

LCAP Year 2017–18 **Board Approved v6.16.17**
 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

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

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

LEA Name

The Language Academy of Sacramento (LAS)

Contact Name
and Title

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Email and
Phone

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[2017-20 Plan Summary](#)

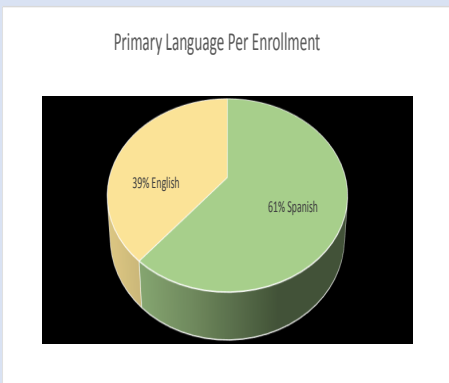
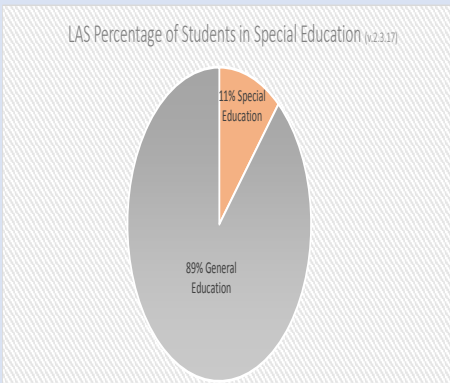
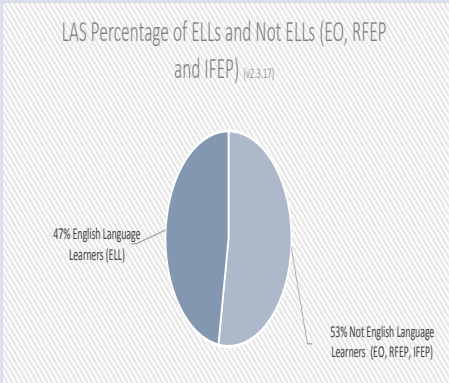
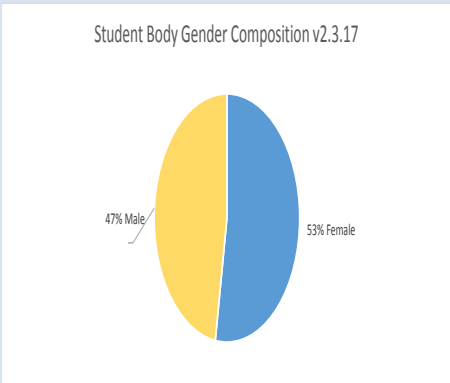
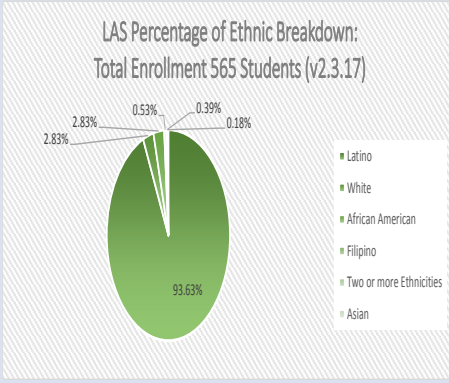
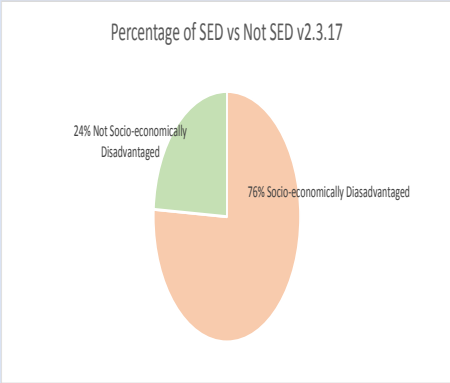
THE STORY

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

On February 19, 2004, the SCUSD School Board unanimously voted to approve the charter petition for the Language Academy of Sacramento (LAS). Today the school operates as an independent directly funded charter that is also a California non-profit 501(c)(3) public benefit corporation. Since the charter school's opening in 2004, LAS enrollment has grown from 228 students to 565 for the 2016-17 school year. As of June 2017, there are 687 of children on the LAS waiting list.

