Local Control and Accountability Plan: PART2: LCAP (Draft v052721 1PM)

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [FY21-22]

General Information

A description of the LEA, its schools, and its students.

On February 19, 2004, the SCUSD School Board unanimously voted to approve the original 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 611 for the 2020-21 school year. As of June 2021, there are 802 children on the LAS waiting list.

LAS Demographics

For 2020-21, LAS demographic data constitutes 72% Socioeconomically Disadvantaged, 43% English Learners and 12% qualifying for Special Education services. About 92% of the students are Latino, 2% Black/African Americans, 4% White, 0.7% Asian, 0.5% Filipino, and 0.3% other. Fifty-eight (58%) of the families at LAS identify Spanish as their primary language while others identify as 41% English, 0.16% Cantonese and 0.16% Russian

LAS Mission

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

LAS Academics

The Language Academy of Sacramento (LAS) is a TK-8 Two Way Spanish Immersion public school that offers a challenging curriculum emphasizing **Academic Achievement, Bilingualism and Biliteracy,** and a **Collaborative** home and school relationship. Key components of the LAS academic program include instruction in English and Spanish in all grade levels, smaller class size, an extended school day and year, as well as community partnerships to enrich the curriculum. In its 17th year, LAS has become the areas only TK-8 dual immersion educational program, and has seen continuous academic growth that supports college and career readiness.

Two-Way Immersion

90-10 Model

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

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

CA Dashboard Data for FY20 is not available due to COVID-19 school closure. LAS will update this section as soon as CA Dashboard Data becomes available for FY21. Moreover, LAS is still in the midst of gathering academic growth performance internal data for Math and Reading. TBD

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Although final end-of-year data is not yet available, LAS has had an on-going conversation as a community as to the emerging learning recovery needs of students academically and socio-emotionally. There is definitely a need for a more efficient school wide assessment in the core subjects that can provide academic performance data with expediency and at the same time be flexible enough to be administered in-person, remotely, or hybrid. Furthermore, staff needs professional development time to learn about these assessment settings as well as its analysis and reporting elements. LAS also needs to consider expanding its teacher leadership and identifying core staff members for possible one-year special assignment positions with the intent to build leadership capacity for various components of the charter school such as learning recovery program development and opportunities. LAS'schoolwide expanded learning programs need to continue to be innovative and all -encompassing in nature, in order to address wholistically the needs of students. In FY21, LAS implemented intervention cycles and are in the midst of analyzing program efficacy and possibilities of replication for the upcoming school year.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

[LAS Facts

Academics:

● Congruent to the Dual Immersion Research, and based on LAS historical data, LAS 8th grade students achieve at comparable and/or higher levels than the neighborhood district schools/students and the State of California peer group in English, while simultaneously learning Spanish.

● LAS's educational model provides area high schools with the only students prepared to enroll in Advanced Placement Spanish courses.

Basic Infrastructure:

● As of 2015, LAS has completed a state of the art gymnasium and two-story structure for middle school.

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● (Update) As of 2018, 96% of LAS teachers have two years or more classroom teaching experience and 68% have five or more years of teaching experience.

- As of 2021, the access to technology for students in Grades TK-8is a 1:1 ratio.

Climate and Parent Engagement:

● Based on the 2018 student survey, 95%-97% of students agreed with the statement, "It is important to me to learn to read and write in English and Spanish, respectively," and recently, based on the 2021 survey, 90% responded, "I like my school."

● Since its inception, LAS continues to meet its parent satisfaction goal with ~95% stating overall satisfaction with the school and over 96% stating they would recommend the school to others (Based on 2021 Parent Survey Data).

Statewide Recognition:

● According to a California Association of Bilingual Education (CABE) and Californians Together press release issued in November 2015, out of about 10,315 public schools, only 425 public schools offer a dual immersion program. LAS serves as a member of the 4% of all public schools that offer a globally relevant program.

● In November 2016, California voters approved Proposition 58 with 73.5% rating, allowing the implementation of the California Multilingual Education Act of 2016. LAS's existence is a validation of the public's evolved recognition of the efficacy of an expansive educational model with ancillary international relevance.

● In October of 2018, State Superintendent of Public Schools Tom Torlakson featured LAS as a Dual Language Immersion Program Model for the Global California 2030 Initiative.

