

Annual Update

LCAP Year Reviewed: 2016–17

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

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 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

ACTUAL

State Dashboard

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

LAS received the following marks:

- 1) Suspension Rate = Blue (highest)
- 2) English Learner Progress = Green
- 3) English Language Arts (3-8) = Yellow
- 4) Mathematics (3-8) = Yellow

*LAS did not receive any "Red" or "Orange" overall performance marks.

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

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

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

STAGE 1: Emerging Biliteracy (Gr K-3)

STAGE 2: Expanding Biliteracy (Gr 4-6)

STAGE 3: Full Biliteracy (Gr 7-8)

STAGE 1 Emerging Biliteracy Grades K-3

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

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

STAGE 2 Expanding Biliteracy Grades 4-6

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

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

2.2 (ENGLISH) 70% or more of all Gr 6 students will demonstrate growth on the

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

CAASPP 2015 and 2016 Analysis: Comparative Data – 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%-36% in Math and 46% in ELA, for percentage of students at Standards Met and Exceeded in 2015 and 2016. This statement is contextualized in a dual language setting where students are simultaneously learning how to read and write in another language, Spanish.

Subgroups:

Economically Disadvantaged:

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 and 2016.

English Learner:

By the End of LAS Stage 3, there are fewer than 10 students at LAS who are still designated as English Learner and who also performed at Standards Met and Exceeded in 2015 and 2016. (CDE does not provide data for items tested with 10 or fewer students).

Redesignated Fluent in English (RFEP):

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.

Latino:

By the End of Stage 3, LAS Latino students outperformed both SCUSD and CA in ELA and in Math, for both 2015 and 2016 school years.

Smarter Balanced Tests (See PDA 3-5)

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

*SED*Latino*SWD *EL

STAGE 3 Full Biliteracy Grades 7-8

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

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

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

*SED*Latino*SWD *EL

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

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

STAGE 1: Emerging Biliteracy (Gr K-3)

STAGE 2: Expanding Biliteracy (Gr 4-6)

STAGE 3: Full Biliteracy (Gr 7-8)

STAGE 3: Full Biliteracy (Gr 7-8)

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

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

CELDT Performance Analysis:

- 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)

- 3) LAS school wide redesignation percentage last year is 6%. This year, it is 10%. Based on dual immersion and second language acquisition research, it takes approximately five to seven years to develop cognitive academic language proficiency (CALP). With biliteracy in about seven years as an end goal, LAS strategically monitors student achievement at critical grade spans.
- 4) LAS is currently researching the statewide trends in terms of the correlation between English learners SBAC performance and the CELDT, with the caveat that CELDT replaced by a new language exam ELPAC during the upcoming school year. This is a critical task in fine tuning redesignation criteria for students, particularly for those in the upper grades.

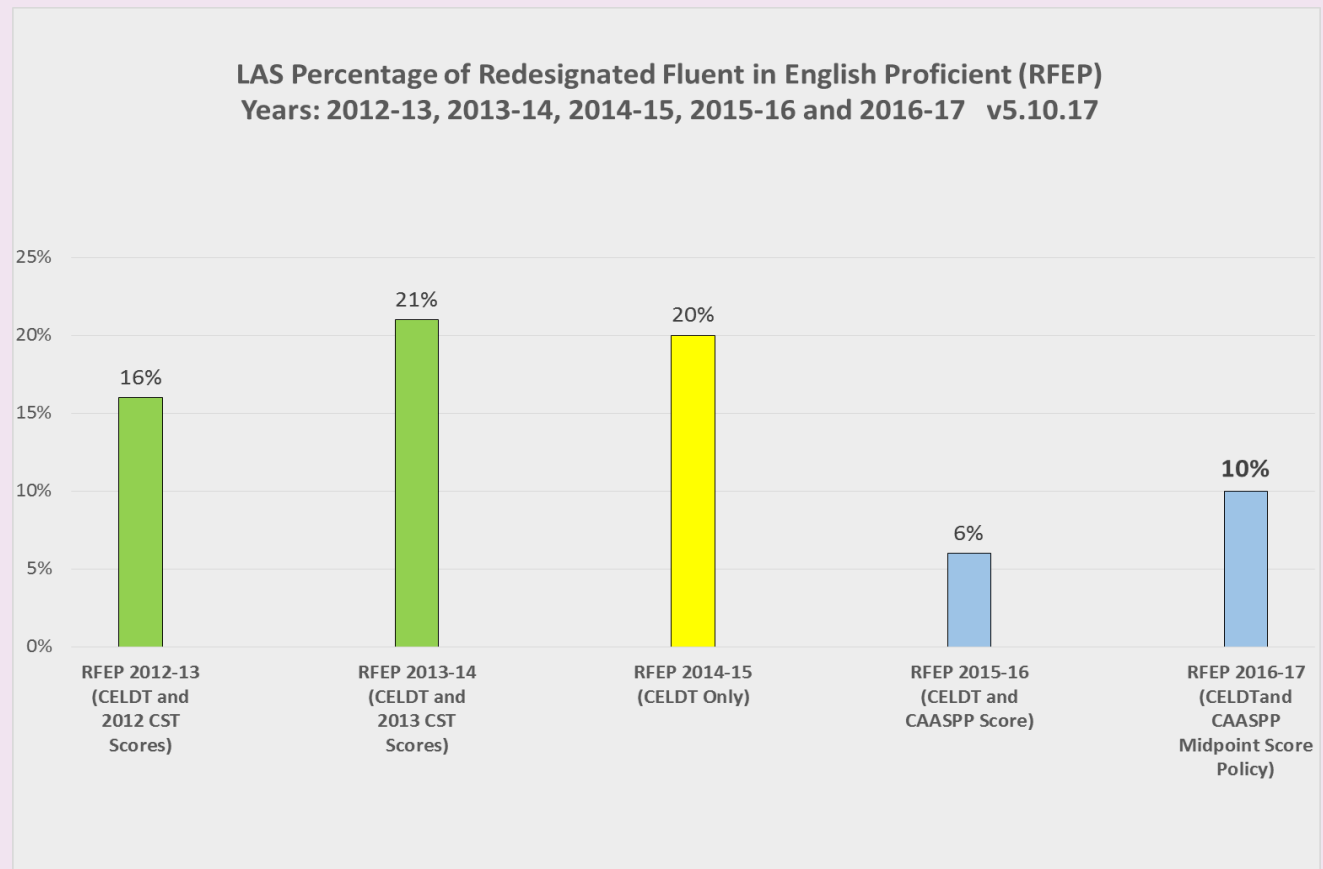
SP#7: Full implementation of Common Core State Standards (CCSS) and aligned English Language Alignment of (ELD) Standards within the dual immersion context to ensure biliteracy for all students

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

CELDT 2017 Data

	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)
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)	74%				

LAS RFEP Historical Data



	2012-13	2013-14	2014-15	2015-16	2016-17
#EL	203	210	209	221	250
RFEP by School Year (Fall +	32	25	15	0	2
RFEP by School Year (+ Spring)	0	19	26	13	22
TOTAL	32	44	41	13	24
% of RFEP	16%	21%	20%	6%	10%