LAS Demographics

For the 2016-17, LAS demographic data constitutes 76% Socioeconomically Disadvantaged, 47% English Learners and 12% qualifying for Special Education services. About 93% of the students are Latino, 3% Black/African Americans, 3% White, and 1% other. Sixty one (61%) of the families at LAS identify Spanish as their primary language.



LAS Mission

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

- 1) Biliteracy:** Utilize bilingual academic knowledge and skills in real-world situations and diverse settings
- 2) Confidence and Life Skills:** Develop and exhibit positive self-esteem, pride, confidence, and respect for themselves and others
- 3) Leadership and Critical Thinking:** Demonstrate leadership skills in order to build bridges between communities and apply critical thinking skills to solve problems, promote social justice, and create change in society

LAS Academics

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

Two-Way Immersion 90-10 Model

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

LCAP HIGHLIGHTS

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

LAS Facts

Academics:

- ❖ Congruent to the Dual Immersion Research, LAS 8th grade students achieve at comparable and/or higher levels than the neighborhood district and the State of California peer group in English, while **simultaneously** learning Spanish.
- ❖ LAS 2015 Cohort for Grades 5-7 Standards Met or Exceeded in ELA and Math: Twenty-three (23) out of 26 comparative categories or 88%, showed cohort growth in achievement with CAASPP 2016 data.
- ❖ LAS' educational model provides the area high schools with the only students prepared to enroll in Advanced Placement foreign language courses.

Basic Environmental Infrastructure:

- ❖ As of 2015, 85% of LAS teachers have two years or more classroom teaching experience and over 50% have five or more years of experience.
- ❖ As of 2015, LAS has completed a state of the art gymnasium and two-story structure for middle school.

- ❖ As of 2016, the access to technology for students from Grades 2-8 is 1:1 ratio.
- Climate and Parent Engagement:**
- ❖ Based on 2016 student survey, 97% of students agree with the statement, “It is important to me to learn to read and write in Spanish and English,” and 92% stated that, “I like my school.”
- ❖ Since its inception, LAS continues to meet its parent satisfaction goal with ~90% stating overall satisfaction with the school and ~94% stating they would recommend the school to others.
- ❖ LAS has a shared Governance model that includes parents, staff and community members. During the board election in June 2016, 74% of families voted – the highest record of voter participation in the history of LAS.

REVIEW OF PERFORMANCE

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

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

State Dashboard

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

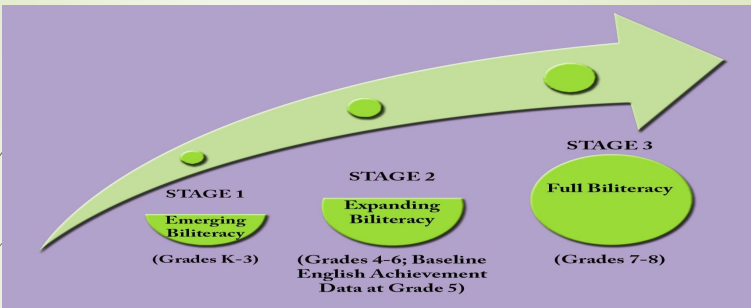
LAS received the following marks:

- 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.

Comparative Data: LAS, Sac City District and CA

GREATEST PROGRESS



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LAS End of Stage Grade Levels:

- End of Stage 1 = Grade 3
- End of Stage 2 = Grade 6
- End of Stage 3 = Grade 8

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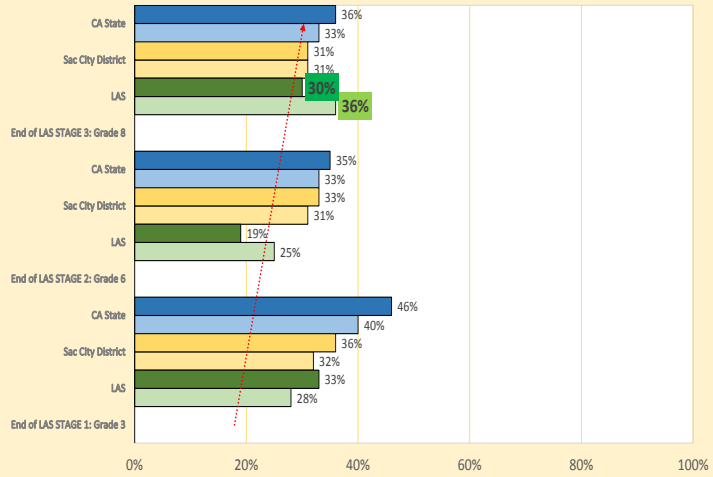
**Math Spring 2015 and 2016:
LAS, Sac City District, and CA**

Dual Language Education (DLE)

LAS Comparative Performance at End of Stages: 1, 2, and 3

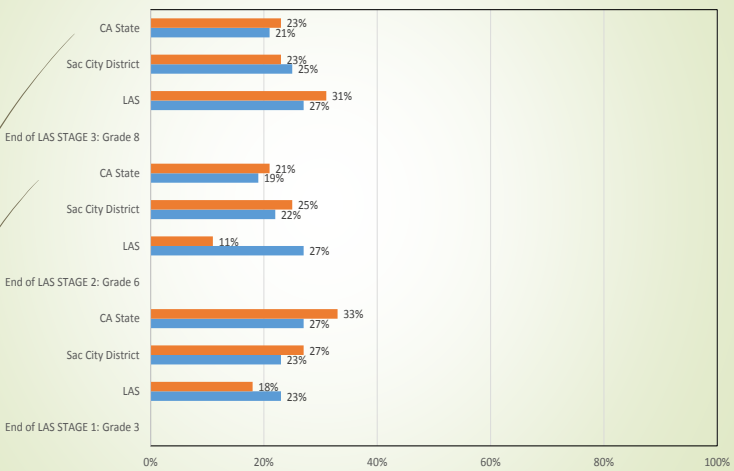
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CAASPP 2015 and 2016 (Darker Shade) - Mathematics
Percentage of Students At Standard Met and Exceeded-
Comparative Data: LAS, Sac City District, and CA State

