback SS 6.4 School leaders conducted regular walk through of facilities SS 6.5 Need consistent Facilities Committee annual facilities checklist survey (work in progress) SS 6.6 Middle school faculty conducted its annual Senderos al Éxito (SALE) Parent Meetings that support LAS graduates' transition to high school programs (Name of event has been changed) SS 6.7 LAS conducted articulation meetings with local high schools to ensure smooth LAS graduates transition to 9th grade. SS 6.8 Continued 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. Previous years- Expanded schoolwide bandwidth to double capacity to meet usage needs. Current year- purchase of new server for school and IT support for virus clean up; Established Google school accounts.
Expenditures	BUDGETED (I: 5.1, SS: 6.1, 6.5, 6.6, 6.7, 6.8) $ 2,241,993	ESTIMATED ACTUAL (I: 5.1, SS: 6.1, 6.5, 6.6, 6.7, 6.8) $ 1,439,464 (Title 1: $500, OC: 5804)

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	**LAS MISSION: #4 LAS SCHOOLWIDE GOALS** School-wide implementation of key infrastructures to support fulfillment of LAS mission Action/Services Implementation: Partial implementation; there is a need to establish a formal facilities checklist for evaluation purposes.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Seven out of the nine actions/services stated above was fully implemented and have been effective in moving toward meeting Goal 4.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The major differences reflect the changes in budgeting allocation from previous year's LCAP to the end of the year-estimated actuals. The actuals include all other instrumental personnel including classified staff (ie. Yard duty and SPED support): salaries and compensations, which were not previously accounted for on this action/service item. There was also a big variance for technology both for equipment (4000 series) and IT consultant support (5000 series). This is due to a purchase of a new server and IT support for CAASPP state testing in the classrooms and virus removal for devices. Lastly, there was a general underestimation on books and instructional materials expenses as well as printing and reproduction and equipment leases expenses that needed to be reconciled for the end of the year.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	LAS will continue to implement the stated actions/services above with hope to meet expectations of Goal 4.

Stakeholder Engagement

LCAP Year	☐ 2017–18 ☒ 2018–19 ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

TOPIC: LAS Charter Mission, State Priorities, Local Control and Accountability Plan (LCAP) and Federal Addendum Cycle 1: 2014-17, Cycle 2: 2017-2020

WHAT – WHEN - WHERE: ITEM 1: LAS Community Survey Distribution March 11 –May 9, 2019 LAS

ITEM 2: LCAP available on LAS Website for Feedback By June 10, 2019 online at: www.lasac.info

LCAP Stakeholder Outreach and Consultation Dates 2018-2019:

Stakeholder Group Date Governing Board Meetings and Retreat 2018: 8/31 , 9/8, 9/28, 10/26, 11/30, 12/14 2019: 1/25, 2/22, 3/22, 5/7, 5/28, 6/21
Parent Council Meetings/PC Executive Group 2018: 9/5, 10/1, 11/5, 12/3 2019: 1/14, 2/4, 3/4, 4/8, 5/6
Parent Association Meeting and ELAC Workgroups 2018: 9/12, 10/10, 11/7, 12/12 2019: 2/13, 3/13, 4/10, 5/8
ELAC Meeting and School Site Council Meetings 2018: 11/30 2019: 2/26, 3/22
Staff Meeting and PD Meetings 2018: 9/28, 10/4, 10/19, 11/9, 11/30, 12/7 2019: 1/18, 2/1, 2/15, 3/8, 4/5, 5/3, 6/4
CDT Committee Meetings 2018: 9/6, 10/4, 11/1, 12/6 2019: 2/7, 3/7, 4/4, 5/2, 6/6

ITEM 3: LAS Public Hearing Public comments are welcome at all monthly Governing Board Meetings
Tuesday, May 28, 2019 and June 21, 2019 @ 5:30PM LAS - 2850 49th Street, Sacramento, CA 95817

For more information call: 916.277.7137

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

LAS community's LCAP work has definitely become more in-depth with each passing year both at the participation level and the collective knowledge level. LAS established its School Site Council (SSC) in the fall of 2018 and conducted meetings in preparation for its federal program monitoring in the spring. LAS continued its structure from the previous years 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 and learning 5 Key Learning Points to share, discuss, and problem solve with various stakeholders during stakeholder meetings. After each session, participants completed "What I Know" and "What I Want to Know" form. Data from these forms was presented at board meetings has provided the board discussion regarding LCAP updates as well as charter renewal work.