SP#1: 2.2 and 3.2

CAASPP 2015 Cohort - Students who achieved Standard Met or Exceeded in ELA and Math (Total of 26 Comparative Categories)

PREMISES FOR DATA ANALYSIS (PDA) 2015 Cohort Growth	CAASPP 2015	CAASPP 2016
Cohort 2015 Grade 5 ELA: 21%	21%	38%
<i>Latino</i>	19%	39%
<i>Students with Disability (SWD)</i>	*	NA
<i>Low Income Pupil (LIP)</i>	6%	29%
<i>Redesignated English Learners (RFEP)</i>	33%	43%
<i>English Learners (EL)</i>	4%	8%
Cohort 2015 Grade 6 ELA: 37%	37%	60%
<i>Latino</i>	33%	56%
<i>Students with Disability (SWD)</i>	*	NA
<i>Low Income Pupil (LIP)</i>	20%	52%
<i>Redesignated English Learners (RFEP)</i>	46%	67%
<i>English Learners (EL)</i>	7%	NA
Cohort 2015 Grade 7 ELA: 33%	33%	46%
<i>Latino</i>	33%	46%
<i>Students with Disability (SWD)</i>	*	NA
<i>Low Income Pupil (LIP)</i>	30%	45%
<i>Redesignated English Learners (RFEP)</i>	40%	46%
<i>English Learners (EL)</i>	7%	*
Cohort 2015 Grade 5 Math: 12%	12%	19%
<i>Latino</i>	9%	19%
<i>Students with Disability (SWD)</i>	*	NA
<i>Low Income Pupil (LIP)</i>	8%	11%
<i>Redesignated English Learners (RFEP)</i>	67%	21%
<i>English Learners (EL)</i>	4%	0%

Cohort 2015 Grade 6 Math: 25%	25%	47%
<i>Latino</i>	21%	45%
<i>Students with Disability (SWD)</i>	*	NA
<i>Low Income Pupil (LIP)</i>	27%	35%
<i>Redesignated English Learners (RFEP)</i>	23%	55%
<i>English Learners (EL)</i>	14%	NA
Cohort 2015 Grade 7 Math: 26%	26%	30%
<i>Latino</i>	26%	30%
<i>Students with Disability (SWD)</i>	*	NA
<i>Low Income Pupil (LIP)</i>	27%	31%
<i>Redesignated English Learners (RFEP)</i>	35%	33%
<i>English Learners (EL)</i>	7%	*

Cohort Growth Grades 6-8

Students with growth change in performance level and students who maintained Standards Met or Exceeded Status

Cohort 2015 Grade 5 (Grade 6):

ELA: 48%

Math: 26%

Cohort 2015 Grade 6 (Grade 7):

ELA: 63%

Math: 43%

Cohort 2015 Grade 7 (Grade 8):

ELA: 69%

Math: 60%

Analysis Per Cohort (Standard Met/Exceeded)	
Green (Higher number) Total Comparative Categories	23 26
% Growth	88%
Red (Lower number) Total Comparative Categories	3 26
% Decline	12%

Note:

* or NA = 10 or fewer names; State data not available

PDA#6

During the day, 120 out of 127 teacher requested students received additional academic intervention support, which is equivalent to 94%.

In addition, 76 students were identified for the MTSS process during the school year. Out of this number, 65 remain as active files for close monitoring and 6 students of the group exited the MTSS process and 5 students were properly served or identified for program support in Tier 3 level such as an IEP.

Some 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.

SP#3

LAS LCAP Professional Reflections video archives from June 2015 captured the beginning discussions on defining significant internal assessments as well as student progress in various internal assessments in 2014-15. In 2015-16, Curriculum Development Team (CDT) received grade level cohort performances of grade level determined internal assessments. 2016-17 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 year and currently, staff is studying the state's full guidelines of the NGSS in order to create a professional development plan for the upcoming year. Several teachers have requested more updated ELD trainings that incorporate the more current CCSS.

INTERNAL ACCOUNTABILITY

STAGE 1

Emerging Biliteracy

Grades K-3

Based on Illuminate Fall 2016 Data:

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

Kinder Spanish Literature: 53/66 students (**80%**)

Kinder Math: 58/66 students (**87%**)

1st Spanish Literature: 59/66 students (**89%**)

1st Math: 63/66 students (**95%**)

2nd Spanish Literature: 65/66 students (**98%**)

2nd Math: 57/66 students (**86%**)

3rd Spanish Literature: 54/65 students (**83%**)

3rd Math: 64/65 students (**98%**)

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

3rd English Literature: 57/65 students (**87%**)

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.

4th Spanish Literature: 58/67 students (**86%**)

4th Math: 58/67 students (**86%**)

2.2B (ENGLISH Gr4 only) 70% or more of all students will meet grade level mark or above in their courses by the end of the year.

4th English Literature: 62/67 students (**92%**)

2.2C (SPANISH and ENGLISH: Gr5 and Gr6) 80% or more of all students will earn a passing grade of C or above in their courses

- 5th Spanish Language Arts: 65/66 students (**98%**)
- 5th English Language Arts: 66/66 students (**100%**)
- 6th Spanish Language Arts: 39/42 students (**92%**)
- 6th English Language Arts: 29/42 students (**69%**)

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

- 7th: 33/42 students (**78%**)
- 8th: 37/42 students (**88%**)

Based on LAS Reading Assessments, June 2017:

End of the Year DRA and EDL Data for K-8 Grades

Note: End of Stage = EOS per LAS Biliteracy Trajectory

Grade Level	Percentage at benchmark SPANISH	Percentage of change from beginning to end of year	Percentage of students who increased reading levels	Percentage at benchmark ENGLISH	Percentage of change from beginning to end of year	Percentage of students who increased reading levels
K	67%	NA		NA	NA	
1	63%	+19%		NA	NA	
2	35%	+2%		NA	NA	
3 EOS1	52%	+7%	97%	49%	NA	NA
4	39%	-11%		43%	-27%	
5	19%	NA		NA	NA	
6 EOS2	53%	NA	58%	42%	NA	NA
7	NA	NA		29%	NA	
8 EOS3	NA	NA	NA	40%	+21%	71%

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
<p style="text-align: center;">Actions/Services</p> <p><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</p> <p>RESEARCH 1.1 Analyze achievement data by school- wide, grade level and subgroups: SED, Latino, SWD and ELs (Foster youth number at LAS does not qualify as numerically significant.) 1.2 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</p> <p>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)</p>	<p>R1.1 In the fall, staff began the year analyzing data trends from the spring CAASPP exams: SBAC and CST and CMA. Moreover, staff also analyzed EL performance in the CELDT the following spring. Starting May 2017, LAS will begin to offer College Board PSAT tests to Grade 8 students.</p> <p>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).</p> <p>R1.3 This is still work in progress. LAS plans to implement AP Spanish testing and SAT Subject Test in Spanish examinations for current middle school students starting the fall of 2017.</p> <p>PD 2.1 Provided differentiated professional development (Training - Coaching - Mentoring) in the following, but not limited to:</p> <ul style="list-style-type: none"> • Data analysis (EL CELDT, 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

Actions/Services

Expository Reading and Writing Training such as (ERWC)
Designing CCSS redefined rubrics
Differentiated Instruction
PBIS
Writer's Workshop
DRA/EDL Assessments

- PBIS
- Did not happen in 2016-17:
- Executive Functions such as ROPES
 - Expository Reading and Writing Training such as (ERWC)
 - Constructive Academic Conversations
- Teacher requests for more kindergarten specific professional development training.