International Recognition:

● Dr. Jun Takizawa, Professor of the Graduate School of Literature and Human Science at Osaka City University conducted multi-year research of the LAS program. Dr. Takizawa published the following articles about the Language Academy of Sacramento in the Japan Educational Administration Society Journal:

o A Charter School Implementing a Two-Way Immersion Program: The Significance and Factors of Compatibility of Securing Accountability and Realizing Bilingualism (2013).

o The Potential for School Choice to Secure Equal Educational Opportunities for Language Minorities: A Study of Two-Way Immersion Programs in California (2014).

Comprehensive Support and Improvement (Not Applicable for LAS)

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

WHAT – WHEN - WHERE:

ITEM 1: LAS Community Survey Distribution

March 23 - April 3, 2021

LAS

ITEM 2: LCAP available on LAS Website for Feedback

By June 11, 2021

online at: www.lasac.info

LCAP Stakeholder Outreach and Consultation Dates 2020-2021:

Stakeholder Group	Date
Governing Board Meeting and Retreat	*2020: 8/28, 9/25, 10/30, 11/20, 12/18* 2021: 1/22, 2/27, 3/5, 3/26, 4/21, 5/28, 6/25
Parent Council Meeting/ELAC/SSC	*2020: 9/2, 9/23, 10/14, 11/14, 12/2* 2021: 3/11, 4/1, 5/6

Parent Association Meeting	*2020: 9/2, 9/23, 10/14, 11/4* 2021: 1/13, 2/10, 3/1, 3/10, 4/21, 5/12
Staff Meeting and PD Meetings	*2020: 9/3, 9/4, 9/10, 9/17, 10/8, 10/22, 12/18* 2021: 1/14, 1/15, 2/4, 3/5, 3/26, 4/2, 4/29
CDT Committee Meeting	*2020: 10/1, 10/2, 11/12, 11/17, 12/10* 2021: 2/4, 3/11, 4/14

ITEM 3: LAS Public Hearing

Public comments are welcome at all monthly

Governing Board Meetings

Friday, May 28, 2021 and June 25, 2021 @ 5:30PM

LAS - 2850 49th Street, Sacramento, CA 95826

For more information call: 916.277.7137 or

provide feedback online via the LAS Stakeholder Surveys Know/Want to Know

https://www.surveymonkey.com/r/LCP_Surveys

A summary of the feedback provided by specific stakeholder groups.

TBD for the FY21 Feedback Analysis: LAS community's LCAP work has definitely become more in-depth with each passing year both at the participation level and the collective knowledge level. LAS established its School Site Council (SSC) in the fall of 2018 and conducted meetings in preparation for its federal program monitoring in the spring. LAS continued its structure from the previous years and created an LCAP Advisory group in the fall composed of members from the Parent Council and Parent Association groups as well as representatives from the English Language Advisory Council (ELAC). This group took the lead of meeting and learning 5 Key Learning Points to share,

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discuss, and problem solve with various stakeholders during stakeholder meetings. After each session, participants completed "What I Know" and "What I Want to Know" form. Data from these forms was presented at board meetings has provided the board discussion regarding LCAP updates as well as charter renewal work.

The following lists the milestones of LAS LCAP work for FY20 and FY21::
1) 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.
2) 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.
3) As of May 2021, LAS has collected 424 (Yr1: 88, Yr2: 94, Yr3: 88, Yr4: 47, Yr5: 50, Yr6: 29 and Yr7: 28) "What I Know" and 383(Yr1: 108, Yr2: 75, Yr3: 36, Yr4: 43,Yr5: 67, Yr6: 32 and Yr7: 21) "What I Want to Know" statements. Thus far, 697 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.

