California Department of Education
January 2021

Annual Update for Developing the 2021-22 Local Control and Accountability Plan: PART 1 Board approved 062521

Annual Update for the 2019-20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
The Language Academy of Sacramento (LAS)	Teejay Bersola Director, Academic Accountability	tbersola@lasac.info 916.277.7137

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

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

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

State and/or Local Priorities addressed by this goal:

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

Annual Measurable Outcomes

Expected	Actual

ELA External Accountability: By the End of Stage 3 Gr8 achievement goals: G3.0 SBAC % of students who met/exceeded ELA standards- G3.0A All Students: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from Gr5 SBAC ELA baseline G3.0B Subgroups: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC ELA baseline G3.0C All Students and Subgroups: By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be comparable/higher than the state, district, and neighboring schools G3.1 SBAC Difference from Met (DFM) points in ELA: G3.1A All Students: By the End of Stage 3 Gr8, the Gr8 cohort will show positive growth in DFM points from their Gr6 cohort baseline data G3.1B Subgroups: By the End of Stage 3 Gr8, the Gr8 cohort subgroups will show positive growth in DFM points from their Gr6 cohort baseline data Internal Accountability: G3.2 LAS Benchmark DRA/EDL- G3.2A All Students: By End of Stage 2 Gr6, 70% or more of Gr6 students will show growth from the beginning of the year to the end of year reading assessment data in English and Spanish G3.2B Subgroups: By End of Stage 2 Gr6, 70% or more of Gr6 student subgroups will show growth from the beginning of the year to the end of year reading assessment data in English and Spanish G3.3 SWD Subgroup LAS IEP Student Goals- Students with disabilities will meet at least 80% of IEP goals as determined by annual IEP meetings.	FY20 No SBAC Data due to C19 closure FY20 No LAS Data due to C19 closure G3.3 To be redefined by SPED Team for FY22-24

Expected	Actual
SLA EDL Spanish reading data by End of Stage 2 (Gr6): 75% at grade level Gr8 Diagnostic SAT Subject Test in Spanish/ AP Spanish Test: Comparable data with College Board average score	FY20 No SBAC Data due to C19 closure FY20 No LAS Data due to C19 closure

Expected	Actual
MATH External Accountability: By the End of Stage 3 Gr8 achievement goals: G4.0 SBAC % of students who met/exceeded Math standards- G4.0A All Students: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from Gr5 SBAC Math baseline G4.0B Subgroups: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC Math baseline G4.0C All Students and Subgroups: By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be comparable/higher than the state, district, and neighboring schools G4.1 SBAC Difference from Met (DFM) points in Math: G4.1A All Students: By the End of Stage 3 Gr8, the Gr8 cohort will show positive growth in DFM points from their Gr6 cohort baseline data Internal Accountability: G4.2 LAS MAP Math- New; First year implementation. LAS will establish baseline goals in 2019 G4.2A All Students: To be determined G4.2B Subgroups: To be determined G4.3 SWD Subgroup LAS IEP Student Goals- Students with disabilities will meet at least 80% of IEP goals as determined by annual IEP meetings.	FY20 No SBAC Data due to C19 closure FY20 No LAS Data due to C19 closure G4.3 To be redefined by SPED Team for FY22-24

Expected	Actual
ELL External Accountability: G5.0 Cohort reclassification rate of 70% or higher by the End of Stage 3 Gr8. (See EL and RFEP applicable goals above: 3.0B, 3.0C, 3.1B, 3.2B and 4.0B, 4.0C, 4.1B, 4.2B) Internal Accountability: G5.1 LAS Reading Benchmark- By End of Stage 2, 70% or more of Gr6 EL students will show growth from the beginning of the year to the end of the year reading assessment data G5.2 LAS MAP Math- New; First year implementation. LAS will establish baseline goals in 2019 for EL subgroup and RFEP subgroup	FY20 No SBAC Data due to C19 closure FY20 No LAS Data due to C19 closure