BUDGETED
 (R: 1.1, 1.2, 1.3 PD: 2.1) \$21,500

ESTIMATED ACTUAL
 (R: 1.1, 1.2, 1.3 PD: 2.1) \$28,050

Expenditures

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 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 have contributed to the increase in teaching and learning effectiveness at LAS this year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The differences mostly reflect increase in professional development expenses: conferences and supplies, such as out of state conference to Columbia University in New York for two staff members: literacy coach and middle school teacher, to receive Writers Workshop Training.

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 has been a request to provide a more focused professional development training for primary grades, particularly in the kindergarten next year. Moreover, LAS needs to revive ROPES: Executive Functions of the Brain Training for the upcoming year considering that it will have several new teachers joining the faculty.

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	ACTUAL
<p style="text-align: center;">Actions/Services</p> <p><u>LAS Program Six Design Components:</u> Action 1: <i>R= Research</i> <i>PD= Professional Development</i> Action 2: CD= Curriculum Design AA= Assessments and Accountability Action 3: <i>I= Instruction</i> <i>SS= Support Structure</i></p> <p>CURRICULUM DESIGN <i>3.1 Use of CCSS aligned core and supplementary materials</i> <i>3.2 Design ELD lessons aligned with the ELD Standards and the CCSS and based on assessment results – i.e. CELDT</i> <i>3.3 Create yearlong backward plans for curriculum</i> <i>3.4 Implement Understanding by Design (UbD) principles in curriculum/instructional planning (Not</i></p>	<p>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 and Science state adopted curriculum lists for the upcoming year.</p> <p>CD 3.2 Designed ELD lessons aligned with the ELD Standards and the CCSS and based on assessment results – i.e. CELDT, DRA and EDL</p> <p>CD 3.3 Created yearlong backward plans for writer’s workshop curriculum (work in progress in other subjects)</p> <p>CD 3.4 Did not implement Understanding by Design (UbD) principles in curriculum/instructional planning</p> <p>CD 3.5. Need to revisit implementation of Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) (implementation in grades Gr3-Gr4)</p> <p>AA 4.1 Implemented Curriculum Design Team (CDT) defined language level diagnostic assessments for Spanish learners and ELs: DRA and EDL</p> <p>AA 4.2 Administered CDT defined curriculum and benchmark assessments</p> <p>AA 4.3 Not available this year</p>

applicable for 2016-17)
 3.5. *Implementation of Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) (Gr3-Gr4)*

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)*

BUDGETED
 (CD: 3.1, 3.2, 3.3 AA: 4.1, 4.2) \$40,470

ESTIMATED ACTUAL
 (CD: 3.1, 3.2, 3.3 AA: 4.1, 4.2) \$75,168

Expenditures

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, consequent data analysis and year-long planning accordingly.

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.

2017 Highlights (Alphas): Common assessments and curriculum for readers/writers workshops, Literacy Coach, new report cards, first year of PSAT 8/9 Gr8 results, expanded summer school, no retention in kindergarten (first time status), increased funding for classroom library books, more opportunities to attend conferences for professional development, and consistency in school site professional development. (Deltas/Areas for Improvement): increase students love for Spanish, set trainings for Science (NGSS), Social Studies, and English Language Development (ELD).

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.

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.

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**

Actions/Services

PLANNED	ACTUAL
<p style="text-align: center;">Actions/Services</p> <p><u>LAS Program Six Design Components:</u> Action 1: <i>R= Research</i> <i>PD= Professional Development</i> Action 2: <i>CD= Curriculum Design</i> <i>AA= Assessments and Accountability</i> Action 3: I= Instruction SS= Support Structure</p> <p>INSTRUCTION <i>5.1 Implementation of CCSS aligned core curriculum</i> <i>5.2 Incorporate basic math concepts (mental math and basic measurements) during PE instruction</i> <i>5.3 Utilize second language learning strategies trainings such as SDAIE, SIOP</i></p> <p>SUPPORT STRUCTURE <i>6.1 Extensive student support structures (Examples: differentiated instruction, tutoring, summer school, extended day remediation and acceleration)</i> <i>6.2 School-wide agreements on homework expectation</i> <i>6.3 100% of middle school SWDs who need extra study skills support will receive assistance</i> <i>6.4. Implement LAS Interventions Model: Multi-Tier Systems of Support (MTSS) and Individual Progress</i></p>	<p>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, SIOP</p> <p>SS 6.1 Provided extensive student support structures (Examples: differentiated instruction, Interventions, tutoring, summer school for incoming kindergarteners (cancelled for 2016 due to site construction), 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 Need to revisit 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. Continued implementation of the LAS Interventions Model: Multi -Tier Systems of Support (MTSS) and Intervention Progress Team (IPT)</p>

	<i>Team (IPT)</i>	
Expenditures	BUDGETED (I: 5.1, SS: 6.1, 6.2, 6.3, 6.4) \$1,687,427	ESTIMATED ACTUAL (I: 5.1, SS: 6.1, 6.2, 6.3, 6.4) \$2,594,324

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. Because of a school construction project, kindergarten summer school for 2016 did not take place. Moreover, LAS did not conduct a PD session this year articulating school wide homework expectations.

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. Moreover, 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. During the day interventions, particularly the logistics of scheduling during state testing in the spring, need to be reviewed for optimal setting. 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.

There are no changes made to this action item for Goal 1. LAS plans to have summer school programs for the summer of 2017 both for kindergarteners and for identified students in primary grades who need support in Spanish reading.

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

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

ACTUAL

SP#2 Goals:

1. Met: Attendance rate of 95% or above (Actual: 97%)
2. Did not meet: Absenteeism (chronic) at 2.9% rate
3. Met: Dropout for middle school at zero rate

SP#3

#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: 97% 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 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 becoming challenging some technology, and 2) limited time

- 8. Suspension and expulsion rate at less than 1% per year
- 9. Student survey completion (Gr2-Gr8) at ninety-five percent (95%) or above participation
- 10. Agreement with the student survey statement, "It is important to me to learn to read and write in Spanish at eighty percent (80%) or above rating

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

classrooms on the second floor are not conducive for physical activities as they cause tremendous noise for the classrooms downstairs.