The following lists the milestones of LAS LCAP work for 2018-19:

1) Stakeholders received baseline data regarding student achievement in English from the CAASPP SBAC results in spring 2018. With spring 2018 CAASPP results, LAS had four 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) LAS is currently researching the statewide trends in terms of the correlation between English learners SBAC performance and the new language exam ELPAC. This is a critical task in fine tuning redesignation criteria for students, particularly for those in the upper grades.
3) LAS teaching staff has created support structures and/or task forces in order to advance the school's internal accountability goals.
    a. Homework expectations school-wide
    b. Designing schoolwide implementation plan for DRA/EDL– a reading assessment. There is also a need to fine tune assessment agreements for students in Gr6-Gr8 and exploration of a more efficient reading tests (i.e. computer adaptive MAP) for the older students.
    c. Designing schoolwide implementation plan for writing assessment.
4) 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.
5) 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.
6) As of June 2019, LAS has collected 379 (Yr1: 88, Yr2: 94, Yr3: 88, Yr4: 47, and Yr5: 62) "What I Know" and 341 (Yr1: 108, Yr2: 75, Yr3: 36, Yr4: 43 and Yr5: 78) "What I Want to Know" statements. Thus far, 720 total comments have been verified and responded to. Also, the document compiling all of this information has been shared to the public both in English and in Spanish via monthly board meetings and LAS website.
7) 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.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEAs goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal This section will reflect the new LAS goals as stated in the LAS Charter Petition (2019-2024) approved on March 21, 2019.

Goal 1: ACADEMIC PERFORMANCE - LAS Goals: G3. High Achievement in Language Arts: English (ELA) and Spanish (SLA); G4. High Achievement in Mathematics; and G5. Upward Trajectory of EL Progress Towards Reclassification (RFEP) Status *(Note: The two subgroups (EL and RFEP) must be analyzed in tandem for accurate depiction of progress)*

State and/or Local Priorities Addressed by this goal:

State Priorities: **1. Basic; 2. Implementation of Standards;** 3. Parent Involvement; **4) Pupil Achievement;** 5) Pupil Engagement; 6) School Climate; 7) Course Access; **8) Other Student Outcomes**
Local Priorities:

Identified Need:

There is a need to continue to increase student achievement on the External Accountability (SBAC) and Internal Accountability (LAS) measures.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	Year: 2019-20
ELA Maintain End of Stage 3 (Gr8) SBAC ELA performance data to be at comparable/ competitive trajectory: Schoolwide and for numerically significant subgroups	**ELA** **External Accountability:** **By the End of Stage 3 Gr8 achievement goals:** G3.0 SBAC % of students who met/exceeded ELA standards- G3.0A All Students: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from Gr5 SBAC ELA baseline	**ELA** **External Accountability:** **By the End of Stage 3 Gr8 achievement goals:** G3.0 SBAC % of students who met/exceeded ELA standards- G3.0A All Students: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from Gr5 SBAC ELA baseline