An emerging theme from the stakeholder comments is the area of Conditions and Climate. Families want to know how schooling will look like after a year full of uncertainties. Moreover, families are beginning to share glimpses of socio-emotional concerns such as lack of practice for the target language in a more authentic way and not just via ZOOM.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Of the three main LAS LCAP and CA Dashboard categories, 1) Academic Performance and 2) Conditions and Climate related concerns dominate the FY21 stakeholder feedback. There is a consensus that students even before the pandemic need support to bridge performance gaps, particularly in mathematics and even much more so after the year spent mostly learning remotely. Issues that directly affect academic performance is teacher training and readiness to adapt to the ever-changing teaching and learning scenarios, This year, teachers have been "pilots trying to fly their planes while building them." Furthermore, stakeholders continue to show concern about the overall conditions and climate of the school facility, more specifically about the implementation of the health and safety mitigation factors and the school facility's logistical set up to ensure a high standard of hygiene and cleanliness schoolwide.

Goals and Actions

Goal: Academic Performance Goal 1 (AP.G1)

Goal 1	Description
AP.G1	This section will reflect the new LAS goals as stated in the LAS Charter Petition (2019-2024) approved on March 21, 2019. Goal 1: ACADEMIC PERFORMANCE (AP) - LAS Goals: G3. High Achievement in Language Arts: English (ELA) and Spanish (SLA); G4. High Achievement in Mathematics; and G5. Upward Trajectory of EL Progress Towards Reclassification (RFEP) Status (Note: The two subgroups (EL and RFEP) must be analyzed in tandem for accurate depiction of progress)

An explanation of why the LEA has developed this goal.

This goal is at the core of our work at LAS. As a community, we are eager to know the ramifications of the school closure due to the pandemic as well as the learning recovery needs of our students in relation to their academic performance. By doing so, we can align our resources accordingly and ensure expert implementation of strategic programs to address these identified needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24

| AP.G1.3 ELA: State SBAC and Verifiable Data MAP Growth | **External Accountability:** **By the End of Stage 3 Gr8 achievement goals:** G3.0 SBAC % of students who met/exceeded ELA standards- G3.0A All Students: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from Gr5 SBAC ELA baseline G3.0B Subgroups: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC ELA baseline G3.0C All Students and Subgroups: By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be comparable/higher | | | | **External Accountability:** **By the End of Stage 3 Gr8 achievement goals:** G3.0 SBAC % of students who met/exceeded ELA standards- G3.0A All Students: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from Gr5 SBAC ELA baseline G3.0B Subgroups: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC ELA baseline G3.0C All Students and Subgroups: By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be comparable/higher |

	than the state, district, and neighboring schools **Internal Accountability:** G3.21 LAS Benchmark MAP Growth Reading- G3.21A All Students: By End of Stage 2 Gr6, 70% or more of Gr6 students will show growth from the beginning of the year to the end of year reading assessment data in English and Spanish G3.21B Subgroups: By End of Stage 2 Gr6, 70% or more of Gr6 student subgroups will show growth from the beginning of the year to the end of year reading assessment data in English and Spanish			than the state, district, and neighboring schools **Internal Accountability:** G3.21 LAS Benchmark MAP Growth Reading- G3.21A All Students: By End of Stage 2 Gr6, 70% or more of Gr6 students will show growth from the beginning of the year to the end of year reading assessment data in English and Spanish G3.21B Subgroups: By End of Stage 2 Gr6, 70% or more of Gr6 student subgroups will show growth from the beginning of the year to the end of year reading assessment data in English and Spanish

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	TBD G3.31 SWD Subgroup LAS IEP Student Goals- Students with disabilities will meet at least 80% of IEP goals as determined by annual IEP meetings.				TBD G3.31 SWD Subgroup LAS IEP Student Goals- Students with disabilities will meet at least 80% of IEP goals as determined by annual IEP meetings.
AP.G1.3 SLA: MAP Growth Spanish Reading	New Assessment: Need to establish baseline EOY FY21				MAP Growth Spanish reading data by End of Stage 2 (Gr6): 75% at grade level