SP#4

#8 Did not meet goal: Suspension and expulsion at 1.9%

#9 Goal met with 389 of Grades 2-8 and 147 TK-Gr1 students who participated with survey, representing 95% of the student body

#10 Goal met with 97% of students agreeing to the survey statement, "It is important to me to learn to read and write in Spanish

#11 Many students received the opportunity to enroll in after-school activities such as Ballet Folklórico, Science Robotics, Basketball, Soccer, Violin, Guitar classes, Martial Arts, Visual Arts, Online Study Island; In 2015, Parent Council conducted a mid-year survey that show top three areas of interest for enrichment opportunities: Sports: soccer; Music; Art; Ballet Folklórico, and Robotics. This is an area of opportunity for improvement; there are too many students who are on the waiting list and who are not able to participate. 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**

Actions/Services

PLANNED	ACTUAL
<p style="text-align: center;">Actions/Services</p> <p><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:</p>	<p>R 1.1 Staff studied recent brain research in relation to socio-emotional and intellectual development, particular to LAS significant subgroups (ROPES- not in 2016-17, 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)</p> <p>PD 2.1 Provided differentiated professional development (<i>Training - Coaching - Mentoring</i>) in:</p>

<p><i>I= Instruction</i> <i>SS= Support Structure</i></p> <p>RESEARCH</p> <p>1.1 Study recent brain research in relation to socio-emotional and intellectual development, particular to LAS significant subgroups</p> <p>1.2 Study research on the non-academic benefits of dual language immersion programs – i.e. cross cultural competencies, cross generational connections</p> <p>PROFESSIONAL DEVELOPMENT</p> <p>2.1 Provide differentiated professional development (Training - Coaching - Mentoring) 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>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)</p> <p>1) PBIS August 2015, 2016, and year round = Entire staff training</p> <p>2) CASP October 2015, 2016 = SEL staff attended</p> <p>3) CARS PLUS February 2016, 2017= SEL staff attended</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- not this year)</p> <p>1) PE teachers attended and presented at CAHPERDS Conference in March 2016, 2017</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>BUDGETED</p> <p>(R: 1.1, 1.2 PD: 2.1, 2.2) \$8,800</p>	<p>ESTIMATED ACTUAL</p> <p>(R: 1.1, 1.2 PD: 2.1, 2.2) \$12,208</p>

Expenditures

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: #2 CONFIDENCE AND LIFE SKILLS

Develop and exhibit positive self-esteem, pride, confidence, and respect for themselves and others.

Describe the overall implementation of the actions/services to achieve the articulated goal.

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.

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. This has translated to strong teaching and learning in the classrooms as well as school wide 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.

[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	ACTUAL
<p style="text-align: center;">Actions/Services</p> <p><u>LAS Program Six Design Components:</u> <u>Action 1:</u></p>	<p>CD 3.1 Incorporated socio-emotional strategies, LIFESKILLS goals, and PBIS and activities in unit and lesson design as well piloting</p>

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

4.4 Post a sign outside each classroom door to highlight 100% attendance (K-Gr5)

4.5 Analyze student achievement in Physical Education

Second Step curriculum in some classrooms.
 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 Conducted regular attendance assemblies; consistent with LIFESKILLS recognition assemblies; invited families to all events. School wide 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: 90.6% stated, “I like my school.”

Grades TK-8: 90.2% stated, “I feel safe at school.”

Grades TK-8: 68.6% 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.

Baseline for Grade 5 in HFZ

(Data for each Grade 5 Cohort will be compared with their Grade 7)

FY2015 Gr 5 Cohort	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

(CD: 3.1 AA: 4.1, 4.2, 4.3) \$9,250

ESTIMATED ACTUAL

(CD: 3.1 AA: 4.1, 4.2, 4.3) \$29,766

Expenditures

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.	<p>LAS MISSION: #2 CONFIDENCE AND LIFE SKILLS Develop and exhibit positive self-esteem, pride, confidence, and respect for themselves and others.</p> <p>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.</p>
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	<p>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.</p>
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	<p>Most of the differences reflect shift in allocation of professional development funding and instructional materials and supplies such as the Second Step pilot materials for both General Education and SPED. Also included in this year’s estimated actual cost is the budget line for PE supplies.</p>
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.	<p>The stated action above remains the same for the upcoming school year. However, middle school team will need to redefine their “Brain Breaks” activity to resolve the noise issue being in a two story building.</p>

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.

PLANNED	ACTUAL
<p style="text-align: center;">Actions/Services</p> <p><u>LAS Program Six Design Components:</u> Action 1: <i>R= Research</i> <i>PD= Professional Development</i> Action 2: <i>CD= Curriculum Design</i> <i>AA= Assessments and Accountability</i> Action 3: <i>I= Instruction</i> <i>SS= Support Structure</i></p> <p>INSTRUCTION</p> <p>5.1 Integrate lessons on life skills and healthy life style choices during instruction</p> <p>5.2 Ensure consistent opportunities for students to formulate and present their ideas during instruction and beyond</p> <p>SUPPORT STRUCTURE</p> <p>6.1 Coordinate with Parent Council, Parent Association, Student Council groups for collective emphasis on strong attendance rate</p> <p>6.2 Publish newsletter information on health, nutrition choices in relation to attendance</p> <p>6.3 Highlight students’ progress in After- school Education and Safety (ASES) Program and Enrichment classes</p> <p>6.4 Coordinate with Parent Council, Parent Association, Student Council groups for emphasis on practicing LIFESKILLS</p>	<p>I 5.1 Not consistent school wide; need to revisit this goal to integrate lessons on life skills and healthy life style choices during instruction</p> <p>I 5.2 Ensured consistent opportunities for students to formulate and present their ideas during instruction and beyond with emphasis in CCSS implementation</p> <p>SS 6.1 Coordinated with Parent Council, Parent Association, Student Council groups for collective emphasis on strong attendance rate</p> <p>SS 6.2 Published newsletter information on health, nutrition choices in relation to attendance (need to revisit this goal; work in progress)</p> <p>SS 6.3 Highlighted students’ progress in After- school Education and Safety (ASES) Program and Enrichment classes via performances – Talent Show and work display in the cafeteria</p> <p>SS 6.4 Coordinated with Parent Council, Parent Association, Student Council groups for emphasis on practicing LIFESKILLS- i.e. respect and anti-bullying behavior</p> <p>SS 6.5 Ensured students’ access to technology and communication venues such as school website, intercom and Blackboard to encourage engagement in civic actions</p> <p>SS 6.6 Although there is a school wide promotion of healthy snacks, many fundraising events still served unhealthy choices. On an annual basis, Student Council organizes a Health Fair to provide information on healthy life style choices. 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.</p> <p>SS 6.7 Did not maintain a suspension and expulsion rate at less than 1% per year; this is an area for improvement.</p>

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

Expenditures

BUDGETED
(I: 5.1, SS: 6.1, 6.2, 6.3, 6.4, 6.5) \$ 339,089

ESTIMATED ACTUAL
(I: 5.1, SS: 6.1, 6.2, 6.3, 6.4, 6.5) \$ 646,363

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 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.” (Page 40)

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

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

1. More than 90%of students participate in the election process for Student Council Officers
2. More than 90%of Gr 3-8 students participate in voting for Grade Level Representatives
3. More than 90%of K-8 students have opportunities to practice leadership skills by the end of Gr8.
4. 80% or more of students participate in Student Council sponsored activities such as community service events and/or Spirit Days
5. More than 90%of students participate in school-wide cleaning.
6. By the end of Gr 8, more than 90% students will have participated in a

ACTUAL

SP#3
 #1-4: All goals are met
 #5 and 7: These items are still work in progress and need program structures. This spring, Student Council and Action Civics student leaders organized school wide cleaning schedules for all classes. This has created wonderful morale for the school.
 #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.