Actions / Services

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Planned Action/Services	Budgeted Expenditures	Actual Expenditures
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*	$ 4,154,938; Title 1: $116,081 (OC:1100); $5,600 (OC:1101); $17,220 (OC:1920) and Title 2: $15,000 (OC:5863)	FY20: OC 1000-3000, 5000 series $4,061,305 EPA, SPED, LCFF, Title 1 & 2 FY21: OC 1000-3000, 5000 series $4,621,648 EPA, SPED, LCFF, Title 1 & 2
Continue administration of Spanish language assessment in reading (K-8) and in math (2-4) Continue administration of Gr8 diagnostic College Board exams in Spanish		

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

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

LAS Goal 1 is about Academic Performance and the drivers for this goal's trajectory is the LAS staff: certificated and classified personnel. With the exception of the administration of the College Board Spanish SAT and AP practice tests, all services and actions were implemented either in distance learning, in-person, or hybrid scenarios.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The greatest challenge in the implementation of the actions/services to achieve this goal is the unpredictability of the schooling settings allowable during the global pandemic. Teaching and learning: assessment (state and schoolwide) and evaluation, have changed dramatically and overall, have presented insurmountable demand of preparation time and effort from all stakeholders. Fortunately, LAS works well as a collective and has embedded cultural habits of collaboration in a cooperative working environment. Together, via the LAS PACT.O Agreement (Progress, Attendance, Communication, Teamwork, and Opportunities), LAS is successfully navigating the interruption caused by the COVID-19 global pandemic. As of April 2021, student attendance is remains high at 97% with chronic absenteeism at about 3%. LAS will continue to research and analyze the ramifications of the schooling interruptions of students during the FY21 school year and design programs the would be focused on learning recovery both academically and social-emotionally.

Goal 2

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

Goal 2: ACADEMIC ENGAGEMENT – LAS G1. Low Chronic Absenteeism and High Attendance Rate

State and/or Local Priorities addressed by this goal:

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

Annual Measurable Outcomes

Expected	Actual
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)*	G1.0 and 1.1 Goals met: 96% for FY20 (Ending on March13, 2020 due to C19 closure) Goals met for Chronic Absenteeism rates and Middle school dropout rate

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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	$ 542,744 (Codes: 2000, 5000)	FY20: OC 2000, 5000 series $302,619 LCFF, SPED FY21: OC 2000, 5000 series $364,942 LCFF, SPED

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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

LAS Goal 2 is about Academic Engagement and the drivers for this goal's trajectory is the LAS staff: certificated and classified personnel. With the exception of replacing meeting venues from live, in-person gatherings to majority being ZOOM meetings, all services and actions were implemented either in distance learning, in-person, or hybrid scenarios.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

LAS continues to be vigilant in checking via its stakeholders surveys: students, families, and staff, as it designs teaching and learning scenarios in the context of unpredictable COVID-19 pandemic. Keenly aware of the importance of social-emotional well-being and sense of connection, LAS staff continued with focus its MTSS, IPT to reengage students as well as various family outreach via Parent as Partners and Anti-Racism workshops during the year. All parent governing bodies continued to meet, setting and implementing goals for the school.

Goal 3

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

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

State and/or Local Priorities addressed by this goal:

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

Annual Measurable Outcomes

Expected	Actual
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.	No Data for FY20 due to C19 Closure; FY21 TBD
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."	No Data for FY20 due to C19 Closure Goals met in FY2: Survey Data as of April, 2021 G6.0: 92% G6.1: 96% G6.2: 100%

Expected	Actual
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	No Data for FY20 due to C19 Closure Goals Met: FY21 Data is based on the number of Parent Association (7 mtgs), Parent Council (9 mtgs) and LAS Board (14 mtgs), via zoom. Meetings average 2-3 hrs with an average of 15-30 attendees. Not Met: FY21 Board Nov.2020 Election participation: 29% (Conducted when school was in full distance learning) Not Met: FY21 Family April Survey participation: 71% (Conducted when school was in full distance learning) Goal Met: All board family and community member positions are filled and represented

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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	$ 1,413,948; Title 1: $25,000 (OC:4100); $39,060 (OC:4200); $1,000 (OC:5800)	FY20: OC 2000, 5000 series $302,619 LCFF, SPED FY21: OC 2000, 5000 series $364,942 LCFF, SPED
Continue administering stakeholder survey data annually and monitor for areas of improvement		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions and services delineated in this section were implemented to its fullest possibility given the COVID-19 school closures and consequent interruptions to teaching and learning. The data for the suspension rate seem irrelevant given that LAS's focus this year is student engagement and re-engagement, particularly during distance learning. This year, additional expenditures for staffing were allocated for expanded learning as well of establishments of in-person learning hubs as the county gave permission and made them allowable.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