Annual review of SPED program student IEP profiles will reflect goal data	G3.0B Subgroups: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC ELA baseline G3.0C All Students and Subgroups: By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be comparable/higher than the state, district, and neighboring schools G3.1 SBAC Difference from Met (DFM) points in ELA: G3.1A All Students: By the End of Stage 3 Gr8, the Gr8 cohort will show positive growth in DFM points from their Gr6 cohort baseline data G3.1B Subgroups: By the End of Stage 3 Gr8, the Gr8 cohort subgroups will show positive growth in DFM points from their Gr6 cohort baseline data **Internal Accountability:** G3.2 LAS Benchmark DRA/EDL- G3.2A All Students: By End of Stage 2 Gr6, 70% or more of Gr6 students will show growth from the beginning of the year to the end of year reading assessment data in English and Spanish G3.2B Subgroups: By End of Stage 2 Gr6, 70% or more of Gr6 student subgroups will show growth from the beginning of the year to the end of year reading assessment data in English and Spanish G3.3 SWD Subgroup LAS IEP Student Goals- Students with disabilities will meet at least 80% of IEP goals as determined by annual IEP meetings.	G3.0B Subgroups: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC ELA baseline G3.0C All Students and Subgroups: By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be comparable/higher than the state, district, and neighboring schools G3.1 SBAC Difference from Met (DFM) points in ELA: G3.1A All Students: By the End of Stage 3 Gr8, the Gr8 cohort will show positive growth in DFM points from their Gr6 cohort baseline data G3.1B Subgroups: By the End of Stage 3 Gr8, the Gr8 cohort subgroups will show positive growth in DFM points from their Gr6 cohort baseline data **Internal Accountability:** G3.2 LAS Benchmark DRA/EDL- G3.2A All Students: By End of Stage 2 Gr6, 70% or more of Gr6 students will show growth from the beginning of the year to the end of year reading assessment data in English and Spanish G3.2B Subgroups: By End of Stage 2 Gr6, 70% or more of Gr6 student subgroups will show growth from the beginning of the year to the end of year reading assessment data in English and Spanish G3.3 SWD Subgroup LAS IEP Student Goals- Students with disabilities will meet at least 80% of IEP goals as determined by annual IEP meetings.
SLA *At least a 5% increase* in Spanish grade level percentage of EDL/ Spanish benchmark by	**SLA** EDL Spanish reading data by End of Stage 2 (Gr6): 75% at grade level	**SLA** *LAS Mission: BILITERACY- Spanish language proficiency*

End of Stage 2 (Gr6) annually Gr8 College Board Tests in Spanish comparative performance data to College Board average score *(Gr8 College Board Spanish test data)*	Gr8 Diagnostic SAT Subject Test in Spanish/ AP Spanish Test: Comparable data with College Board average score	
MATH Maintain End of Stage 3 (Gr8) SBAC Math performance data to be at comparable/ competitive trajectory: Schoolwide and for numerically significant subgroups Once baseline is established, monitoring all student and subgroup growth during the year (MAP Math)	**MATH** **External Accountability:** **By the End of Stage 3 Gr8 achievement goals:** G4.0 SBAC % of students who met/exceeded Math standards- G4.0A All Students: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from Gr5 SBAC Math baseline G4.0B Subgroups: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC Math baseline G4.0C All Students and Subgroups: By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be comparable/higher than the state, district, and neighboring schools G4.1 SBAC Difference from Met (DFM) points in Math: G4.1A All Students: By the End of Stage 3 Gr8, the Gr8 cohort will show positive growth in DFM points from their Gr6 cohort baseline data G4.1B Subgroups: By the End of Stage 3 Gr8, the Gr8 cohort subgroups will show positive growth in DFM points from their Gr6 cohort baseline data	**MATH** **External Accountability:** **By the End of Stage 3 Gr8 achievement goals:** G4.0 SBAC % of students who met/exceeded Math standards- G4.0A All Students: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from Gr5 SBAC Math baseline G4.0B Subgroups: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC Math baseline G4.0C All Students and Subgroups: By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be comparable/higher than the state, district, and neighboring schools G4.1 SBAC Difference from Met (DFM) points in Math: G4.1A All Students: By the End of Stage 3 Gr8, the Gr8 cohort will show positive growth in DFM points from their Gr6 cohort baseline data **Internal Accountability:** G4.2 LAS MAP Math- New; First year implementation. LAS will establish baseline goals in 2019

