



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

Local Control and Accountability Plan (LCAP)

ANNUAL UPDATE 2015-16 DRAFT v.5.5.16

TABLE OF CONTENTS (Pagination is not yet updated)

SECTION 1: Stakeholder Engagement		08
SECTION 2: Goals, Actions, Expenditures and Progress Indicators		13
LAS Mission #1: Biliteracy	Year 1	16
	Year 2	20
	Year 3	24
LAS Mission #2: Confidence & Life Skills	Year 1	29
	Year 2	32
	Year 3	35

LAS Mission #3: Leadership & Critical Thinking Skills	Year 1	38
	Year 2	41
	Year 3	44
LAS Mission #4: Schoolwide Goals	Year 1	47
	Year 2	50
	Year 3	54
ANNUAL UPDATE		57
LAS Mission #1: Biliteracy	Year 1	58
LAS Mission #2: Confidence & Life Skills	Year 1	66
LAS Mission #3: Leadership & Critical Thinking Skills	Year 1	71
LAS Mission #4: Schoolwide Goals	Year 1	76
SECTION 3: Supplemental and Concentration Grant Funds and Proportionality		82

Annual Update (Year 2: 2015-16)

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

Guiding Questions:

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

LAS LCAP Color Codes:

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

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

Original GOAL from prior year	LAS MISSION: #1 BILITERACY Students will utilize bilingual (Spanish and English) academic knowledge and skills in real-world	Related State and/or Local Priorities: 1__ 2_x 3__ 4_x 5__ 6__ 7__ 8_x
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LCAP:	situations and diverse settings.	COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: Charterwide Applicable Pupil Subgroups:	All: EL, RFEP, LI, SWD
Expected Annual Measurable Outcomes:	<p>PREMISES FOR DATA ANALYSIS (PDA)</p> <ol style="list-style-type: none"> 1. LAS will study the new state API targets for school wide and LAS significant subgroups and create a baseline 2. LAS will establish new baseline goals upon the official implementation of the new state assessments: Smarter Balanced Tests and English Language Proficiency Assessments (ELPAC) 3. LAS will use the 2014-2015 data as the growth baseline to align with the first year administration of the Smarter Balanced Tests 4. End of Gr 5 standardized test in English data will serve as baseline for Gr 6 -8 students' progress 5. End of Grade Level Span CELDT goals will be assessed in the fall of the following year-baseline year 6. Students who do not reach grade level benchmarks receive academic intervention, targeting skills and strategies necessary to meet this goal. <p>SP#1: Student achievement and biliteracy for all students Based on the LAS Biliteracy Grade Span Progression Measurable Outcomes – EXTERNAL Accountability (See LAS Charter page 59, Figure: 28) STAGE 1: Emerging Biliteracy (Gr K-3) STAGE 2: Expanding Biliteracy (Gr 4-6) STAGE 3: Full Biliteracy (Gr 7-8)</p>	<p>Actual Annual Measurable Outcomes:</p> <p>PDA #1-4 TBA as the state defines new accountability measures and the first data for SBAC testing results is released.</p> <p>#1-2 TBA per State Guidelines</p> <p>#3-4 LAS LCAP Baseline Data: CAASPP Spring 2015 Results Percentage of Students Meeting/Exceeding Standard</p> <p>School-wide ELA: 27% Significant Subgroups ELA: Latino: 25% Students with Disability (SWD): 0% Low Income Pupil (LIP): 19% Redesignated English Learners (RFEP): 42% English Learners (EL): 5%</p> <p>Grade 5 ELA: 21% Significant Subgroups ELA: Latino: 19% Students with Disability (SWD): 0% Low Income Pupil (LIP): 6% Redesignated English Learners (RFEP): 33% English Learners (EL): 4%</p>

STAGE 1 Emerging Biliteracy Grades K-3
1.1 (ENGLISH) 75% of all EL students will be at:
a. Intermediate level or above in the listening and speaking sections and;
b. Early Intermediate level or above in the reading and writing sections of the CELDT by the end of Stage 1

STAGE 2 Expanding Biliteracy Grades 4-6
2.1 (ENGLISH) 75% of all EL students will be at:
a. Early Advanced level or above in listening and speaking sections and; b. Intermediate level or above in the reading and writing sections of the CELDT by the end of Stage 2
2.2 (ENGLISH) 65% or more of all Gr 6 students will demonstrate growth on the Smarter Balanced Tests (See PDA 3-5)
2.3 (ENGLISH) 65% or more of students in identified subgroups will demonstrate growth on the Smarter Balanced Tests (See PDA 3-5) *SED*Latino*SWD *EL

STAGE 3 Full Biliteracy Grades 7-8
3.1 (ENGLISH) 85% or more of EL students will be reclassified by the end of Stage 3
3.2 (ENGLISH) 65% or more of all students will demonstrate growth on the Smarter Balanced Tests (See PDA 3-5)
3.3 (ENGLISH) 65% or more of students in identified subgroups will demonstrate growth on the Smarter Balanced Tests (See PDA 3-5) *SED*Latino*SWD *EL