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As mentioned earlier, the greatest challenge in the implementation of the actions/services to achieve this goal is the unpredictability of the schooling settings allowable during the global pandemic. That said, LAS remains steadfast in fulfilling its school mission and collectively, work together to adapt to the quick changes to the health and safely mandates while complying with the new legislations that dictate the requirements for schooling during the COVID-19 crisis. Overall, LAS has definitely become more sophisticated in using various communication modes to reach out to students, families, and staff, in order to get our collective work done and continue the teaching and learning integrity of the dual language program.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Covid-19 Health and Safety Materials: Health Screening Tools: Thermometers, Personal Protective Equipment: Face coverings, soap, hand sanitizer; Disinfecting Materials: Paper towels, googles, disinfectant, spray bottles; Plexi-glass: Barriers for scenarios of 1:1 teaching/testing sessions – i.e. ELPAC Initials	14,035	14,035	N
Handwashing Stations: Additional set ups	40,000	40,000	Y
HVAC/Air Filters in classrooms (Air purifiers)	14,000	14,000	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Aside from the changes in planned versus actual timeline when these listed actions were completed, all of the above were accomplished before students arrived for hybrid schooling in the spring.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

The challenges for in-person instruction set up whether it is for learning hubs or for hybrid begin and end with the health and safety mitigation factors requirements (and its changing nature from the federal, state, to county) and their actual implementation. So much of the mitigation factors implementation successes rely on individual compliance and this is always difficult to predict and/or navigate at the schoolwide level. Nonetheless, LAS works well as team and have found ways and means to make coming back to school after spring break happen for students and staff.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Additional technology for DiLe: Wifi- hotspots, headsets, and laptops/devices for staff	170,000	170,000	Y
Special Education support staff: Instructional Assistants, Psychologists, Counselor	215,060	215,060	Y
Homeless- Identification, Outreach and Services: Expansion of efforts to ensure access to devices and connectivity, especially during living situations transitions.	160,853	160,853	Y
Assessments (Teacher curation per subject matter, implementation and refining of process for DiLe setting) : All hands-on-deck 360 support approach for students with unique needs carve time for pertinent staff members to collaborate on a weekly basis on ways to assessing progress, learning loss, and response to emerging needs of unduplicated students during distance learning.	166,900	166,900	Y
Literacy Coaches, Instructional Aides, and Core-day Interventionists: Full utilization of literacy coaches to support staff learning of effective delivery of researched-based and standards –aligned instructional practices as well as appropriate and effective assessments for DiLe. This knowledge base is crucial in determining the academic needs of and/or emerging learning gaps of students, particularly those who are most vulnerable to disproportionate impacts because of COVID.	225,258	225,258	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

All delineated planned actions and budgeted expenditures for the distance learning program continues to be implemented as planned with the exception of the line item on Homeless Outreach and Services. Although the actions and services described on

this item continues, there may be some difference in the budgeted amount as written, depending on the number of actual students who qualify under the subgroup.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

LAS staff utilized the LAS PACT.O Agreement as its guide in the implementation of all actions related to the various Distance Learning Program areas: 1) Continuity of Instructions, 2) Access to Devices and Connectivity, 3) Pupil Participation and Progress, 4) Distance Learning Professional Development, 5) Staff Roles and Responsibilities, and 6) Support for Pupils with Unique Needs. By doing so, the entire staff understood the same compass and hence, parameters of our individual and collective decisions and actions and how these contributed to our work as a team. Of all the areas above, LAS's main focus at this time is understanding the learning recovery support in academics and in social-emotional well-being that students need, depending on their grade level, developmental stage, and linguistic needs and various exceptionalities. Fortunately, LAS now has an expanded way to respond to these needs and design programs for various venues: distance learning, im-person, and hybrid.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
LAS Summer Programs: Online summer programs offered to various grade level students identified as needing more support	19,983	19,983	Y
Student Information System: Maintenance of data systems that integrate attendance, assessment data, progress reports, and support services participation	15,964	15,964	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