AP.G1.4 MATH: State SBAC and Verifiable Data MAP Growth Math	External Accountability: **By the End of Stage 3 Gr8 achievement goals:** G4.0 SBAC % of students who met/exceeded Math standards- G4.0A All Students: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from Gr5 SBAC Math baseline G4.0B Subgroups: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC Math baseline G4.0C All Students and Subgroups: By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be comparable/higher				External Accountability: **By the End of Stage 3 Gr8 achievement goals:** G4.0 SBAC % of students who met/exceeded Math standards- G4.0A All Students: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from Gr5 SBAC Math baseline G4.0B Subgroups: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC Math baseline G4.0C All Students and Subgroups: By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be comparable/higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	than the state, district, and neighboring schools **Internal Accountability:** G4.2 LAS MAP Math-New implementation. LAS will establish baseline goals in 2021 (Analysis of FY19 and FY21 data) TBD. G4.3 SWD Subgroup LAS IEP Student Goals- Students with disabilities will meet at least 80% of IEP goals as determined by annual IEP meetings.				than the state, district, and neighboring schools **Internal Accountability:** G4.2 LAS MAP Math-New implementation. LAS will establish baseline goals in 2021 (Analysis of FY19 and FY21 data) TBD. G4.3 SWD Subgroup LAS IEP Student Goals- Students with disabilities will meet at least 80% of IEP goals as determined by annual IEP meetings.

AP.G1.5 ELL: State SBAC, ELPAC, and Verifiable Data MAP Growth Reading and Math	**External Accountability:** G5.0 Cohort reclassification rate of 70% or higher by the End of Stage 3 Gr8. (See EL and RFEP applicable goals above: 3.0B, 3.0C, 3.1B, 3.2B and 4.0B, 4.0C, 4.1B, 4.2B) **Internal Accountability:** G5.1 LAS MAP Reading Benchmark- Create baseline. By End of Stage 2, 70% or more of Gr6 EL students will show growth from the beginning of the year to the end of the year reading assessment data G5.2 LAS MAP Math- New implementation. LAS will establish baseline goals in				**External Accountability:** G5.0 Cohort reclassification rate of 70% or higher by the End of Stage 3 Gr8. (See EL and RFEP applicable goals above: 3.0B, 3.0C, 3.1B, 3.2B and 4.0B, 4.0C, 4.1B, 4.2B) **Internal Accountability:** G5.1 LAS MAP Reading Benchmark- Create baseline. By End of Stage 2, 70% or more of Gr6 EL students will show growth from the beginning of the year to the end of the year reading assessment data G5.2 LAS MAP Math- New implementation. LAS will establish baseline goals in

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	2021 for EL subgroup and RFEP subgroup (Based on FY19 and FY21 data)				2021 for EL subgroup and RFEP subgroup (Based on FY19 and FY21 data)

Actions

Action #	Title	Description	Total Funds	Contributing
AP.G1.3a	ELA	Continue to monitor student progression towards biliteracy, including development of academic English proficiency of English learners using SBAC and ELPAC indicators Analyze ELA achievement data by schoolwide, grade level and subgroups Continued study on most recent bilingual immersion research and its efficacy for students, particularly the identified subgroups *Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments*	TBD $ 4,154,938; Title 1: $116,081 (OC:1100); $5,600 (OC:1101); $17,220 (OC:1920) and Title 2: $15,000 (OC:5863) EPA, LCFF Base, LCFF Supplemental & Concentration, Title 1, 2 and 4 1000-3000, 5000 series	[Y/N]

Action #	Title	Description	Total Funds	Contributing
AP.G1.4a	SLA	Continue administration of Spanish language assessment in reading (K-8) and in math (2-4)	[$ 0.00]	[Y/N]
AP G1.5a	MATHEMATICS	Analyze Math achievement data by schoolwide, grade level and subgroups Continued study on most recent bilingual immersion research and its efficacy for students, particularly the identified subgroups Analysis of schoolwide and subgroup data from MAP Math Benchmark *Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments*	[$ 0.00]	[Y/N]
AP.G1.6a	English Language Learners	ELL Continue to monitor student progression towards biliteracy, including development of academic English proficiency of English learners using SBAC and ELPAC indicators		

Action #	Title	Description	Total Funds	Contributing
AP G1.7a	Schoolwide	Keep updated teacher credential status to ensure all teaching personnel are highly qualified and properly credentialed All core subjects instruction are based on Common Core State Standards Subgroups: Provide identified additional support for subgroups as identified by achievement data- i.e. technology assistance, other support materials School Leadership and the Curriculum Design Team will continue Professional Development trainings that deepen staff understanding of state standards and its efficacy in addressing the progress of English learners. Continue expanded learning opportunities or interventions will be available to identified subgroup needs: Before, after school, winter, or summer session Research the feasibility of establishing program teacher leaders for expanded learning opportunities and schoolwide programmatic finetuning using one-time funding for learning recovery due to school closure		