Education Research Agenda Project (NLERAP) Participatory Action Research (PAR)

- 7. By the end of Gr 8, 90% of students will have completed a minimum of 10 hours of community service.
- 8. Subject emphasis: Electives (Middle School only)
 - LAS will offer five or more elective courses annually
 - 85% or more of students earning a passing grade of C or above in their elective course
 - More than 90% of students who need extra study skills support will receive assistance during elective block

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

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

SP #4

Items 9 and 10: Goals met; 95% of TK-8 students participated in the student survey completion
 Item 11: Goal met; 97% of families would recommend LAS to other parents

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
<p style="text-align: center;">Actions/Services</p> <p><i>LAS Program Six Design Components:</i> Action 1: R= Research PD= Professional Development Action 2: CD= Curriculum Design AA= Assessments and Accountability Action 3:</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). 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)</p>

<p><i>I= Instruction</i> <i>SS= Support Structure</i></p> <p>RESEARCH</p> <p><i>1.1 Document student driven projects based on current community needs:</i> <i>Classroom, grade level, school-wide, and community at large</i></p> <p><i>1.2 Analyze community survey for responses to questions about community service projects</i></p> <p>PROFESSIONAL DEVELOPMENT</p> <p><i>2.1 Professional development on performance task rubric design, calibration, and multiple measures of achievement</i></p> <p><i>2.2 Continued training in student directed participatory research</i></p>	<p>PD 2.1 Need to establish professional development on performance task rubric design, calibration, and multiple measures of achievement (work in progress). Need training on implementing LifeSkills</p> <p>PD 2.2 Need to reintroduce the concept to whole staff - directed participatory research; MS teachers are members of the Action Civics Education team from Sacramento County Office of Education (SCOE).</p>
<p>BUDGETED (R: 1.2, PD: 2.1) \$10,000</p>	<p>ESTIMATED ACTUAL (R: 1.2, PD: 2.1) \$10,858</p>

Expenditures

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 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 is at the novice stage of establishing Google School accounts for students and the school looks forward to seeing the full potential of an electronic means to document student community activism and leadership endeavors.

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**

Actions/Services

PLANNED	ACTUAL
<p style="text-align: center;">Actions/Services</p> <p><u>LAS Program Six Design Components:</u> Action 1: <i>R= Research</i> <i>PD= Professional Development</i> Action 2: CD= Curriculum Design AA= Assessments and Accountability Action 3: <i>I= Instruction</i> <i>SS= Support Structure</i></p>	<p>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.</p> <p>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> <p>AA 4.1 Administered yearly student survey AA 4.2 Ensured participation in the election process for Student Council Officers and Grade Level Representatives</p>

<p><i>CURRICULUM DESIGN</i></p> <p><i>3.1 Ensure curriculum includes leadership and critical thinking components</i></p> <p><i>3.2 Include community service projects in curriculum design based on student reflections on survey results</i></p> <p><i>ASSESSMENTS AND ACCOUNTABILITY</i></p> <p><i>4.1 Administer yearly student survey</i></p> <p><i>4.2 Ensure participation in the election process for Student Council Officers and Grade Level Representatives</i></p> <p><i>4.3 Analyze student achievement in middle school elective courses</i></p>	<p>AA 4.3 Analyzed student achievement in middle school elective courses</p>
<p>BUDGETED</p> <p>(AA: 4.1, 4.3) \$ 4,000</p>	<p>ESTIMATED ACTUAL</p> <p>(AA: 4.1, 4.3) \$21,125</p>

Expenditures

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 school wide focus on student action based leadership experiences. As members of SCOE's Action Civics training series for the past couple of years, the group, along with their students, participated in the statewide annual showcase of student activism. There is, however, still room for improvement particularly in expanding the program school wide.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Most of the difference reflects changes in funding allocation including an increase in instructional materials and supplies as well as garden expenses.

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 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. (Page 46)

[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**

Actions/Services

PLANNED	ACTUAL
<p style="text-align: center;">Actions/Services</p> <p><u>LAS Program Six Design Components:</u> Action 1: <i>R= Research</i> <i>PD= Professional Development</i> Action 2: <i>CD= Curriculum Design</i> <i>AA= Assessments and Accountability</i> Action 3: <i>I= Instruction</i> <i>SS= Support Structure</i></p>	<p>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</p> <p>SS 6.1 Coordinated with Parent Council, Parent Association, Student Council groups for collective emphasis on stakeholders active participation in school SS 6.2 Journalism elective middle school class published newsletter information and articles on leadership and</p>

<p>INSTRUCTION</p> <p><i>5.1 Highlight student led participatory action research projects and events during class</i></p> <p><i>5.2 Ensure multiple opportunities for students to practice critical thinking and collaboration</i></p> <p><i>5.3 Offer elective classes in middle school</i></p> <p>SUPPORT STRUCTURE</p> <p><i>6.1 Coordinate with Parent Council, Parent Association, Student Council groups for collective emphasis on stakeholders active participation in school</i></p> <p><i>6.2 Publish newsletter information on leadership and citizenship</i></p> <p><i>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</i></p> <p><i>6.4 Provide opportunities for students to participate in school wide cleaning</i></p> <p><i>6.5 Encourage classroom and grade level incentives for those who participate in Student Council sponsored activities</i></p>	<p>citizenship</p> <p>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</p> <p>SS 6.4 Provided opportunities for students to participate in school wide cleaning</p> <p>SS 6.5 Encouraged classroom and grade level incentives for those who participated in Student Council sponsored activities</p>
<p>BUDGETED</p> <p>(I: 5.3, SS: 6.1, 6.2, 6.3, 6.5) \$8,000</p>	<p>ESTIMATED ACTUAL</p> <p>(I: 5.3, SS: 6.1, 6.2, 6.3, 6.5) \$18,180</p>

Expenditures

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 device 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. Students, however, continue to expand their leadership skills through various school wide events, including participating in school wide cleaning efforts.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Most of the differences reflect the increase in technology device purchases as well as infrastructure set ups such as internet and bandwidth increase.

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

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
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

ACTUAL

SP#5

Item 1: Did not meet; 69% of families completed the annual survey. Of the 69% submitted: 90% paper survey and 10% online.

Item 2: 97% of families stated that they would recommend the school to others. (Paper and online data combined)

Item 3: Met goal

Item 4: Reading Buddies is no longer being implemented

Parent Volunteer Hours:

FY2015 and FY2016: Parent volunteer hours in the last two years averaged about 3,000 hr/yr with about 51% of families participating.

FY2017: This school year, volunteer hours are 3947 hr/yr with 56% of families participating.