All delineated items for this section continue to be implemented. LAS looks forward to expanding learning recovery programs such as summer programs with the integration of funding from various sources such as the Expanded Learning Opportunities Grant (ELOG) and ESSER funds.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

LAS recognizes the challenge of implementing assessments designed for in-person administration during a distance learning setting. Consequently, LAS will be implementing MAP Growth for English and Spanish Reading this spring with hope to gain a more accurate picture of the needs for learning recovery academically. Note: LAS will continue its second full year implementation of MAP Growth mathematics assessment for the same purpose mentioned above.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

LAS has an established SEL daily classroom expectations school-wide. During the spring closures, teachers witnessed firsthand the crucial role of SEL in creating a safe, nurturing environment for students during distance learning. LAS recognizes that the SEL community culture of our school will help us transition to the various stages of the LAS Continuum, depending on the COVID-19 state and county measures. To date, LAS has conducted several surveys checking with families about the mental well-being of their students. Excerpt from LAS LCP regarding end-of year, Family Survey data (June, 2020) states that, *"About 52% of families noticed a change in mood or emotional state."* As of the April, 2021 Family Survey, *"54% of families"* responded the same way. In both surveys, 71% of families stated that they *"are aware of resources for emotional support on the LAS website."* This is an important place of trajectory for our research and work in delving more about understanding the landscape of mental health and social-emotional well-being of our students. Our work continues.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Last spring, all of LAS mobilized to ensure barriers to learning engagement during distance learning that can be addressed, changed, and improved by LAS acted on. Throughout this year, all of LAS, once again, collectively responded to the needs of our students and their families to maintain engagement. The following are strategies specific to the various levels of re-engagement protocols needed with the key assumption that the underlying protocols are implemented from the foundational supports level or base of the tiered triangle: 1) Tier 1- Students with regular attendance are continued to be encouraged via positive relationships, consistent caring communication and recognition of effort, 2) Tier 2- Students with attendance gaps will receive phone calls home, email communication to families, additional support with technology access, 3) 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. There continues to be challenges in reaching particular families but LAS is determined and continues to find means and ways to outreach and reengage them.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The Language Academy of Sacramento (LAS) contracts nutrition services from our sponsoring district, Sacramento City Unified School District (SCUSD). This partnership has proven to be beneficial on both parties and it has created a seamless process to ensure our students who need such support is provided with consistency.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

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Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Multiple Areas: Academic Progress, Mental Health and Socio Emotional Wellbeing and Pupil and Family Engagement	School Psychologist: An important staff role in order to support assessment, screening, and identification of learning exceptionalities as well as in leading the LAS MTSS and IPT schoolwide processes. Counselor and Office Staff: Focus group on the schoolwide implementation of Positive Behavior Intervention and Supports (PBIS) and Social Emotional Learning (SEL) program initiatives and its expansion to address distance learning. Lead in professional development on addressing trauma induced by COVID.	375,913	375,913	Y

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

These two additional actions are placed here because they apply for both the sections on Mental Health and Social-Emotional Well-being and Pupil and Family Engagement. Please refer to the written statements above.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

There are two binding threads that have sustained our work at LAS during this challenging year: 1) Collectively understanding of our PACT.O Agreement, and 2) Constant check-ins and communication. Everything that has been accomplished thus far has been a result of individuals who have chosen to work for the good of the whole. At LAS, staff, students and families remained connected via

ZOOM and made decisions on how to move forward to various stages of school re-opening stages, by "talking together" often, and for very long blocks of time via Parent Meetings, and Staff and PD Meetings.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

LAS will continue to abide by its charter petition external and internal accountability assessment and evaluation metrics. Moreover, it will implement for the first time, MAP Growth in English and Spanish Reading from Grades 3-8. The goal is that be the start of Fall 2021, LAS will have a MAP Growth baseline in Math and Reading in both languages and hence, from that point, design expanded learning opportunities for all students to begin their learning recovery in academics.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

LAS has yet to gather assessment data and conduct analysis of the impact of the actions and services identified as contributing towards meeting the increased or improved services requirement versus those that are actually implemented. As FY21 comes to an end, LAS looks forward to disaggregating various data sets such as after-school intervention program data as to compare performances of students from LAS subgroups: EL, RFEP, Latino, SED, and SWD versus those students who do not belong in such subgroups.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