	Internal Accountability: G4.2 LAS MAP Math- New; First year implementation. LAS will establish baseline goals in 2019 G4.2A All Students: To be determined G4.2B Subgroups: To be determined G4.3 SWD Subgroup LAS IEP Student Goals- Students with disabilities will meet at least 80% of IEP goals as determined by annual IEP meetings.	G4.2A All Students: To be determined G4.2B Subgroups: To be determined G4.3 SWD Subgroup LAS IEP Student Goals- Students with disabilities will meet at least 80% of IEP goals as determined by annual IEP meetings.
ELL Maintain End of Stages (1, 2, and 3) English learner dual language program academic growth trajectory, including End of Stage 3 (Gr8) 5% increase reclassification rate annually *(Statewide assessment 100% participation rate goal; RFEP rate and EL annual growth progress percentages)*	ELL Based on the LAS Biliteracy Grade Span Progression Measurable Outcomes- External Accountability: *Establish new baseline based on ELPAC after 2yrs of implementation* Stage 1: Emerging Biliteracy (K-3) Stage 2: Expanding Biliteracy (4-6) Stage 3: Full Biliteracy (7-8)	**ELL** **External Accountability:** G5.0 Cohort reclassification rate of 70% or higher by the End of Stage 3 Gr8. (See EL and RFEP applicable goals above: 3.0B, 3.0C, 3.1B, 3.2B and 4.0B, 4.0C, 4.1B, 4.2B) **Internal Accountability:** G5.1 LAS Reading Benchmark- By End of Stage 2, 70% or more of Gr6 EL students will show growth from the beginning of the year to the end of the year reading assessment data G5.2 LAS MAP Math- New; First year implementation. LAS will establish baseline goals in 2019 for EL subgroup and RFEP subgroup

Planned Actions/Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	

OR

For Actions/Services included as contributing to meeting the Increased and Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
EL, FY, LI		

Actions/Services

2019-20
Select from New Action, Modified Action, or Unchanged:
New Action

Continue to monitor student progression towards biliteracy, including development of academic English proficiency of English learners using SBAC and ELPAC indicators Analyze ELA achievement data by schoolwide, grade level and subgroups Continued study on most recent bilingual immersion research and its efficacy for students, particularly the identified subgroups *Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments*
Continue administration of Spanish language assessment in reading (K-8) and in math (2-4) Continue administration of Gr8 diagnostic College Board exams in Spanish
Analyze Math achievement data by schoolwide, grade level and subgroups Continued study on most recent bilingual immersion research and its efficacy for students, particularly the identified subgroups

Analysis of schoolwide and subgroup data from MAP Math Benchmark *Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments*
ELL Continue to monitor student progression towards biliteracy, including development of academic English proficiency of English learners using SBAC and ELPAC indicators
Keep updated teacher credential status to ensure all teaching personnel are highly qualified and properly credentialed All core subjects instruction are based on Common Core State Standards Subgroups: Provide identified additional support for subgroups as identified by achievement data- i.e. technology assistance, other support materials School Leadership and the Curriculum Design Team will continue Professional Development trainings that deepen staff understanding of state standards and its efficacy in addressing the progress of English learners. Continue expanded learning opportunities or interventions will be available to identified subgroup needs: Before, after school, winter, or summer session

Budget Expenditures

Amount	$ 4,154,938; Title 1: $116,081 (OC:1100); $5,600 (OC:1101); $17,220 (OC:1920) and Title 2: $15,000 (OC:5863)
Source	EPA, LCFF Base, LCFF Supplemental & Concentration, Title 1, 2 and 4
Budget References (Object Code)	1000-3000, 5000 series

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEAs goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal **This section will reflect the new LAS goals as stated in the LAS Charter Petition (2019-2024) approved on March 21, 2019.**
Goal 2: ACADEMIC ENGAGEMENT – LAS G1. Low Chronic Absenteeism and High Attendance Rate