Goal Analysis [FY19-20 and FY20-21]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Prior to COVID-19 schooling interruption, LAS diligently followed the action plan accordingly. However, distance learning presented challenges that directly affected learning assessments, including the cancellation of the state SBAC and ELPAC testing in the spring of 2020. Consequently, the academic performance data goal has a huge data gap for the purpose of analysis. Nonetheless, LAS is looking forward to analyzing the spring SBAC and MAP Growth results for the FY21 and planning consequent actions to address emerging needs.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

TBD

An explanation of how effective the specific actions were in making progress toward the goal.

MAP Growth Math's initial implementation was insightful in terms of the efficacy of having a flexible setting (in-person or remote) for administration and expeditious results for analysis. Consequently, LAS is expanding the use of this type of assessment.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A milestone realization for LAS is that our assessments need to have the flexibility for remote administration in the case of school closures. Hence, LAS has expanded MAP Growth to include English and Spanish Reading in addition to Mathematics. This decision also aligns with the charter school's required provision under AB1505 to have an additional verifiable, state approved data such as MAP Growth for charter renewal purposes.

Goal: Academic Engagement Goal 2 (AE.G2)

Goal 2	Description
AE.G2	This section will reflect the new LAS goals as stated in the LAS Charter Petition (2019-2024) approved on March 21, 2019. Goal 2: ACADEMIC ENGAGEMENT (AE) – LAS G1. Low Chronic Absenteeism and High Attendance Rate

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
AE.G2 Illuminate and CALPADS Attendance Data	FY17 and FY18 Historical Data: All Students: Attendance rate Actual: 97% and 97% Subgroups: 1) Latino: 97.4% and 97.3% 2) EL: 97.2% and 97.2% 3) SED: 97.2% and 97.2% 4) SWD: 97% and 97.1% Absenteeism (chronic) at 2.9% and 3.2% rate, respectively Subgroups FY2018: 1) Latino: 3.3% 2) EL: 3.4% 3) SED: 3.6% 4) SWD: 2.7% Dropout for middle school at zero rate				G1.0 Attendance rate of 95% or above G1.1 LAS subgroups attendance rate will be within a 2% margin from the schoolwide attendance goal. All Students: Chronic Absenteeism rate of less than 3% Identified subgroups rate within 2% margin of schoolwide low chronic absenteeism rate Middle school dropout rate at less than 1% *(Annual middle school dropout rate)*

Actions

Action #	Title	Description	Total Funds	Contributing
AE.G2.1a	Attendance and Reengagement Support	Continue to closely monitor student attendance trends: schoolwide and for identified subgroups (via Illuminate SIS) Continue coordinated effort with Parent Council, Parent Association, Student Council groups for collective emphasis on strong attendance rate Continue close monitoring of subgroups and areas of need via MTSS process Wrap around health and mental health supports provided to subgroups with identified need Continued support and training for Bully Prevention and Conflict Resolution and nuances of underlying effect of privilege, oppression, and micro-aggression Continue review of annual student survey data for improvement areas	TBD $ 542,744 EPA, LCFF Base, LCFF Supplemental & Concentration 2000 and 5000 series	

Goal Analysis [FY19-20 and FY20-21]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The substantial difference in planned actions and actual implementation of these actions can be summed up in a single sentence: Schooling interruption and distance learning due to the global pandemic have dramatically changed the definition of attendance and engagement.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

TBD

TBD

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

LAS awaits direction from the state legislature about the requirements for schooling in terms of in-person vs. distance learning attendance and the gathering of attendance data overall. FY19-20 and FY20-21 have been truly unique attendance gathering settings; neither can be used for parallel comparison since both years are very different scenarios. LAS have yet to see what the next school year requirements will be for schooling in CA.

Goal: Conditions and Climate Goal 3 (CC.G3)

Goal 3	Description
CC.G3	This section will reflect the new LAS goals as stated in the LAS Charter Petition (2019-2024) approved on March 21, 2019. Goal 3: CONDITIONS AND CLIMATE – LAS: G2. Low Suspension Rate; G6. High Satisfaction Data from Climate Survey

An explanation of why the LEA has developed this goal.