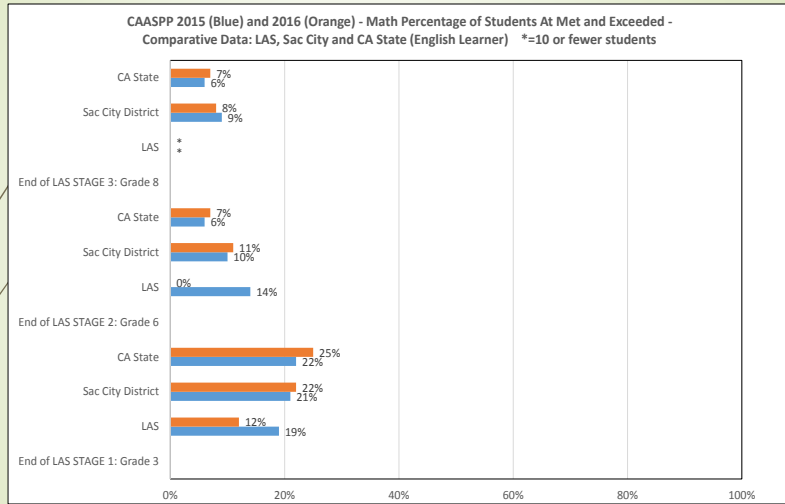


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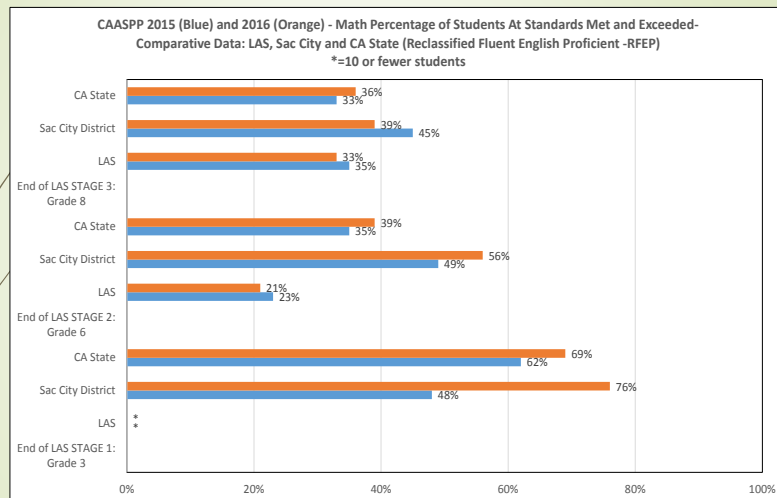
CAASPP 2015 (Blue) and 2016 (Orange) - Math Percentage of Students At Standards Met and Exceeded-
Comparative Data: LAS, Sac City and CA State (Economically Disadvantaged)

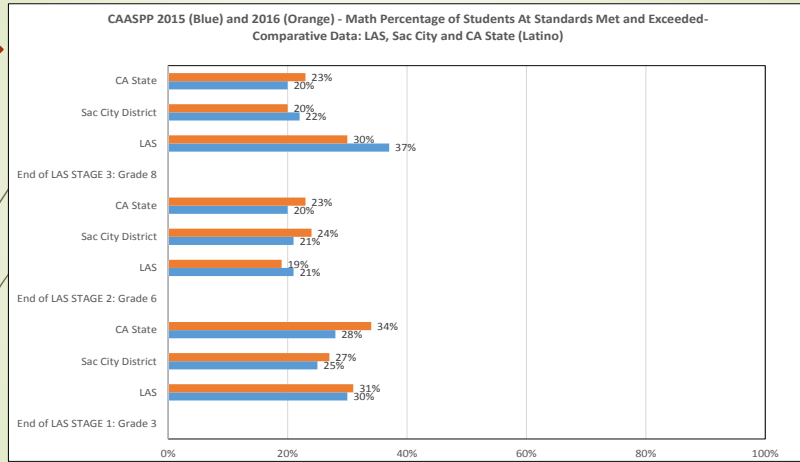


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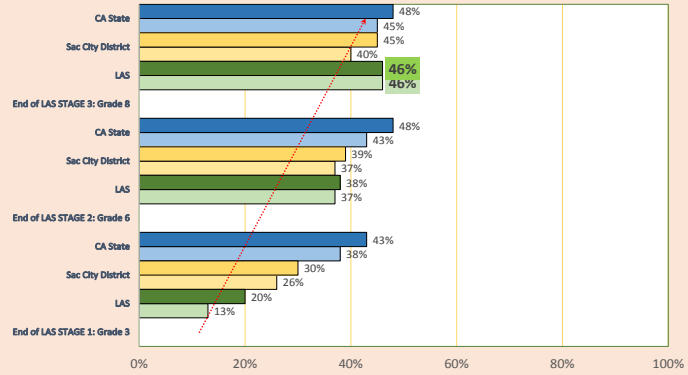


ELA Spring 2015 and 2016: LAS, Sac City District, and CA

Dual Language Education (DLE)
LAS Comparative Performance at End of Stages: 1, 2, and 3

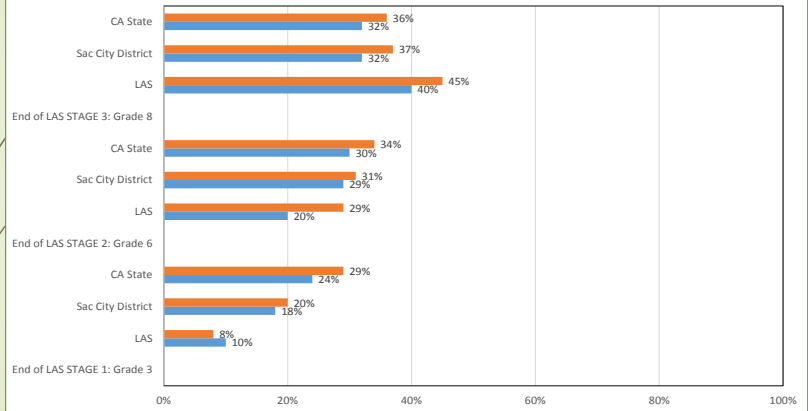
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CAASPP 2015 and 2016 (Darker Shade) - ELA
 Percentage of Students At Standard Met and Exceeded-
 Comparative Data: LAS, Sac City District and CA State