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of Standards; 3. Parent Involvement; 4) Pupil Achievement; **5) Pupil Engagement;** 6) School Climate; **7) Course Access;** 8) Other Student Outcomes
Local Priorities:

Identified Need:

Although LAS has an exemplary historical data with an average of 97% attendance rate and chronic absenteeism at about 3%, the school is seeing a slight drop in attendance in FY19.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	Year: 2019-20
All Students: Schoolwide attendance rate of 95% or above Identified subgroups rate within 2% margin of schoolwide attendance *(Annual attendance rate)* All Students: Chronic Absenteeism rate of less than 3% Identified subgroups rate within 2% margin of schoolwide low chronic absenteeism rate *(Annual chronic absenteeism rate)* Middle school dropout rate at less than 1% *(Annual middle school dropout rate* *Annual student survey data)*	FY17, FY18, FY19 Historical Data: All Students: Attendance rate Actual: 97%, 97% and 96%, respectively Subgroups: 1) Latino: 97.4% and 97.3% 2) EL: 97.2% and 97.2% 3) SED: 97.2% and 97.2% 4) SWD: 97% and 97.1% Absenteeism (chronic) at 2.9% and 3.2% rate, respectively Subgroups FY2018: 1) Latino: 3.3% 2) EL: 3.4% 3) SED: 3.6% 4) SWD: 2.7% Dropout for middle school at zero rate	G1.0 Attendance rate of 95% or above G1.1 LAS subgroups attendance rate will be within a 2% margin from the schoolwide attendance goal. All Students: Chronic Absenteeism rate of less than 3% Identified subgroups rate within 2% margin of schoolwide low chronic absenteeism rate Middle school dropout rate at less than 1% *(Annual middle school dropout rate)*

Planned Actions/Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	

OR

For Actions/Services included as contributing to meeting the Increased and Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
EL, FY, LI		

Actions/Services

2019-20
Select from New Action, Modified Action, or Unchanged:
New Action

Continue to closely monitor student attendance trends: schoolwide and for identified subgroups (via Illuminate SIS) Continue coordinated effort with Parent Council, Parent Association, Student Council groups for collective emphasis on strong attendance rate Continue close monitoring of subgroups and areas of need via MTSS process Wrap around health and mental health supports provided to subgroups with identified need Continued support and training for Bully Prevention and Conflict Resolution and nuances of underlying effect of privilege, oppression, and micro-aggression Continue review of annual student survey data for improvement areas

Budget Expenditures

Amount	$ 542,744

Source	EPA, LCFF Base, LCFF Supplemental & Concentration
Budget References (Object Code)	2000 and 5000 series

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEAs goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal **This section will reflect the new LAS goals as stated in the LAS Charter Petition (2019-2024) approved on March 21, 2019.**

Goal 3: CONDITIONS AND CLIMATE – LAS: G2. Low Suspension Rate; G6. High Satisfaction Data from Climate Survey

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. **Basic;** 2. Implementation of Standards; **3. Parent Involvement; 4) Pupil Achievement; 5) Pupil Engagement; 6) School Climate;** 7) Course Access; 8) Other Student Outcomes
Local Priorities:

Identified Need:

Recent enrollment growth has created a need for a more structured systems of support to ensure an optimal learning environment where students feel safe, connected, and ready to learn.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	Year: 2019-20
All Students: Suspension rate goal of 2% or less Identified subgroups rate within 2% margin of schoolwide suspension rate (*Annual suspension rate)*	FY17, FY18 and FY19: Suspension rate = 1.9%, less than 1%, and 1.2%, respectively Subgroups FY2018: 1) Latino: 0.7% 2) EL: 0% 3) SED: 0.9% 4) SWD: 2.7% Expulsion rate= 0% for both years	G2.0 Suspension rate lower than 2% G2.1 LAS subgroups suspension rate will be within a 2% margin from the schoolwide low suspension goal.