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% (*Highest record)**

Goal 16-17:

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

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%

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

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%

SP#6 All three goals are met

SP#7 All three goals are met; LAS is researching current state adopted curriculum for Social Studies and Science (#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 2017-18

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
<p>Actions/Services</p> <p><u>LAS Program Six Design Components:</u></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</p>

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 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

research and obtain updated standards aligned materials
R 1.3 School leadership and CDT Committee continue to assess curriculum, assessments and professional development needs and create an action plan to address them

R 1.4 School leadership, CDT Committee, and the faculty continue to annually review course requirements and curriculum and ensure LAS students are offered a broad course of study with effective dual language instruction

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

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)

-PBIS

-Writer's Workshop

-Reader's Workshop

2.5 Implement an extensive professional development:

- Data analysis
- CCSS
- Expository Reading and Writing Course (ERWC)
- Designing CCSS redefined rubrics, and differentiation
- ROPES
- PBIS
- Writer’s Workshop
- Reader’s Workshop

Expenditures

BUDGETED
(R: 1.1, 1.2, 1.3 PD: 2.1, 2.3, 2.4, 2.5) \$13,750

ESTIMATED ACTUAL
(R: 1.1, 1.2, 1.3 PD: 2.1, 2.3, 2.4, 2.5) \$16,620

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: 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.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Slight differences reflect estimated actual costs for this action/service item.

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**

Actions/Services

PLANNED	ACTUAL
<p style="text-align: center;">Actions/Services</p> <p><u>LAS Program Six Design Components:</u> Action 1: <i>R= Research</i> <i>PD= Professional Development</i> Action 2: CD= Curriculum Design AA= Assessments and Accountability Action 3: <i>I= Instruction</i> <i>SS= Support Structure</i></p> <p>CURRICULUM DESIGN 3.1 Integrate CCSS in yearlong backwards planning 3.2 Ensure use of state approved standards based Materials</p>	<p>CD 3.1 Continue learning how to Integrate CCSS in yearlong backwards planning (work in progress); Created a goggle doc delineating writing tasks for the entire 2016-17 for Grades TK-8. CD 3.2 Ensured use of state approved standards based materials. Expanded budget for classrooms libraries.</p> <p>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.</p>

<p>ASSESSMENTS AND ACCOUNTABILITY</p> <p>4.1 Administer yearly parent surveys</p> <p>4.2 Completion of Parent - Student - Teacher Compact</p> <p>4.3 Administer student and parent surveys and analysis of responses pertinent to materials, facilities, and teacher performance</p>	
<p>BUDGETED</p> <p>(CD: 3.1, 3.2 AA: 4.1) \$20,969</p>	<p>ESTIMATED ACTUAL</p> <p>(CD: 3.1, 3.2 AA: 4.1) \$41,125</p>

Expenditures

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. 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 education 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. (Page 54)

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**

Actions/Services

PLANNED	ACTUAL
<p>Actions/Services</p> <p><i>LAS Program Six Design Components:</i></p> <p><i>Action 1:</i></p> <p><i>R= Research</i></p> <p><i>PD= Professional Development</i></p> <p><i>Action 2:</i></p> <p><i>CD= Curriculum Design</i></p> <p><i>AA= Assessments and Accountability</i></p> <p>Action 3:</p> <p>I= Instruction</p> <p>SS= Support Structure</p> <p>INSTRUCTION</p> <p>5.1 Implement Understanding by Design (UbD) principles in curriculum/instruction planning (TBD per availability)</p> <p>SUPPORT STRUCTURE</p> <p>6.1 Coordinate with Parent Council, Parent</p>	<p>I 5.1 Need to review how to integrate CCSS into implementing Understanding by Design (UbD) principles in curriculum/instruction planning (work in progress)</p> <p>SS 6.1 Coordinated with Parent Council, Parent Association, and Student Council groups for collective emphasis on stakeholders’ active participation in school.</p> <p>SS 6.2 Published list of differentiated opportunities for parental involvement, including attending the parent workshops at the end of the year in preparation for their child’s upcoming grade level</p> <p>SS 6.3 Designated time for parent representatives to meet with school leadership for feedback</p> <p>SS 6.4 School leaders conducted regular walk through of facilities</p> <p>SS 6.5 Need consistent Facilities Committee 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</p>

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

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. Expanded school wide bandwidth to double capacity to meet usage needs. Established Google school accounts.

BUDGETED
(I: 5.1, SS: 6.1, 6.5, 6.6, 6.7, 6.8) \$ 37,000

ESTIMATED ACTUAL
(I: 5.1, SS: 6.1, 6.5, 6.6, 6.7, 6.8) \$ 1,337,703

Expenditures

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. Moreover, UbD was not implemented this year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Seven out of the nine action/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: salaries and compensations, which were not previously accounted for on this action/service item.

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?

WHAT – WHEN - WHERE:

ITEM 1: LAS Community Survey Distribution

May 22 –June 2, 2017

LAS

ITEM 2: LCAP available on LAS Website for Feedback

By June 5, 2017

online at: www.lasac.info

LCAP Stakeholder Outreach and Consultation Dates 2016-2017:

Stakeholder Group	Date
Governing Board Meeting and Retreat	2016: 9/16, 10/21, 11/18 2017: 1/27, 2/17, 3/17, 4/21, 5/19, 6/16
Parent Council Meeting/PC Executive Group	2016: 10/5, 11/4, 12/7 2017: 1/11, 3/1, 4/5, 5/5
Parent Association Meeting and *ELAC Meeting	2016: * 9/14, *10/12, *11/9 2017: *2/8, *3/8, *5/10
Staff Meeting and PD Meetings	2016: 9/8, 9/29, 10/7, 10/13, 11/10, 12/8 2017: 1/12, 2/9, 3/9, 4/7
SPED Meeting	2017: 3/14
CDT Committee Meeting	2016: 9/1, 10/6, 12/1 2017: 2/2, 3/2, 4/6, 5/4, 6/1

ITEM 3: LAS Public Hearing

Public comments are welcome at all monthly

Governing Board Meetings

Friday, May 19, 2017 and June 16, 2017 @ 5:30PM

LAS - 2850 49th Street, Sacramento, CA 95826

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 this year both at the participation level and the collective knowledge level. LAS continued its structure from the previous year and created an LCAP Advisory group in the fall composed of members from the Parent Council and Parent Association groups as well as representatives from the English Language Advisory Council (ELAC). This group took the lead of meeting every month and deciding on 5 Key Learning Points to share, discuss, and problem solve with various stakeholders. After each session, participants completed "What I Know" and "What I Want to Know" form. Data from these forms was presented at the monthly board meetings thus guiding the board discussion on LCAP updates.

The following lists the milestones of LAS LCAP work for 2016-17:

- 1) Stakeholders received baseline data regarding student achievement in English from the CAASPP SBAC results in spring 2016. After receipt of the spring 2017 CAASPP results, LAS will have three 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 CELDT, with the caveat that CEDLT replaced by a new language exam ELPAC during the upcoming school year. This is a critical task in fine-tuning redesignation criteria for students, particularly for those in the upper grades.
- 3) LAS teaching staff has created task forces in order to advance the school's internal accountability goals.
 - a. Revising progress reports and report cards
 - b. Designing school wide implementation plan for DRA/EDL– a reading 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) In response to last year's stakeholder feedback, LAS continued its plan to expand technology access and use in the classroom. As of the 2016-17 school year, Grades 2-8 have a 1:1 student to computer ratio.
- 6) 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.
- 7) As of June 2017, LAS has collected 270 (Yr1: 88, Yr2: 94 and Yr3: 88) "What I Know" and 219 (Yr1: 108, Yr2: 75 and Yr3: 36) "What I Want to Know" statements. Thus far, 489 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.
- 8) An emerging theme from the stakeholder comments is the area of COMMUNICATION. There is a need to improve on ways to communicate with

families, particularly regarding forms that need parent feedback – i.e. ballots, surveys, etc. A parent suggested an idea to adopt a set paper color: golden rod, to be used solely for parent communication that needs urgent response. LAS will also look into the feasibility of sending messages to families via phone text message.