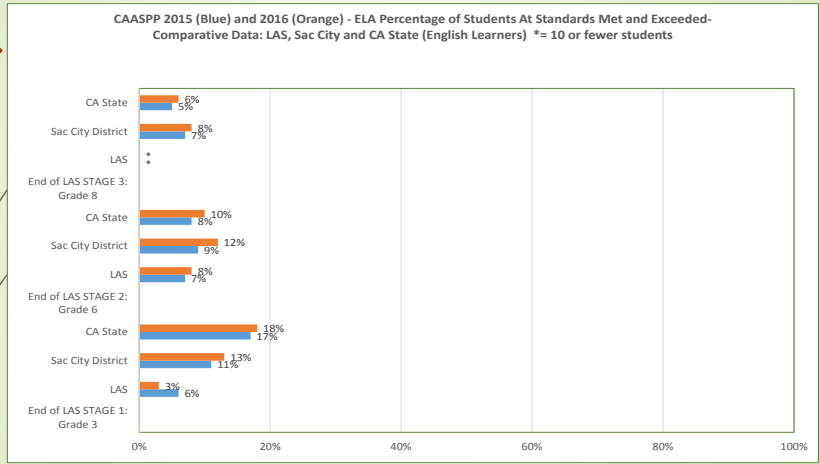


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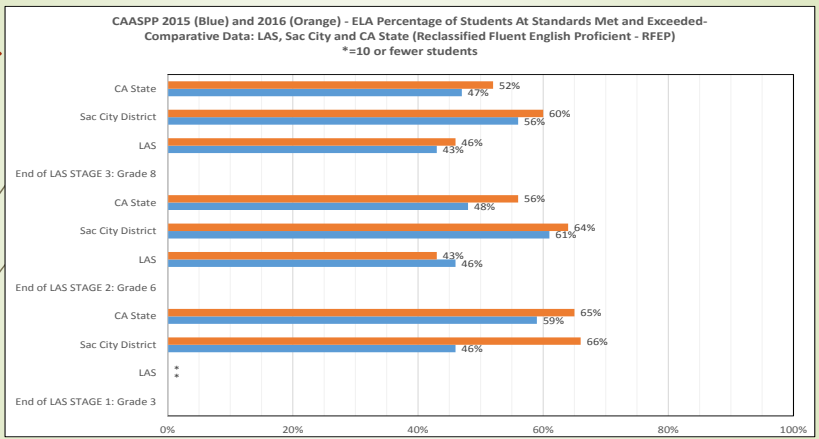
CAASPP 2015 (Blue) and 2016 (Orange) - ELA Percentage of Students At Standards Met and Exceeded-
 Comparative Data: LAS, Sac City and CA State (Economically Disadvantaged)