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

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

Grade 6 ELA: 37%
Significant Subgroups ELA:
Latino: 33%
Students with Disability (SWD): 0%
Low Income Pupil (LIP): 20%
Redesignated English Learners (RFEP): 46%
English Learners (EL): 7%

Grade 7 ELA: 33%
Significant Subgroups ELA:
Latino: 33%
Students with Disability (SWD): 0%
Low Income Pupil (LIP): 30%
Redesignated English Learners (RFEP): 40%
English Learners (EL): 7%

Grade 8 ELA: 46%
Significant Subgroups ELA:
Latino: 44%
Students with Disability (SWD): 0%
Low Income Pupil (LIP): 40%
Redesignated English Learners (RFEP): 43%
English Learners (EL): 0%

School-wide Math: 24%
Significant Subgroups Math:
Latino: 22%
Students with Disability (SWD): 0%
Low Income Pupil (LIP): 19%
Redesignated English Learners (RFEP): 37%
English Learners (EL): 10%

Grade 5 Math: 12%

STAGE 1: Emerging Biliteracy (Gr K-3)
STAGE 2: Expanding Biliteracy (Gr 4-6)
STAGE 3: Full Biliteracy (Gr 7-8)

STAGE 1 Emerging Biliteracy Grades K-3
1.1 (SPANISH) 75% or more of all students will show progress on internal benchmark assessments
1.2A (SPANISH GrK-3) 80% or more of all students will meet grade level mark or above in their courses by the end of the year
1.2B (ENGLISH: Gr3 only) 80% will be approaching grade level by the end of 3rd grade

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

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

Significant Subgroups Math:
Latino: 9%
Students with Disability (SWD): 0%
Low Income Pupil (LIP): 8%
Redesignated English Learners (RFEP): 67%
English Learners (EL): 4%

Grade 6 Math: 25%
Significant Subgroups Math:
Latino: 21%
Students with Disability (SWD): 0%
Low Income Pupil (LIP): 17%
Redesignated English Learners (RFEP): 23%
English Learners (EL): 14%

Grade 7 Math: 26%
Significant Subgroups Math:
Latino: 26%
Students with Disability (SWD): 0%
Low Income Pupil (LIP): 27%
Redesignated English Learners (RFEP): 35%
English Learners (EL): 7%

Grade 8 Math: 36%
Significant Subgroups Math:
Latino: 36%
Students with Disability (SWD): 0%
Low Income Pupil (LIP): 27%
Redesignated English Learners (RFEP): 35%
English Learners (EL): 0%

CST Science
LAS LCAP Baseline Data: Percentage of Students at Basic or Above

		<p>Grade 5 CST School-wide Science: 77% Significant Subgroups Science: Latino: 78% Students with Disability (SWD): 100% Low Income Pupil (LIP): 71% Redesignated English Learners (RFEP): 100% English Learners (EL): 62%</p> <p>Grade 8 CST School-wide Science: 82% Significant Subgroups Science: Latino: 83% Students with Disability (SWD): NA Low Income Pupil (LIP): 84% Redesignated English Learners (RFEP): 87% English Learners (EL): 33%</p> <p>CMA Science LAS LCAP Baseline Data: Percentage of Students at Basic or Above</p> <p>Grade 5 CMA School-wide Science: 100% Significant Subgroups Science: Latino: 100% Students with Disability (SWD): 100% Low Income Pupil (LIP): 100% Redesignated English Learners (RFEP): 100% English Learners (EL): 100%</p> <p>Grade 8 CMA School-wide Science: 75% Significant Subgroups Science:</p>
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		<p>Latino: 75%</p> <p>Students with Disability (SWD): 75%</p> <p>Low Income Pupil (LIP): 75%</p> <p>Redesignated English Learners (RFEP): 100%</p> <p>English Learners (EL): 0%</p> <p>PDA #5 and SP#1</p> <p>LAS administration presented the state CELDT data to stakeholders and analyzed it in alignment to the stated LAS Charter Goal and LCAP Goal of Biliteracy.</p> <p>Based on LAS External Accountability Goals 1.1, 2.1 and 3.1, LAS met its End of Stage 1 (Goal 1.1a: Listening and Speaking), End of Stage 2 (Goal 2.1: Listening and Speaking), End of Stage 2 (Goal 2.1: Reading and Writing). However, LAS did not meet End of Stage 1 (Goal 1.1b: Reading and Writing and End of Stage 3 (Goal 3.1: Redesignation Rate).</p> <p>In the last four years, LAS Redesignation percentage has ranged from 5%-7% per given year. This past year, LAS rate is at 7%. Based on dual immersion and second language acquisition research, it takes approximately five to seven years to develop cognitive academic language proficiency (CALP). With biliteracy in about seven years as an end goal, LAS strategically monitors student achievement at critical grade spans.</p> <p>PD#6</p> <p>During the day, ??students ??received additional academic intervention support</p> <p>SP#3</p> <p>LAS LCAP Professional Reflections video archives from June, 2015, captured the beginning discussions on defining</p>
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			<p>significant internal assessments as well as student progress in various internal assessments in 2014-15.</p> <p>SP#7: 100% of LAS teachers continue to receive professional development in CCSS curriculum and instruction. LAS is waiting for the state's full guidelines in NGSS in order to create a professional development plan.</p>
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LAS MISSION: #1 BILITERACY		LCAP Year: 2015-16 ANNUAL	
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