LAS FY19 LCAP goals are designed to mirror the CA Dashboard accountability categories: 1) Academic Performance, 2) Academic Engagement, 3) Conditions and Climate. These categories will continue to serve as an organizing framework for our new LAS FY22-24 LCAP. The LAS Learning Continuity Plan (LCP) will forever serve as our initial draft, drawing board per se, for what a hybrid schooling scenario could look like. Elements of distance learning design from the LCP will definitely be integrated in the new LCAP

as it is the only logical way to now make plans for teaching and learning in the era of fragile unpredictability due to crisis of enormous magnitude such as a global pandemic.

Local Control and Accountability Plan: PART2: LCAP Board approved 062521

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
The Language Academy of Sacramento	Teejay Bersola Director, Academic Accountability	tbersola@lasac.info 916.277.7137

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

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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

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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.

Academics:

● Congruent to 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 acquiring literacy in 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 completed a state of the art gymnasium and two-story structure for middle school.

● (Update) As of 2021, 100% of LAS teachers have two years or more classroom teaching experience and 87% have five or more years of teaching experience.

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

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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, 92% 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 to LAS)

Stakeholder Engagement

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

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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, 6/10
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, 5/13, 5/27, 6/15, 6/17

| CDT Committee Meeting | *2020: 10/1, 10/2, 11/12, 11/17, 12/10* |
| | *2021: 2/4, 3/11, 4/14, 5/6, 5/20* |

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, 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 relation to the school's overall budget.

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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 and academic concerns such as lack of practice for the target language in a more authentic way and not just via ZOOM, and decrease in overall oral participation in discussions as well as greater hesitation to take risks in using the target language for the second language learners.

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 reading and mathematics and even much more so after the year spent mostly learning remotely. From the teachers perspective, there is a huge gap in the subject of writing. Not only has distance learning created an enormous challenge to teach it but also to provide feedback and conduct evaluation, particularly with the primary grade students. 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, the socio-emotional ramifications of experiencing a collective trauma – global pandemic, have exaberbated the recovery needs of students and their families. Lastly, 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 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 (FY21)	Year 1 Outcome (FY22)	Year 2 Outcome (FY23)	Year 3 Outcome (FY24)	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:** (TBD based on FY21 data) 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:** **MAP Growth English Reading based on Student Growth Summary Report – *Percent Met Projection* (PMP) Column** ***(PMP = The percentage of students whose end-term RIT scores met or exceeded their individual growth projections)*** G3.21 LAS Benchmark MAP Growth English Reading- Baseline FY21: End of Stage 3 Gr8, PMP= 29%				**External Accountability:** **By the End of Stage 3 Gr8 achievement goals:** (TBD based on FY21 data) 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:** **MAP Growth English Reading based on Student Growth Summary Report – *Percent Met Projection* (PMP) Column** ***(PMP = The percentage of students whose end-term RIT scores met or exceeded their individual growth projections)***

	G3.21A By End of Stage 3 Gr8, cohort will show an upward trajectory from its Gr5 MAP baseline FY21. FY21: PMP English Reading Gr5= First year implementation; no comparable data Gr6= 35% Gr7= 43% G3.21B Subgroups: LAS Benchmark MAP Growth English Reading- Baseline FY21: End of Stage 3 Gr8 ELLs, PMP= 40% By End of Stage 3 Gr8 ELLs, cohort will show an upward trajectory from its Gr5 MAP baseline FY21. FY21: PMP English Reading for ELLs Gr5= First year implementation; no comparable data Gr6= 31% Gr7= 53% TBD for subgroups: • Latino • SED • SWD TBD G3.31 SWD Subgroup LAS IEP			G3.21 LAS Benchmark MAP Growth English Reading- Baseline FY21: End of Stage 3 Gr8, PMP= 29% G3.21A By End of Stage 3 Gr8, cohort will show an upward trajectory from its Gr5 MAP baseline FY21. FY21: PMP English Reading Gr5= First year implementation; no comparable data Gr6= 35% Gr7= 43% G3.21B Subgroups: LAS Benchmark MAP Growth English Reading- Baseline FY21: End of Stage 3 Gr8 ELLs, PMP= 40% By End of Stage 3 Gr8 ELLs, cohort will show an upward trajectory from its Gr5 MAP baseline FY21. FY21: PMP English Reading for ELLs Gr5= First year implementation; no comparable data Gr6= 31% Gr7= 53% TBD for subgroups: • Latino