The combination of the schooling interruptions due to COVID-19 and the recent enrollment growth has created a need for a more structured systems of support to ensure an optimal learning environment where students feel safe, connected, and ready to learn, no matter what context they are in: in-person, hybrid or distance learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CC.G3.2 Illuminate and CALPADS Data	G2.0 Suspension rate lower than 2% G2.1 LAS subgroups suspension rate will be within a 2% margin from the schoolwide low suspension goal.				G2.0 Suspension rate lower than 2% G2.1 LAS subgroups suspension rate will be within a 2% margin from the schoolwide low suspension goal.
CC.G3.6 *LAS: Stakeholder Satisfaction* *(Annual stakeholder survey data)*	*High participation rate* G6.0 Student Annual Survey Data: 90% or higher of students will agree with the statement, "I like my school." G6.1 Family Annual Survey Data: 90% or higher of families will agree with the statement, "I would recommend the school to others." G6.2 Staff Annual Survey Data: 90% or higher of staff will agree with the statement, "I would recommend the school to others."				*High participation rate* G6.0 Student Annual Survey Data: 90% or higher of students will agree with the statement, "I like my school." G6.1 Family Annual Survey Data: 90% or higher of families will agree with the statement, "I would recommend the school to others." G6.2 Staff Annual Survey Data: 90% or higher of staff will agree with the statement, "I would recommend the school to others."

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
CC.G3.7 *LAS: Volunteerism* *LAS: Voter participation*	Maintain or increase current data of annual total number of volunteer hours *(LCAP reported items:* *Annual total number of volunteer hours)* Maintain or increase current percentage of voter participation in governance elections *(LCAP Reported Items: Annual percentage of voter participation in governance elections)* Governance membership lists and representations				Maintain or increase current data of annual total number of volunteer hours *(LCAP reported items:* *Annual total number of volunteer hours)* Maintain or increase current percentage of voter participation in governance elections *(LCAP Reported Items: Annual percentage of voter participation in governance elections)* Governance membership lists and representations

Actions

Action #	Title	Description	Total Funds	Contributing
CC.G3.2a	AE: Low Suspension	Continue high level of student engagement academically and socio-emotionally Continue to closely monitor student suspension trends: schoolwide and for identified subgroups Continue close monitoring of subgroups and areas of need via MTSS process Continue to closely monitor student expulsion trends: schoolwide and for identified subgroups	TBD$ 1,413,948; Title 1: $25,000 (OC:4100); $39,060 (OC:4200); $1,000 (OC:5800) EPA, LCFF Base, LCFF Supplemental & Concentration, Title 1, 2 and 4 4000 and 5000 series	TBD
CC.G3.6a	AE: Survey Participation	Continue administering stakeholder survey data annually and monitor for areas of improvement		

Goal Analysis [FY19-20 and FY20-21]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The substantial difference in planned actions and actual implementation of these actions can be summed up in a single sentence: Schooling interruption and distance learning due to the global pandemic have dramatically changed the definition of attendance and engagement.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

TBD

An explanation of how effective the specific actions were in making progress toward the goal.

TBD

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

LAS at this point is positioned for an exploration for a more expansive communication process and meeting settings to ensure continued high family engagement.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [FY2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
27%	$1,328,259.00

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Based on SBE formula calculator, LAS's FY21 LCFF Supplemental and Concentration Grant is projected to be $1,328,258.00. The increase in Supplemental and Concentration funds will continue to be utilized as follows, organized within the LAS EDUCATIONAL PROGRAM: SIX DESIGN COMPONENTS (C:1-6) and new for FY20, under the CA Dashboard categories of: 1) Academic Performance (AP), 2) Academic Engagement (AE), and 3) Conditions and Climate (CC).

Research (C.1) and Professional Development (C.2) LAS unique educational program design necessitates that staff knows the on-going research base and professional development on the most current development in dual language immersion theories and their clinical application, as well as program efficacy in educating English Language Learners, RFEPs, Latinos, Socio-Economically Disadvantaged (SED) and Students with Disabilities (SWD). Concurrently, LAS staff must also have on-going knowledge on the evolving mandates for independent charter school.