<p><u>RESEARCH</u></p> <p>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.)</p> <p>1.2 Continued study on most recent two-way immersion research and its efficacy for all students, including the subgroups above</p> <p>1.3 Research and/or use of standardized Spanish assessments</p>	<p>R- 1.1, 1.2, 1.3 PD- 2.1 Cost: 74,000 Source: EPA, LCFF Base, Supplemental, CCSS, Title 2 Object: 1000, 5000</p>	<p>R1.1 on LAS External Accountability Goals 1.1, 2.1 and 3.1, LAS met its End of Stage 1 (Goal 1.1a: Listening and Speaking), End of Stage 2 (Goal 2.1: Listening and Speaking), End of Stage 2 (Goal 2.1: Reading and Writing). However, LAS did not meet End of Stage 1 (Goal 1.1b: Reading and Writing and End of Stage 3 (Goal 3.1: Redesignation Rate).</p> <p>In the last four years, LAS Redesignation percentage has ranged from 5%-7% per given year. This past year, LAS rate is at 7%. Based on dual immersion and second language acquisition research, it takes approximately five to seven years to develop cognitive academic language proficiency (CALP). With biliteracy in about seven years as an end goal, LAS strategically monitors student achievement at critical grade spans.</p> <p>R1.2 Continued study on most recent two-way immersion research and its efficacy for all students, including the subgroups above. Distributed AERA Journal to CDT members for group study (December, 2014) Sent one LAS teacher to Columbia University for Writer’s Workshop (WW) Seminar with emphasis on implementation for immersion programs (August, 2014) Sent a LAS teacher to attend Writer’s Workshop Implementation Leadership training (2015-16). Sending two more teachers to attend state-wide WW training. Sending a second teacher to Columbia University for Writer’s Workshop (WW) Seminar with emphasis on implementation for middle school immersion programs (2015-16).</p>	<p>R- 1.1, 1.2, 1.3 PD- 2.1 Cost: 21,500 Source: EPA, LCFF Base, Supplemental, CCSS, Title 2 Object: 1000, 5000</p>
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Scope of service:	Charterwide		Scope of service:	Charterwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ SWD _____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ SWD _____		
<u>PROFESSIONAL DEVELOPMENT</u> 2.1 Provide differentiated professional development (<i>Training - Coaching - Mentoring</i>) in the following, but not limited to: Data analysis (API, Benchmarks) Common Core State Standards (CCSS) Expository Reading and Writing Training such as (ERWC) Designing CCSS redefined rubrics Differentiated Instruction Executive Functions such as ROPES Response to Intervention Writer’s Workshop PBIS		R- 1.1, 1.2, 1.3 PD- 2.1 Cost: 74,000 Source: EPA, LCFF Base, Supplemental, CCSS, Title 2 Object: 1000, 5000	PD 2.1 Provided differentiated professional development (<i>Training - Coaching - Mentoring</i>) in the following, but not limited to: Data analysis (EL CELDT, Benchmarks) Common Core State Standards (CCSS) Expository Reading and Writing Training such as (ERWC) Designing CCSS redefined rubrics Differentiated Instruction Executive Functions such as ROPES Response to Interventions Constructive Academic Conversations Writer’s Workshop PBIS		R- 1.1, 1.2, 1.3 PD- 2.1 Cost: 21,500 Source: EPA, LCFF Base, Supplemental, CCSS, Title 2 Object: 1000, 5000
Scope of service:	Charterwide		Scope of service:	Charterwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ SWD _____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ SWD _____		
<u>CURRICULUM DESIGN</u> 3.1 Use of CCSS aligned core and supplementary materials 3.2 Design ELD lessons aligned with the ELD Standards and the CCSS and based on assessment results – i.e.		CD- 3.1, 3.2, 3.3 AA- 4.1, 4.2 Cost: 88,000	CD 3.1 Continued Use of CCSS aligned core and supplementary materials CD 3.2 Designed ELD lessons aligned with the ELD Standards and the CCSS and based on assessment		CD- 3.1, 3.2, 3.3 AA- 4.1, 4.2 Cost: 40,470