Metric	Baseline (FY21)	Year 1 Outcome (FY22)	Year 2 Outcome (FY23)	Year 3 Outcome (FY24)	Desired Outcome for 2023–24
					- SED - SWD TBD G3.31 SWD Subgroup LAS IEP

AP.G1.3 SLA: MAP Growth Spanish Reading	New Assessment: **MAP Growth Spanish Reading based on Student Growth Summary Report – *Percent Met Projection* (PMP) Column**				New Assessment: MAP Growth Spanish Reading based on Student Growth Summary Report – *Percent Met Projection* (PMP) Column
	G3.21 LAS Benchmark MAP Growth Spanish Reading- Baseline FY21: End of Stage 3 Gr8, PMP= 24%				G3.21 LAS Benchmark MAP Growth Spanish Reading- Baseline FY21: End of Stage 3 Gr8, PMP= 24%
	G3.21A By End of Stage 3 Gr8, cohort will show an upward trajectory from its Gr5 MAP baseline FY21.				G3.21A By End of Stage 3 Gr8, cohort will show an upward trajectory from its Gr5 MAP baseline FY21.
	FY21: PMP Spanish Reading				FY21: PMP Spanish Reading
	Gr5= Not yet available				Gr5= Not yet available
	Gr6= 16%				Gr6= 16%
	Gr7= 19%				Gr7= 19%
	G3.21B Subgroups: LAS Benchmark MAP Growth Spanish Reading- Baseline FY21: End of Stage 3 Gr8 ELLs, PMP= 20%				G3.21B Subgroups: LAS Benchmark MAP Growth Spanish Reading- Baseline FY21: End of Stage 3 Gr8 ELLs, PMP= 20%
	By End of Stage 3 Gr8 ELLs, cohort will show an upward trajectory from its Gr5 MAP baseline FY21.				By End of Stage 3 Gr8 ELLs, cohort will show an upward trajectory from its Gr5 MAP baseline FY21.
	FY21: PMP Spanish Reading for ELLs				FY21: PMP Spanish Reading for ELLs
	Gr5= Not yet available				Gr5= Not yet available
	Gr6= 8%				Gr6= 8%
	Gr7= 25%				Gr7= 25%
	TBD for subgroups: • Latino				TBD for subgroups:

Metric	Baseline (FY21)	Year 1 Outcome (FY22)	Year 2 Outcome (FY23)	Year 3 Outcome (FY24)	Desired Outcome for 2023-24
	• SED • SWD TBD G3.31 SWD Subgroup LAS IEP				• Latino • SED • SWD TBD G3.31 SWD Subgroup LAS IEP

| 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 than the state, district, and neighboring schools **Internal Accountability:** **MAP Growth Mathematics Summary Report – *Percent Met Projection* (PMP) Column** G4.0 LAS Benchmark MAP Growth Mathematics- Baseline FY21: End of Stage 3 Gr8, PMP= 43% G4.1 By End of Stage 3 Gr8, cohort will show an upward trajectory from its Gr5 MAP baseline FY21. FY21: PMP Mathematics Gr5= 21% | | | | **External Accountability:** **By the End of Stage 3 Gr8 achievement goals:** G4.0 SBAC % of students who met/exceeded Math standards- G4.0A All Students: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from Gr5 SBAC Math baseline G4.0B Subgroups: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC Math baseline G4.0C All Students and Subgroups: By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be comparable/higher than the state, district, and neighboring schools **Internal Accountability:** **MAP Growth Mathematics Summary Report – *Percent Met Projection* (PMP) Column** G4.0 LAS Benchmark MAP Growth Mathematics- Baseline FY21: End of Stage 3 Gr8, PMP= 43% G4.1 By End of Stage 3 Gr8, cohort will show an upward trajectory from its Gr5 MAP baseline FY21. |