- 9) LCAP Advisory parent members mobilized around the need to increase parent participation during school governance elections which historically been around 57%-69%. The last three governing board representative elections garnered the highest participation ever with 70% (May 2016 Election for Parent Representative), 74% (June 2016 Election for the Community Representative) and 62% (June 2017 Election for the Community and Parent Representative).

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

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 _____

Identified Need

Students need high quality bilingual classroom instruction, curriculum, and assessments.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18
	Refer to data from Annual Update Section	<p>PREMISES FOR DATA ANALYSIS (PDA)</p> <ol style="list-style-type: none"> 1. LAS will meet or exceed the state API targets for school wide and LAS significant subgroups 2. LAS will meet or exceed new goals upon the official implementation of the new state assessments: Smarter Balanced Tests and English Language Proficiency Assessments (ELPAC) 3. LAS will meet or exceed the 2014-2015 baseline data of the Smarter Balanced Tests 4. End of Gr 5 standardized test in English data will serve as baseline for Gr 6 -8 students' progress 5. End of Grade Level Span CELDT goals will be assessed in the fall of the following year-

meet or exceed goals

6. Students who do not reach grade level benchmarks receive academic intervention, targeting skills and strategies necessary to meet this goal.

SP#1: Student achievement and biliteracy for all students

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

STAGE 1: Emerging Biliteracy (Gr K-3)

STAGE 2: Expanding Biliteracy (Gr 4-6)

STAGE 3: Full Biliteracy (Gr 7-8)

STAGE 1 Emerging Biliteracy Grades K-3

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

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

STAGE 2 Expanding Biliteracy Grades 4-6

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

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

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

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

STAGE 3 Full Biliteracy Grades 7-8

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

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

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

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

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

STAGE 1: Emerging Biliteracy (Gr K-3)

STAGE 2: Expanding Biliteracy (Gr 4-6)

STAGE 3: Full Biliteracy (Gr 7-8)

STAGE 3: Full Biliteracy (Gr 7-8)

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

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

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

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's 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:		
<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> [Specific Student Group(s)] _____	
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____
	<input type="checkbox"/> Specific Grade spans: _____	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input checked="" type="checkbox"/> Low Income	
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> School wide
	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)	
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____
	<input type="checkbox"/> Specific Grade spans: _____	

ACTIONS/SERVICES

2017-18

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged			
Actions/Services			
<i>LAS Program Six Design Components:</i> 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 Continued study on most recent two-way immersion research and its efficacy for all students, including the subgroups above

1.3 Research and/or use of standardized Spanish assessments

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
- Writer’s Workshop
- Reader’s Workshop
- DRA/EDL Assessments

BUDGETED EXPENDITURES

2017-18

Amount	(R-1.1, 1.2, 1.3 PD-2.1) \$24,867
Source	EPA, LCFF Base, Supplemental, Title2
Budget Reference	Object: 1000, 4000, 5000

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

Action **2**

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

[Students to be Served](#)

All Students with Disabilities [Specific Student Group(s)] _____

[Location\(s\)](#)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

[Students to be Served](#)

English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide School wide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All schools Specific Schools: _____ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

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)

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)

BUDGETED EXPENDITURES

2017-18

Amount	(CD: 3.1, 3.2, 3.3 AA- 4.1, 4.2) \$74,753
Source	LCFF Base, Supplemental, Concentration
Budget Reference	Object: 4000, 5000

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

Action 3

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

[Students to be Served](#)

English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide School wide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All schools Specific Schools: _____ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

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

6.4. Implement LAS Interventions Model: Multi-Tier Systems of Support (MTSS) and Individual Progress Team (IPT)

[BUDGETED EXPENDITURES](#)

2017-18

Amount	(I: 5.1 SS: 6.1, 6.2, 6.3, 6.4) \$3,019,871
Source	EPA, LFCC Base, Supplemental, Concentration, Title 2
Budget Reference	Object: 1000, 2000, 3000, 4000, 5000

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

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 _____

Identified Need

Students need a safe and engaging academic, social emotional, and physical school environment.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

Refer to data from Annual Update Section

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

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

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

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

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

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

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's 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:		
<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> [Specific Student Group(s)] _____	
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____
	<input type="checkbox"/> Specific Grade spans: _____	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input checked="" type="checkbox"/> Low Income	
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> School wide
	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)	
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____
	<input type="checkbox"/> Specific Grade spans: _____	

ACTIONS/SERVICES

2017-18

<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged		
Actions/Services				
<i>LAS Program Six Design Components:</i>				
Action 1:				
R= Research				
PD= Professional Development				
<i>Action 2:</i>				
<i>CD= Curriculum Design</i>				
<i>AA= Assessments and Accountability</i>				
<i>Action 3:</i>				
<i>I= Instruction</i>				
<i>SS= Support Structure</i>				

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

BUDGETED EXPENDITURES

2017-18

Amount	(R: 1.1, 1.2, PD: 2.1, 2.2) \$9,700
Source	EPA, LCFF Base, Supplemental, Concentration
Budget Reference	Object: 1000, 5000

Action **2**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
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[Scope of Services](#)

LEA-wide School wide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All schools Specific Schools: _____ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

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 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

4.4 Post a sign outside each classroom door to highlight 100% attendance (K-Gr5)

4.5 Analyze student achievement in Physical Education

[BUDGETED EXPENDITURES](#)

2017-18

Amount	(CD: 3.1 AA: 4.1, 4.2, 4.3) \$25,788
Source	Source: EPA, LCFF Base, Supplemental, Concentration
Budget Reference	Object: 4000, 5000

Action **3**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> School wide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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 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

BUDGETED EXPENDITURES

2017-18

Amount	(I: 5.1 SS: 6.1, 6.2, 6.3, 6.4, 6.5) \$600,586
Source	EPA, LCFF Base, Supplemental, Concentration, Title 2, ASES, Title 1
Budget Reference	Object: 1000, 2000, 4000, 5000

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

New

Modified

Unchanged

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 _____

Identified Need

Students need opportunities to develop and apply leadership skills to create change

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

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

Refer to data from Annual Update Section

1. More than 90%of students participate in the election process for Student Council Officers
2. More than 90%of Gr 3-8 students participate in voting for Grade Level Representatives
3. More than 90%of K-8 students have opportunities to practice leadership skills by the end of Gr8.
4. 80% or more of students participate in Student Council sponsored activities such as community service events and/or Spirit Days
5. More than 90%of students participate in school-wide cleaning.
6. By the end of Gr 8, more than 90%students will have participated in a student directed community based research such as National Latino Education Research Agenda Project (NLERAP) Participatory Action Research (PAR)
7. By the end of Gr 8, 90% of students will have completed a minimum of 10 hours of community service.
8. Subject emphasis: Electives (Middle School only)