	Identified subgroups rate within 2% margin of schoolwide suspension rate	
Stakeholder survey participation goal: maintenance of 90% and above current rate and incremental 5% increase for family survey completion *LAS: Stakeholder Satisfaction* *(Annual stakeholder survey data)*	FY17 and FY18: Stakeholder survey participation: Student: 95% and 93%, respectively Families: 69% and 67%, respectively Staff: 95% and 98%, respectively	*High participation rate* G6.0 Student Annual Survey Data: 90% or higher of students will agree with the statement, "I like my school." G6.1 Family Annual Survey Data: 90% or higher of families will agree with the statement, "I would recommend the school to others." G6.2 Staff Annual Survey Data: 90% or higher of staff will agree with the statement, "I would recommend the school to others."
LAS: Volunteerism *LAS: Voter participation*	FY17 and FY18: Total volunteer hours are 3947 and 4930.5, respectively FY17 and FY18: 56% and 62% of families with some/met 20 hours of volunteer, respectively FY17 and FY18: 62% and 57%, governing board voter participation rate, respectively	Maintain or increase current data of annual total number of volunteer hours *(LCAP reported items:* *Annual total number of volunteer hours)* Maintain or increase current percentage of voter participation in governance elections *(LCAP Reported Items: Annual percentage of voter participation in governance elections)* Governance membership lists and representations

Planned Actions/Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement

Students to be Served:	**Location(s):**

(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	

OR

For Actions/Services included as contributing to meeting the Increased and Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
EL, FY, LI		

Actions/Services

2019-20
Select from New Action, Modified Action, or Unchanged:
New Action

Continue high level of student engagement academically and socio-emotionally Continue to closely monitor student suspension trends: schoolwide and for identified subgroups Continue close monitoring of subgroups and areas of need via MTSS process Continue to closely monitor student expulsion trends: schoolwide and for identified subgroups
Continue administering stakeholder survey data annually and monitor for areas of improvement

Budget Expenditures

Amount	$ 1,413,948; Title 1: $25,000 (OC:4100); $39,060 (OC:4200); $1,000 (OC:5800)
Source	EPA, LCFF Base, LCFF Supplemental & Concentration, Title 1, 2 and 4
Budget References (Object Code)	4000 and 5000 series

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year	☐ 2017–18 ☐ 2018–19 ☒ 2019–20

Estimated Supplemental and Concentration Grant Funds:	$ 1,156,191	Percentage to Increase or Improve Services:	24.30%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Based on SBE formula calculator, LAS's FY20 LCFF Supplemental Grant is projected to be $ 765,561 and $ 390,630 for estimated concentration component. The increase in Supplemental and Concentration funds are being utilized as follows, organized within the LAS EDUCATIONAL PROGRAM: SIX DESIGN COMPONENTS (C:1-6) and new for FY20, under the CA Dashboard categories of: 1) Academic Performance (AP), 2) Academic Engagement (AE), and 3) Conditions and Climate (CC).

Research (C.1) and Professional Development (C.2) 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.

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. These recent years, LAS has established an internal accountability measure for reading: DRA and EDL in order to do a better job in monitoring the literacy progression of all students TK-8. This year, LAS implemented an online math benchmark assessment to monitor student content mastery mid-year progress and provide timely interventions, particularly those from unduplicated student groups: EL, SED, Foster Youth.

Instruction (C.5) and Support Structure (C.6) At the core of LAS Program Design are quality of the instructional team and the support structure to ensure student success - Personnel: *Classified and certificated staff, Education Specialists, Intervention teachers, Intervention Coordinator, Counseling, Translation services,* Technology (devises, equipment, infrastructure), ELD trainings, ELD resources, Pre-summer program, Extended learning or tutoring, release time for staff PD.

FY20 budget projection includes object codes which focus on increasing/improving services for unduplicated pupils (1000-5000 series). Below are subtotals of these object codes delineated within the three CA Dashboard categories mentioned above: 1) Academic Performance = $201,019, 2) Academic Engagement = $248,601, and 3) Conditions and Climate = $706,571. Together, these subtotals amount to the estimated supplemental and concentration grant of $1,156,191.

The End