<p>CELDT, ADEPT 3.3 Create yearlong backward plans for curriculum 3.4 Implement Understanding by Design (UbD) principles in curriculum/instructional planning 3.5. Implementation of Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) (Gr2-Gr5)</p>	<p>Source: LCFF Base, Supplemental, Concentration, CCSS Object: 4000, 5000</p>	<p>results – i.e. CELDT, ADEPT, DRA and EDL CD 3.3 Created yearlong backward plans for curriculum (work in progress) CD 3.4 Implemented Understanding by Design (UbD) principles in curriculum/instructional planning (work in progress) CD 3.5. Continued implementation of Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) (Gr2-Gr5)</p>	<p>Source: LCFF Base, Supplemental, Concentration, CCSS Object: 4000, 5000</p>
<p>Scope of service:</p>	<p>Charterwide</p>	<p>Scope of service:</p>	<p>Charterwide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners ___ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient ___ Other Subgroups:(Specify) ___ SWD _____</p>		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners ___ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient ___ Other Subgroups:(Specify) ___ SWD _____</p>	
<p><u>ASSESSMENTS AND ACCOUNTABILITY</u> 4.1 Administer and analyze Curriculum Design Team (CDT) defined language level diagnostic assessments for Spanish learners and ELs 4.2 Administer CDT defined curriculum and benchmark assessments 4.3 Participate in World-Class Instructional Design and Assessment (WIDA) Field test Prueba Óptima del Desarrollo del Español Realizado (PODER) and Prueba Útil y Eficaz del Desarrollo del Español (PUEDE) for Grades K- 2 (if available)</p>	<p>CD- 3.1, 3.2, 3.3 AA- 4.1, 4.2 Cost: 88,000 Source: LCFF Base, Supplemental, Concentration, CCSS Object: 4000, 5000</p>	<p>AA 4.1 Analyzed available 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 AA 4.3 Not available this year</p>	<p>CD- 3.1, 3.2, 3.3 AA- 4.1, 4.2 Cost: 40,470 Source: LCFF Base, Supplemental, Concentration, CCSS Object: 4000, 5000</p>
<p>Scope of service:</p>	<p>Charterwide</p>	<p>Scope of service:</p>	<p>Charterwide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:</p>		<p>OR:</p>	

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

		(IPT)		
Scope of service:	Charterwide		Scope of service:	Charterwide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ SWD _____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ SWD _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

Original GOAL from prior year LCAP:	LAS MISSION: #2 CONFIDENCE AND LIFE SKILLS Develop and exhibit positive self-esteem, pride, confidence, and respect for themselves and others.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_x 6_x 7__ 8_x COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: Charterwide	Applicable Pupil Subgroups: All: EL, RFEP, LI, SWD	
Expected Annual Measurable Outcomes:	<u>SP#2 Student engagement and building confidence and life skills for all students</u> 1. Attendance rate of 95% or above 2. Absenteeism (chronic) at rate of less than 1% 3. Dropout for middle school at zero rate <u>SP#3 Other student outcomes and building confidence and life skills for all students</u>		Actual Annual Measurable Outcomes: SP#2 All three goals are met 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 #4-5 TBA with end of the year results #6-7 Goals are met

	<p>4. Subject emphasis: PE (K-Gr4) 75% or more of students will meet grade level mark or above in their courses by the end of the year</p> <p>5. Subject emphasis: PE (Gr5-Gr8) 80% or more of students will earn a passing grade of C or above in their courses</p> <p>6. 95% of Gr2-Gr6 students participate in fitness programs such as Adventures to Fitness funded by the Physical Activity Plus Grant Program</p> <p>7. 95% of K-8 students participate in daily “Brain Breaks” physical activities</p> <p><u>SP#4 School climate and building confidence and life skills for all student</u></p> <p>8. Suspension and expulsion rate at less than 1% per year</p> <p>9. Student survey completion (Gr2-Gr8) at eighty-five percent (85%) or above participation</p> <p>10. Agreement with the student survey statement, "It is important to me to learn to read and write in Spanish at seventy percent (75%) or above rating</p> <p>11. Students have the opportunity to enroll in after-school activities such as Ballet Folklórico, Classical Ballet, Violin, Guitar, Recorder classes, Martial Arts, Visual Arts, Music Production</p>		<p>-??% of Gr2-Gr6 students participated in fitness programs such as Adventures to Fitness</p> <p>-95% of K-8 students participated in daily “Brain Breaks” physical activities</p> <p>SP#4</p> <p>#8 Goal met re: suspension and expulsion with less than ??%</p> <p>#9 TBA Goal met with over ??% of Grades 2-8 students who participated with survey</p> <p>#10 TBA Goal met with ??% of students agreeing to the survey statement, “It is important to me to learn to read and write in Spanish</p> <p>#11 Many students received the opportunity to enroll in after-school activities such as Ballet Folklórico, Classical Ballet, Violin, Guitar, Recorder classes, Martial Arts, Visual Arts; Parent Council conducted a mid-year survey that show top three areas of interest for enrichment opportunities: Sports: soccer; Music; Art; Ballet Folklórico, and Robotics. This is an area of opportunity for improvement; there are too many students who are on the waiting list and who are not able to participate.</p>
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LAS MISSION: #2 CONFIDENCE AND LIFE SKILLS		LCAP Year: 2015-16 ANNUAL	
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Annual Expenditures
<u>RESEARCH</u> 1.1 Study recent brain research in relation to socio-emotional and intellectual development, particular to	R- 1.1, 1.2 PD- 2.1, 2.2 Cost: 47,000	R 1.1 Staff studied recent brain research in relation to socio-emotional and intellectual development, particular to LAS significant subgroups (ROPES, PBIS PD)	R- 1.1, 1.2 PD- 2.1, 2.2 Cost: 8,800