- LAS will offer five or more elective courses annually
- 85% or more of students earning a passing grade of C or above in their elective course
- More than 90% of students who need extra study skills support will receive assistance during elective block

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

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

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's 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 All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide School wide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged			
Actions/Services			
<p><u>LAS Program Six Design Components:</u></p> <p>Action 1:</p> <p>R= Research</p> <p>PD= Professional Development</p> <p>Action 2:</p> <p>CD= Curriculum Design</p> <p>AA= Assessments and Accountability</p> <p>Action 3:</p> <p>I= Instruction</p> <p>SS= Support Structure</p>			

RESEARCH

1.1 Document student driven projects based on current community needs:

Classroom, grade level, school-wide, and community at large

1.2 Analyze community survey for responses to questions about community service projects

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

BUDGETED EXPENDITURES

2017-18

Amount	(R: 1.2, PD: 2.1) \$6,667	
Source	EPA, LCFF Base, Supplemental, Concentration, Title 2	
Budget Reference	Object: 5000	

Action 2

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide School wide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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 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

BUDGETED EXPENDITURES

2017-18

Amount	(AA: 4.1, 4.3) \$12,918	
Source	EPA, LCFF Base	
Budget Reference	Object: 4000	

Action **3**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide School wide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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 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

BUDGETED EXPENDITURES

2017-18

Amount	(I: 5.3 SS: 6.1, 6.2, 6.3, 6.5) \$12,000	
Source	EPA, LCFF Base, Supplemental, Concentration	
Budget Reference	Object: 5000	

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New Modified Unchanged

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 _____

Identified Need

Students need a school infrastructure that support their learning

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18
	Refer to data from Annual Update Section	<p><u>SP#5: Parent involvement and its role in supporting the fulfillment of LAS Mission</u></p> <ol style="list-style-type: none"> 1. Eighty percent (80%) or above of families complete annual parent survey 2. Families recommend the school to others at 85% or above rating 3. Ninety percent (90%) completion of Parent Student Teacher Compact 4. Families participate in various parent governance venues: Governing Board, Parent Council, Parent Association, Grade Level Representative, Volunteers, Reading Buddies: -90% or more of parents participate in election process for parent representatives to various governing bodies: Governing Board, Parent Council, Committees 5. 90% or more of families will show a survey response indicating satisfaction with student(s) progress

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

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

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

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

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

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

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's 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 All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide School wide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged		
Actions/Services		
<p><u>LAS Program Six Design Components:</u></p> <p>Action 1:</p> <p>R= Research</p> <p>PD= Professional Development</p> <p>Action 2:</p> <p>CD= Curriculum Design</p> <p>AA= Assessments and Accountability</p> <p>Action 3:</p> <p>I= Instruction</p> <p>SS= Support Structure</p>		

RESEARCH

- 1.1 School leadership researches and establishes rigorous hiring process
- 1.2 Curriculum Design Team (CDT) Committee researches and obtains updated standards aligned materials
- 1.3 School leadership and CDT Committee assess curriculum, assessments and professional development needs and create an action plan to address them
- 1.4 School leadership, CDT Committee, and the faculty annually review course requirements and curriculum and ensure LAS students are offered a broad course of study with effective dual language instruction

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
- 2.5 Implement an extensive professional development:
 - Data analysis
 - CCSS
 - Expository Reading and Writing Course (ERWC)
 - Designing CCSS redefined rubrics, and differentiation
 - ROPES
 - PBIS
 - Writer’s Workshop
 - Reader’s Workshop

BUDGETED EXPENDITURES

2017-18

Amount	(R: 1.1, 1.2, 1.3 PD: 2.1, 2.3, 2.4, 2.5) \$13,867		
Source	EPA, LCFF Base, Supplemental, Concentration, Title 2		
Budget Reference	Object: 1000, 5000		

Action **2**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide School wide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Actions/Services		
<p><u>LAS Program Six Design Components:</u> Action 1: <i>R= Research</i> <i>PD= Professional Development</i> Action 2: <i>CD= Curriculum Design</i> <i>AA= Assessments and Accountability</i> Action 3: <i>I= Instruction</i> <i>SS= Support Structure</i></p> <p>CURRICULUM DESIGN 3.1 Integrate CCSS in yearlong backwards planning 3.2 Ensure use of state approved standards based Materials</p>		

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

BUDGETED EXPENDITURES

2017-18

Amount (CD: 3.1, 3.2 AA: 4.1) \$23,638

Source EPA, LCFF Base, Supplemental, Concentration, Title 2

Budget Reference Object: 4000

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Action **3**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide School wide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Actions/Services		
<p><u>LAS Program Six Design Components:</u></p> <p><i>Action 1:</i></p> <p><i>R= Research</i></p> <p><i>PD= Professional Development</i></p> <p><i>Action 2:</i></p> <p><i>CD= Curriculum Design</i></p> <p><i>AA= Assessments and Accountability</i></p> <p>Action 3:</p> <p>I= Instruction</p> <p>SS= Support Structure</p> <p>INSTRUCTION</p> <p>5.1 Implement Understanding by Design (UbD) principles in curriculum/instruction planning (TBD per availability)</p>		

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

BUDGETED EXPENDITURES

2017-18

Amount	(I: 5.1 SS: 6.1, 6.5, 6.6, 6.7, 6.8) \$1,246,717		
Source	EPA, LCFF Base, Supplemental, Concentration, Title 2		
Budget Reference	Object: 1000, 2000, 3000, 4000, 5000		

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 775,157

Percentage to Increase or Improve Services:

17.61 %

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 school wide or LEA-wide basis. Include the required descriptions supporting each school wide or LEA-wide use of funds ([see instructions](#)).

Based on SBE formula calculator, LAS's 2017-18 LCFF Supplemental Grant is projected to be \$775,157. The increase in Supplemental funds are being utilized as follows, organized within the LAS EDUCATIONAL PROGRAM: SIX DESIGN COMPONENTS (C:1-6):

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. Consequently, for 2017-18, LAS has appropriated \$55,101 (Budget Series: 1000, 3000, 4000, 5000) for research and professional development.

Curriculum Design (C.3) and Assessments and Accountability (C.4) The state-wide implementation of the Common Core State Standards (CCSS) and Smarter Balanced Assessments (SBAC) have been instrumental in LAS's current decisions with regards to curriculum design and assessments – both now requiring highly embedded technology features. CCSS has defined the 21st Century Skills as critical thinking, collaboration, communication, and creativity. LAS staff is fine-tuning its curriculum designing and assessments in order to academically better prepare all students, particularly those from subgroups: ELLs, RFEPs, SED, and SWD. This year, 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. Consequently, related expenditures for these categories are \$136,547 from Budget Series 4000, 5000.

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 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. LAS instructional and support structure design components as delineated above equal an expenditure appropriation of \$583,509 as reflected in Budget Series: 1000, 2000, 4000, and 5000.