Curriculum Design (C.3) and Assessments and Accountability (C.4) The state-wide implementation of the Common Core State Standards (CCSS) and Smarter Balanced Assessments (SBAC) have been instrumental in LAS's current decisions with regards to curriculum design and assessments – both now requiring highly embedded technology features. CCSS has defined the 21st Century Skills as critical thinking, collaboration, communication, and creativity. LAS staff is fine-tuning its curriculum designing and assessments in order to academically better prepare all students, particularly those from subgroups: ELLs, RFEPs, SED, and SWD. These recent years, LAS has established an internal accountability measure for reading: DRA and EDL in order to do a better job in monitoring the literacy progression of all students TK-8. Twoyears ago, LAS implemented an online math benchmark assessment to monitor student content mastery mid-year progress and provide timely interventions, particularly those from unduplicated student groups: EL, SED, Foster Youth. This spring, LAs is expanding MAP Growth for Reading in both English and Spanish.

Instruction (C.5) and Support Structure (C.6) At the core of LAS Program Design are quality of the instructional team and the support structure to ensure student success - Personnel: Classified and certificated staff, Education Specialists, Intervention teachers, Intervention

Coordinator, Teacher Leaders, Program Leaders, Counseling, Translation services, Technology (devises, equipment, infrastructure), ELD trainings, ELD resources, Pre-summer program, Extended learning or tutoring, release time for staff PD.

FY21 budget projection includes object codes which focus on increasing/improving services for unduplicated pupils (1000-5000 series). Below are subtotals of these object codes delineated within the three CA Dashboard categories mentioned above: 1) Academic Performance = $201,019 TBD, 2) Academic Engagement = $248,601 TBD, and 3) Conditions and Climate = $706,571 TBD. Together, these subtotals amount to the estimated supplemental and concentration grant of $1,156,191 TBD.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Excerpt from LAS LCAP, Board approved June 2019

LAS Multi-Tier Systems of Support (MTSS) includes both the academics and socio-emotional supports. Academic supports informed by growth assessments such as the MAP Growth and the Developmental Reading Assessment (DRA -English) and the Evaluación de lectura (EDL - Spanish) are administered several times per year to ensure that student needs are monitored and students are connected with appropriate academic tiered supports. Moreover, tiered social-emotional supports with onsite counselor and psychologist are also provided to identified students in need. Through the MTSS process, 16% of student body received a team approach analysis of individual student performance deemed at risk in FY19. Of the students served via MTSS, 64% are ELs and 70% are socio-economically disadvantaged. In FY18, 41% of students regularly served by the school counselor have IEPs. In addition to assessing 21 students for special education in the 2020-2021 FY, the school psychologist completed one (FY20) suicide risk assessments while also working regularly with students in need. Overall, the school psychologist served about 50 students referred by parents/teachers due to academic/behavior/social-emotional concerns in FY2020-2021. In addition, school psychologist along with two education specialists and school literacy coach created the LASER (Language Academy of Sacramento Essentials of Reading) focus group. The team regularly met to discuss best practices for teaching reading at a tier 1 level as well as improving intervention support for students struggling with learning how to read at the tier 2/3 level. Literacy interventions are provided to students identified via the MTSS and Intervention Progress Team (IPT) process. 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.

Tier 2 – Students who miss 60% of weekly attendance chronically will receive all of the protocols mentioned previously as well as parent and school leadership communication and MTSS referral and, Tier 3- Students with no contact – Protocols followed per tier stages, home visits, SARB, LAS Board family interview and/or referral to outside agencies, if needed.

When additional guidance and support is necessary the teacher may consult with the Intervention Progress Team (IPT), composed of academic and behavior experts, to gain new perspectives on the student's needs and gather additional intervention strategies. The IPT may suggest further interventions or refer the case to the Student Success Team (SST), which usually consists of parents, teachers, school support personnel and an administrator to further examine the student's academic, behavioral and socio-emotional concerns. LAS implements this MTSS model in an effort to meet all student needs within the regular instructional setting. In addition, anytime the student is not responding to interventions, a Student Success Team (SST) meeting may be recommended. The following illustrations provide a display of the key reference and blueprint for the LAS re-engagement process during the distance learning.