Metric	Baseline (FY21)	Year 1 Outcome (FY22)	Year 2 Outcome (FY23)	Year 3 Outcome (FY24)	Desired Outcome for 2023-24
	Gr6= 35% Gr7= 44% G4.2 Subgroups: <u>LAS Benchmark MAP Growth Mathematics</u>- Baseline FY21: End of Stage 3 Gr8 ELLs, PMP= 53% By End of Stage 3 Gr8 ELLs, cohort will show an upward trajectory from its Gr5 MAP baseline FY21. FY21: PMP Mathematics for ELLs Gr5= 24% Gr6= 8% Gr7= 33% TBD for subgroups: • Latino • SED • SWD <u>TBD G4.3 SWD Subgroup LAS IEP</u>				FY21: PMP Mathematics Gr5= 21% Gr6= 35% Gr7= 44% G4.2 Subgroups: <u>LAS Benchmark MAP Growth Mathematics</u>- Baseline FY21: End of Stage 3 Gr8 ELLs, PMP= 53% By End of Stage 3 Gr8 ELLs, cohort will show an upward trajectory from its Gr5 MAP baseline FY21. FY21: PMP Mathematics for ELLs Gr5= 24% Gr6= 8% Gr7= 33% TBD for subgroups: • Latino • SED • SWD <u>TBD G4.3 SWD Subgroup LAS IEP</u>

Metric	Baseline (FY21)	Year 1 Outcome (FY22)	Year 2 Outcome (FY23)	Year 3 Outcome (FY24)	Desired Outcome for 2023–24
AP.G1.5 ELL: State SBAC, ELPAC, and Verifiable Data MAP Growth Reading and Math	**External Accountability:** TBD based on FY21 Data G5.0 <u>Cohort reclassification rate</u> 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 <u>LAS MAP English Reading Benchmark</u>-See above MAP Growth English Reading baseline and goal for ELLs G5.2 LAS MAP Math- See above MAP Growth Mathematics baseline and goal for ELLs				**External Accountability:** TBD based on FY21 Data G5.0 <u>Cohort reclassification rate</u> 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 <u>LAS MAP English Reading Benchmark</u>- See above MAP Growth English Reading baseline and goal for ELLs G5.2 LAS MAP Math- See above MAP Growth Mathematics baseline and goal for ELLs

Actions

Note: Based on, FY21 MAP Growth *NWEA Assessment Summary* (Illuminate Data), there is clearly a learning loss/recovery opportunity in Reading and Mathematics from the Fall to the Spring during the year. Also, there is a significant discrepancy between the overall achievement of ELLs vs. EOs and SED vs. Not SED students.

Basic Principle for Actions at LAS is to prioritize the identification and selection of significant subgroups in intervention program participation.

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*	OC 1000-3000, 5000 series) $ 5,036,019; EPA, SPED, LCFF , Title 1	N
AP.G1.4a	SLA	Continue administration of Spanish language assessment in reading (K-8) and in math (2-4) Analyze SLA achievement data by schoolwide, grade level and subgroups	See above	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*	See above	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	See above	N

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	*See detailed budget below for items that increase and improve services to ELs and SED*	Y
		Increased services: Literacy coach and interventions	*OC 1100, 3100-3600: $119,761 LCFF, Title 1*	Y
		Increased services: (One Year Only) Part-time teacher on special assignment	*OC 1100: $41,000* *LCFF, In-Person, ELOG*	Y
		Increased services: (One Year Only) 3 PT Instructional Aides	*OC 2100: $40,000* *LCFF, ELOG*	Y
		Increased services: Intervention Tutors (School year)	*OC 1102: $48,716* *LCFF, Title 4, ELOG*	Y

Action #	Title	Description	Total Funds	Contributing
		Increased services: Extensive Summer School Personnel (FY22, FY23, FY24)	*OC 1920, 3300, 3500, 3600, 4355: $103,669* *LCFF, Title 1, ELOG, ESSER 2&3*	*Y*
		Improved services: Professional development (i.e. ELD, GLAD, SEAL, Anti-Racism, Responsive Classrooms, SEL)	*OC 5210, 5215,5220, 5305, 5863: $89,694* *LCFF, Title 1&2*	*Y*

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 to planning consequent actions to address emerging needs. A highlight during the FY21 year, is the collective effort to mobilize support personnel in all aspects of teaching and learning – i.e. instructional support staff and additional tutoring.