<p>LAS significant subgroups</p> <p>1.2 Study research on the non-academic benefits of dual language immersion programs – i.e. cross cultural competencies, cross generational connections</p>		<p>Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2</p> <p>Object: 1000, 5000</p>	<p>R 1.2 Study research on the non-academic benefits of dual language immersion programs – i.e. cross cultural competencies, cross generational connections (work in progress)</p>	<p>Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2</p> <p>Object: 1000, 5000</p>
<p>Scope of service:</p>	<p>Charterwide</p>		<p>Scope of service:</p>	<p>Charterwide</p>
<p><input checked="" type="checkbox"/> ALL</p>			<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____ SWD _____</p>			<p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____ SWD _____</p>	
<p><u>PROFESSIONAL DEVELOPMENT</u></p> <p>2.1 Provide differentiated professional development (<i>Training - Coaching - Mentoring</i>) in:</p> <p>A. Brain research in relation to physical fitness, socio-emotional health best practices for major subgroups (Latino, SED, SWD, and EL), neurological disorders, and strategies to support struggling students</p> <p>B. Performance task rubrics design and calibration, and multiple measures of achievement</p> <p>C. Training on how to implement physical activities to stimulate attention and focus in the classroom</p> <p>2.2 Hire highly qualified and credentialed Physical Education instructors to teach PE classes</p>		<p>R- 1.1, 1.2</p> <p>PD- 2.1, 2.2</p> <p>Cost: 47,000</p> <p>Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2</p> <p>Object: 1000, 5000</p>	<p>PD 2.1 Provided differentiated professional development (<i>Training - Coaching - Mentoring</i>) in:</p> <p>A. Brain research in relation to physical fitness, socio-emotional health best practices for major subgroups (Latino, SED, SWD, and EL), neurological disorders, and strategies to support struggling students (ROPES PD)</p> <p>B. Performance task rubrics design and calibration, and multiple measures of achievement (work in progress)</p> <p>C. Staff received training on how to implement physical activities to stimulate attention and focus in the classroom (PE and ROPES PD)</p> <p>2.2 Hired highly qualified and credentialed Physical Education instructors to teach PE classes who received personal program design coaching from district mentor</p>	<p>R- 1.1, 1.2</p> <p>PD- 2.1, 2.2</p> <p>Cost: 8,800</p> <p>Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2</p> <p>Object: 1000, 5000</p>
<p>Scope of service:</p>	<p>Charterwide</p>		<p>Scope of service:</p>	<p>Charterwide</p>
<p><input checked="" type="checkbox"/> ALL</p>			<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:</p>			<p>OR:</p>	

<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ SWD			<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ SWD		
<u>CURRICULUM DESIGN</u> 3.1 Incorporate socio-emotional strategies from the physical activity grant and LIFESKILLS goals and activities in unit and lesson design 3.2 Incorporate “Brain Break” into lesson planning		CD- 3.1 AA- 4.1, 4.2, 4.3 Cost: 43,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS Object: 4000, 5000	CD 3.1 Incorporated socio-emotional strategies, LIFESKILLS goals, and PBIS and activities in unit and lesson design CD 3.2 Incorporated “Brain Break” into lesson planning		CD- 3.1 AA- 4.1, 4.2, 4.3 Cost: 9,250 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS Object: 4000, 5000
Scope of service:	Charterwide		Scope of service:	Charterwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ SWD		
<u>ASSESSMENTS AND ACCOUNTABILITY</u> 4.1 Conduct attendance and LIFESKILLS recognition assemblies; invite families 4.2 Encourage classroom and grade level incentives 4.3 Administer and analyze yearly student survey 4.4 Post a sign outside each classroom door to highlight 100% attendance (K-Gr5) 4.5 Analyze student achievement in Physical Education		CD- 3.1 AA- 4.1, 4.2, 4.3 Cost: 43,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS	AA 4.1 Conducted attendance and LIFESKILLS recognition assemblies; invited families AA 4.2 Encouraged classroom and grade level incentives AA 4.3 TBA Administered and analyzed yearly student survey Grades TK-8: ??% stated, “I like my school.” Grades TK-1: ??% stated, “I feel safe at school.” Grades 2-8: ??% stated, “I feel safe at school.”		CD- 3.1 AA- 4.1, 4.2, 4.3 Cost: 9,250 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS