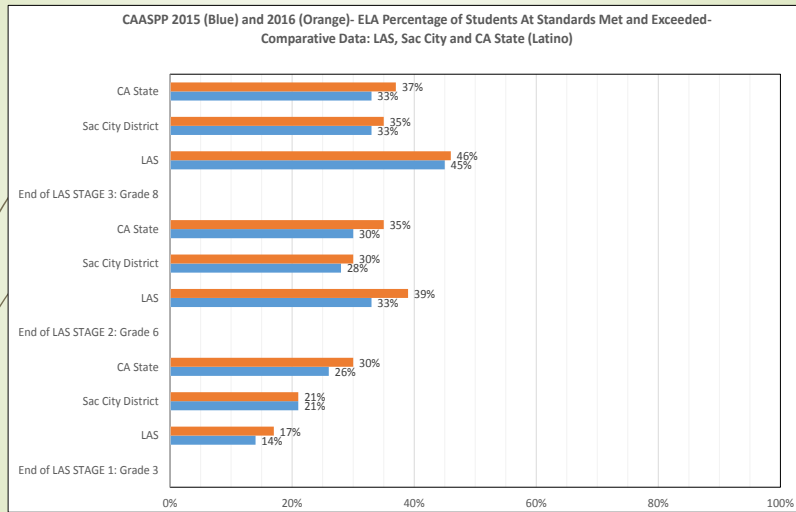


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(LAS) Local Dashboard

Parent Participation supporting LCAP school goal

LCAP YEAR 1 Baseline: 2014-15

LCAP YEAR 2: 2015-2016

LCAP YEAR 3: 2016-2017

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

Q: School-Family Communication Parent surveys indicate a rating of 80% or above in overall satisfaction with the school (Historically at 94% or above) (Goal 80% or above) Met goal 93%

(Goal 85% or above) Met goal 89%

(Goal 90% or above) Met goal 93%

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

(Goal 85% or above) Met goal 100%

(Goal 90% or above) Met goal 94%

(Goal 95% or above) Met goal 97%

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

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

(Goal 80% or above) 43% Out of the 43% above: 72%=paper 28%=online (First time made available)

(Goal 85% or above) 53% Out of 53% above: 85%=paper 15%=online

(Goal 90% or above) 69% Out of 69% above: 90%= paper 10%=online

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

(Goal 90% or above) Met goal above 95%

(Goal 95% or above) Met goal above 95%

(Goal 100%) Nearly met goal above 95%

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

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

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

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

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

(Goal 80% or above)

Q: Satisfied with Spanish Progress: Met goal 95%

Q: Satisfied with English Progress: Met goal 92%

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

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

(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%

(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%

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

GREATEST NEEDS

State Dashboard

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

LAS did not receive any “Red” or “Orange” overall performance marks. However, our school continues to monitor our student academic progress in English Language Arts (Yellow) and Mathematics (Yellow) to ensure continued growth in these areas as expected within the research framework of dual language immersion educational programs.

Local Dashboard

As mentioned above, LAS continues to improve its teaching and learning infrastructure in English Language Arts and Mathematics with hope that it will propel even higher student achievement in these areas as appropriate in the developmental stages of dual language settings.

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

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

PERFORMANCE GAPS

State Dashboard

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

LAS did not receive any “Red” or “Orange” overall performance marks. However, our school continues to monitor our student academic progress in English Language Arts (Yellow) and Mathematics (Yellow) to ensure continued growth in these areas as expected within the research framework of dual language immersion educational programs.

INCREASED OR IMPROVED SERVICES

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

Components:

MTSS= Multi-Tier Systems of Support

IPT = Individual Progress Team

Counselor

Interventions

Psychologist

Technology ratio

LAS Multi-Tier Systems of Support (MTSS) includes both the academics and socio-emotional supports. Academic supports informed by growth assessments such as DRA (English) and EDL (Spanish) are administered several times per year to ensure that student needs are monitored and students are connected with appropriate academic tiered supports. Moreover, tiered social-emotional supports with onsite counselor and psychologist are also provided to identified students in need. Literacy interventions are also provided to students identified via the MTSS and Intervention Progress Team (IPT) process. Furthermore, LAS has increased its classroom technology and student ratio to 1:1 from grades 2-8 in order to bridge the socio-economic gap to access digital learning. LAS continues to increase staff knowledge in utilizing Illuminate, the school’s student information system, in order to improve its data collection and student identification procedures for low-income students, English learners and foster and homeless students to ensure that students can be identified and served effectively.

BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$ 5,779,525
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$ 5,170,102

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

General Fund Budget Expenditures specified above for the LCA year not included in the LCAP includes expenses related to the recent LAS Prop 1D construction project: 1) \$90K (5843)- LAS interest payment due to its facilities loan for the Pro 1D construction and 2) \$519,423 (6900) – depreciation expense.

\$ 5,178,168

Total Projected LCFF Revenues for LCAP Year