	Object: 4000, 5000	Grades TK-8: ??% stated, "My school is clean," AA 4.4 Post a sign outside each classroom door to highlight 100% attendance (K-Gr5) (work in progress) 4.5 Analyzed student achievement in Physical Education; see PFT data	Object: 4000, 5000
Scope of service:	Charterwide	Scope of service:	Charterwide
<u> x </u> ALL		<u> x </u> ALL	
OR: <u> x </u> Low Income pupils <u> x </u> English Learners <u> </u> Foster Youth <u> x </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) <u> </u> SWD <u> </u>		OR: <u> x </u> Low Income pupils <u> x </u> English Learners <u> </u> Foster Youth <u> x </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) <u> </u> SWD <u> </u>	
<u>INSTRUCTION</u> 5.1 Integrate lessons on life skills and healthy life style choices during instruction 5.2 Ensure consistent opportunities for students to formulate and present their ideas during instruction and beyond	I 5.1 Cost: 1,885,573 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object 1000	I 5.1 Integrated lessons on life skills and healthy life style choices during instruction I 5.2 Ensured consistent opportunities for students to formulate and present their ideas during instruction and beyond with emphasis in CCSS implementation	I 5.1 Cost: 339,089 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object 1000
Scope of service:	Charterwide	Scope of service:	Charterwide
<u> x </u> ALL		<u> x </u> ALL	
OR: <u> x </u> Low Income pupils <u> x </u> English Learners <u> </u> Foster Youth <u> x </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) <u> </u> SWD <u> </u>		OR: <u> x </u> Low Income pupils <u> x </u> English Learners <u> </u> Foster Youth <u> x </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) <u> </u> SWD <u> </u>	
<u>SUPPORT STRUCTURE</u> 6.1 Coordinate with Parent Council, Parent Association, Student Council groups for collective emphasis on	SS- 6.1, 6.2, 6.3, 6.4, 6.5 Cost:	SS 6.1 Coordinated with Parent Council, Parent Association, Student Council groups for collective	SS- 6.1, 6.2, 6.3, 6.4, 6.5 Cost:

<p>strong attendance rate 6.2 Publish newsletter information on health, nutrition choices in relation to attendance 6.3 Highlight students' progress in After- school Education and Safety (ASES) Program and Enrichment classes 6.4 Coordinate with Parent Council, Parent Association, Student Council groups for emphasis on practicing LIFESKILLS 6.5 Ensure students' access to technology and communication venues such as school website, intercom and Connect-Ed to encourage engagement in civic actions 6.6 Promote school-wide healthy snacks choices 6.7 Maintain suspension and expulsion rate at less than 1% per year</p>	<p>2,100,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, ASES Grant, Title 1 Object: 1000, 2000, 4000, 5000</p>	<p>emphasis on strong attendance rate SS 6.2 Published newsletter information on health, nutrition choices in relation to attendance SS 6.3 Highlighted students' progress in After- school Education and Safety (ASES) Program and Enrichment classes via performances and work display in the cafeteria SS 6.4 Coordinated with Parent Council, Parent Association, Student Council groups for emphasis on 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 Connect-Ed to encourage engagement in civic actions SS 6.6 Promoted school-wide healthy snacks choices SS 6.7 Maintained suspension and expulsion rate at less than 1% per year</p>	<p>339,089 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, ASES Grant, Title 1 Object: 1000, 2000, 4000, 5000</p>
<p>Scope of service:</p>	<p>Charterwide</p>	<p>Scope of service:</p>	<p>Charterwide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ SWD _____</p>		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ SWD _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>			

Original GOAL from prior year LCAP:	LAS MISSION: #3 LEADERSHIP & CRITICAL THINKING Application of LAS Mission #1 and #2: Demonstrate leadership skills in order to build bridges between communities and apply critical thinking skills to solve problems, promote social justice, and create change in society		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_x 7__ 8_x COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: Charterwide Applicable Pupil Subgroups:	All: EL, RFEP, LI, SWD	
Expected Annual Measurable Outcomes:	<u>SP#3 Other student outcomes and building leadership and critical thinking skills for all students</u> <ol style="list-style-type: none"> 1. 95% of students participate in the election process for Student Council Officers 2. 95% of Gr 3-8 students participate in voting for Grade Level Representatives 3. 95% of K-8 students have opportunities to practice leadership skills by the end of Gr8. 4. 75% or more of students participate in Student Council sponsored activities such as community service events and/or Spirit Days 5. 95% of students participate in school-wide cleaning. 6. By the end of Gr 8, all students will have participated in a student directed community based research such as National Latino Education Research Agenda Project (NLERAP) Participatory Action Research (PAR) 7. By the end of Gr 8, 95% of students will have completed a minimum of 10 hours of community service. 8. Subject emphasis: Electives (Middle School only) -LAS will offer five or more elective courses annually -80% or more of students earning a passing grade 	Actual Annual Measurable Outcomes:	SP#3 Items 1-4: All goals are met Items 5-7: These items are still work in progress and need program structures Item 8: Met the goal regarding Electives SP #4 Items 9-11: TBA All goals are met; For Item 11: ??% of families voted that they would "Recommend LAS to other parents."

	<p>of C or above in their elective course</p> <p>-95% of students who need extra study skills support will receive assistance during elective block</p> <p><u>SP#4 Student climate and building leadership and critical thinking skills for all students</u></p> <p>9. Students reflect on student survey results from previous year(s) and design action plans to address an identified need</p> <p>10. 90% or above of students participate in student survey completion</p> <p>11. Parent surveys indicate a rating of 85% or above overall satisfaction with the school</p>		
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LAS MISSION: #3 LEADERSHIP & CRITICAL THINKING	LCAP Year: 2015-16 ANNUAL
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Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<u>RESEARCH</u>			
<p>1.1 Document student driven projects based on current community needs: Classroom, grade level, school-wide, and community at large</p> <p>1.2 Analyze community survey for responses to questions about community service projects</p>	<p>R- 1.2 PD- 2.1 Cost: 36,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object: 1000, 2000, 5000</p>	<p>R 1.1 Need to design systematic way to document student driven projects based on current community needs: Classroom, grade level, school-wide, and community at large (work in progress)</p> <p>R 1.2 Need to design a community survey about community service projects (work in progress)</p>	<p>R- 1.2 PD- 2.1 Cost: 10,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object: 1000, 2000, 5000</p>
Scope of service:	Charterwide	Scope of service:	Charterwide
<u>x</u> ALL		<u>x</u> ALL	

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

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

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

		Subgroups:(Specify) <u>SWD</u>	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

Original GOAL from prior year LCAP:	LAS MISSION: #4 LAS SCHOOLWIDE GOALS School-wide implementation of key infrastructures to support fulfillment of LAS mission	Related State and/or Local Priorities: 1 <u>x</u> 2 <u>x</u> 3 <u>x</u> 4 ___ 5 ___ 6 ___ 7 <u>x</u> 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____
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Goal Applies to:	Schools: Charterwide	Applicable Pupil Subgroups: All: EL, RFEP, LI, SWD
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Expected Annual Measurable Outcomes:	<p><u>SP#5: Parent involvement and its role in supporting the fulfillment of LAS Mission</u></p> <ol style="list-style-type: none"> 1. 80% or more of parents participate in election process for parent representatives to various governing bodies: Governing Board, Parent Council, Committees 2. 85% or more of families will show a survey response indicating satisfaction with student(s) progress <p><u>SP#6: Basic services and its role in supporting the fulfillment of LAS Mission</u></p> <ol style="list-style-type: none"> 3. 100% of LAS teachers are highly qualified and are placed in proper teaching assignments 4. LAS utilizes standards-aligned materials which are available to all students 5. LAS, in conjunction with SCUSD, maintains facilities in good repair <p><u>SP#7: Implementation of Common Core State Standards (CCSS) and its role in supporting the fulfillment of LAS Mission</u></p> <ol style="list-style-type: none"> 6. LAS curriculum and assessments are aligned to CCSS within the framework of a dual language immersion program design 	Actual Annual Measurable Outcomes:	<p>SP#5</p> <p>Item 1: Although not meeting the 85% threshold, there has been a considerable increase in parent participation during the recent board election with 70% votes submitted. This has been the highest thus far since the school opened. T</p> <p>Item 2: More than ??% of families stated that they are "Satisfied with their child/ren's academic progress in Spanish and English.</p> <p>SP#6 All three goals are met</p> <p>SP#7 All three goals are met</p> <p>SP#8 All three goals are met</p>
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	<p>7. Conduct on-going research on how to improve CCSS implementation that support ELs and other subgroups</p> <p>8. Design on-going Professional Development on CCSS, including Understanding by Design (UbD) and methods to support ELs</p> <p><u>SP#8: Course access and its role in supporting the fulfillment of LAS Mission</u></p> <p>9. LAS students are enrolled in a broad course of study delineated by Education Code above</p> <p>10. 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</p> <p>11. Facilitate transition of LAS Graduates to local high schools – 90% implementation</p>		
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LAS MISSION: #4 LAS SCHOOLWIDE GOALS	LCAP Year: 2015-16 ANNUAL
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Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<u>RESEARCH</u>			
<p>1.1 School leadership researches and establishes rigorous hiring process</p> <p>1.2 Curriculum Design Team (CDT) Committee researches and obtains updated standards aligned materials</p> <p>1.3 School leadership and CDT Committee assess curriculum, assessments and professional development needs and create an action plan to</p>	<p>R- 1.1, 1.2, 1.3 PD- 2.1, 2.3, 2.4, 2.5 Cost: 56,350 Source: EPA, LCFF Base, Supplemental, Concentration,</p>	<p>R 1.1 School leadership continues to research and establish rigorous hiring process</p> <p>R 1.2 Curriculum Design Team (CDT) Committee continues to research and obtain updated standards aligned materials</p> <p>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</p>	<p>R- 1.1, 1.2, 1.3 PD- 2.1, 2.3, 2.4, 2.5 Cost: 13,750 Source: EPA, LCFF Base, Supplemental, Concentration,</p>

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	Title 2 Object: 1000, 5000	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	Title 2 Object: 1000, 5000
Scope of service: Charterwide		Scope of service: Charterwide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	
<u>PROFESSIONAL DEVELOPMENT</u> 2.1 Ensure all faculty are highly qualified 2.2 Ensure all full-time faculty members attend Professional Development delineated for the year 2.3 School leadership attends new accountability and assessment training from CDE and charter organizations 2.4 Faculty receives on-going training on EL teaching methodology 2.5 Implement an extensive professional development: -Data analysis -CCSS -Expository Reading and Writing Course (ERWC) -Designing CCSS redefined rubrics, and differentiation	R- 1.1, 1.2, 1.3 PD- 2.1, 2.3, 2.4, 2.5 Cost: 56,000 Source: EPA, LCFF Base, Supplemental, Concentration, Title 2 Object: 1000, 5000	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 Faculty receives on-going training on EL teaching methodology PD 2.5 Implemented an extensive professional development: -Data analysis -CCSS Math and ELA -Expository Reading and Writing Course (ERWC) -Designing CCSS redefined rubrics, and differentiation -ROPES -PBIS -Writer's Workshop	R- 1.1, 1.2, 1.3 PD- 2.1, 2.3, 2.4, 2.5 Cost: 13,750 Source: EPA, LCFF Base, Supplemental, Concentration, Title 2 Object: 1000, 5000
Scope of service: Charterwide		Scope of service: Charterwide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR:		OR:	

<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ SWD			<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ SWD		
<u>CURRICULUM DESIGN</u> 3.1 Integrate CCSS in yearlong backwards planning 3.2 Ensure use of state approved standards based materials		CD- 3.1, 3.2 AA- 4.1 Cost: 71,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object: 4000	CD 3.1 Continue learning how to Integrate CCSS in yearlong backwards planning (work in progress) CD 3.2 Ensured use of state approved standards based materials		CD- 3.1, 3.2 AA- 4.1 Cost: 20,969 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object: 4000
Scope of service:	Charterwide		Scope of service:	Charterwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ SWD			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ SWD		
<u>ASSESSMENTS AND ACCOUNTABILITY</u> 4.1 Administer yearly parent surveys 4.2 Completion of Parent - Student - Teacher Compact 4.3 Administer student and parent surveys and analysis of responses pertinent to materials, facilities, and teacher performance		CD- 3.1, 3.2 AA- 4.1 Cost: 71,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object: 4000	AA 4.1 TBA Administered yearly parent surveys AA 4.2 Completion of Parent - Student - Teacher Compact AA 4.3 TBA Administered student and parent surveys and analysis of responses pertinent to materials, facilities, and teacher performance		CD- 3.1, 3.2 AA- 4.1 Cost: 20,969 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object: 4000

Scope of service:	Charterwide		Scope of service:	Charterwide	
<u> x </u> ALL			<u> x </u> ALL		
OR: <u> x </u> Low Income pupils <u> x </u> English Learners <u> </u> Foster Youth <u> x </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) <u> </u> SWD			OR: <u> x </u> Low Income pupils <u> x </u> English Learners <u> </u> Foster Youth <u> x </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) <u> </u> SWD		
<u>INSTRUCTION</u> 5.1 Implement Understanding by Design (UbD) principles in curriculum/instruction planning		I 5.1 Cost: 1,885,573 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object 1000	I 5.1 Need to review how to integrate CCSS into implementing Understanding by Design (UbD) principles in curriculum/instruction planning (work in progress); Dr. Baker provided PD to support the work of K-3, June 2015		I 5.1 Cost: 37,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object 1000
Scope of service:	Charterwide		Scope of service:	Charterwide	
<u> x </u> ALL			<u> x </u> ALL		
OR: <u> x </u> Low Income pupils <u> x </u> English Learners <u> </u> Foster Youth <u> x </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) <u> </u> SWD			OR: <u> x </u> Low Income pupils <u> x </u> English Learners <u> </u> Foster Youth <u> x </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) <u> </u> SWD		
<u>SUPPORT STRUCTURE</u> 6.1 Coordinate with Parent Council, Parent Association, Student Council groups for collective emphasis on stakeholders active participation in school 6.2 Publish list of differentiated opportunities for parental involvement 6.3 Designate time for parent representatives to meet		SS- 6.1, 6.5, 6.6, 6.7, 6.8 Cost: 122,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Object:	SS 6.1 Coordinated with Parent Council, Parent Association, Student Council groups for collective emphasis on stakeholders active participation in school SS 6.2 Published list of differentiated opportunities for parental involvement SS 6.3 Designated time for parent representatives to meet with school leadership for feedback		SS- 6.1, 6.5, 6.6, 6.7, 6.8 Cost: 37,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Object:

<p>with school leadership for feedback</p> <p>6.4 School leaders conduct regular walk through of facilities</p> <p>6.5 Facilities Committee conducts an annual facilities checklist survey</p> <p>6.6 Middle school faculty conducts Senderos al Éxito (SALE) Parent Meetings that support LAS graduates' transition to high school programs</p> <p>6.7 LAS will annually conduct articulation meetings with local high schools to ensure smooth LAS graduates transition to 9th grade.</p> <p>6.8 Ensure technology infrastructure is compatible with CCSS implementation needs</p>	<p>1000, 4000, 5000</p>	<p>SS 6.4 School leaders conducted regular walk through of facilities</p> <p>SS 6.5 Facilities Committee conducts an annual facilities checklist survey (work in progress)</p> <p>SS 6.6 Middle school faculty conducted its annual Senderos al Éxito (SALE) Parent Meetings that support LAS graduates' transition to high school programs</p> <p>SS 6.7 LAS conducted articulation meetings with local high schools to ensure smooth LAS graduates transition to 9th grade.</p> <p>SS 6.8 Continues to ensure technology infrastructure is compatible with CCSS implementation.</p>	<p>1000, 4000, 5000</p>
<p>Scope of service: Charterwide</p>		<p>Scope of service: Charterwide</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____ SWD _____</p>		<p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____ SWD _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>			