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

Major differences between budgeted expenditures and estimated actual expenditures are evident in 1) increase in staffing -particularly in instructional support -i.e, learning hubs, intervention support, 2) professional development stipends for curation of distance learning teaching and assessment portfolios and remote administration, 3) increase in digital platform needs for teaching and learning, including purchase of MAP Growth and MAP Accelerator.

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

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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 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 had a slight drop in attendance in FY19. With distance learning redefining attendance protocols in FY21, LAS is looking forward to the final analysis of how attendance has been affected due to the pandemic schooling interruption.

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Measuring and Reporting Results

Metric	Baseline (FY21)	Year 1 Outcome (FY22)	Year 2 Outcome (FY23)	Year 3 Outcome (FY24)	Desired Outcome for 2023–24
AE.G2 Illuminate and CALPADS Attendance Data	FY21: Preliminary Data Attendance Rate of 97% with 3% chronic absenteeism 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	OC 2000 and 5000 series $401,751 SPED, LCFF	Y
	ASES Program	*Increased services: Continuation of ASES program*	*OC 2905, 3000 series, 4354* *$26,039* *LCFF, ASES*	Y
	Enrichment Program	*Increased services: Continuation of Enrichment program*	*OC 2905* *$11,450* *LCFF*	Y
	SEL Support	*Increase services: (One Year Only) Additional 0.8 PT Counselor*	*OC 5880* *$30,625* *LCFF, ESSER 2*	Y

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.

The material difference between Budgeted Expenditures and Estimated Actual Expenditures is mostly reflected on shifting allocations for in-person professional development training, fieldtrips, after-school enrichment towards an emergency response to the need to build the infrastructure for a premier distance learning teaching and learning such as ensuring personnel focused on student/family reengagement and attendance monitoring as well as additional counseling support.

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

Based on preliminary attendance data and stakeholder survey satisfaction data, the LAS community has done an exemplary job responding efficiently and efficaciously to the incredible challenges presented to all schools this year. Although learning loss as well as decrease in student engagement are inevitable consequences of interrupted schooling due to a pandemic, LAS has created an infrastructure that can be used to build learning recovery.

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 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 (FY21)	Year 1 Outcome (FY22)	Year 2 Outcome (FY23)	Year 3 Outcome (FY24)	Desired Outcome for 2023–24
CC.G3.2 Illuminate and CALPADS Data	FY21 Data: 0% suspension rate 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.

Metric	Baseline (FY21)	Year 1 Outcome (FY22)	Year 2 Outcome (FY23)	Year 3 Outcome (FY24)	Desired Outcome for 2023–24
CC.G3.6 *LAS: Stakeholder Satisfaction* *(Annual stakeholder survey data)*	*High participation rate: 90% or higher* *FY21 data: 95% Gr3-8 student participation* G6.0 Student Annual Survey Data: 90% or higher of students will agree with the statement, "I like my school." FY21 data: 92% G6.1 Family Annual Survey Data: 90% or higher of families will agree with the statement, "I would recommend the school to others." FY21 data: 96% G6.2 Staff Annual Survey Data: 90% or higher of staff will agree with the statement, "I would recommend the school to others." FY21 data: 100%				*High participation rate: 90% or higher* *FY21 data: 95% Gr3-8 student participation* G6.0 Student Annual Survey Data: 90% or higher of students will agree with the statement, "I like my school." FY21 data: 92% G6.1 Family Annual Survey Data: 90% or higher of families will agree with the statement, "I would recommend the school to others." FY21 data: 96% G6.2 Staff Annual Survey Data: 90% or higher of staff will agree with the statement, "I would recommend the school to others." FY21 data: 100%

Metric	Baseline (FY21)	Year 1 Outcome (FY22)	Year 2 Outcome (FY23)	Year 3 Outcome (FY24)	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 FY21 data: Not available due to COVID-19 mandates Maintain or increase current percentage of voter participation in governance elections FY21 data: 10/2020 Board election, 29% voter participation *(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 FY21 data: Not available due to COVID-19 mandates Maintain or increase current percentage of voter participation in governance elections FY21 data: 10/2020 Board election, 29% voter participation *(LCAP Reported Items: Annual percentage of voter participation in governance elections)* Governance membership lists and representations
CC.G3.8a *Local Indicator*	FY21: Met goal Maintain state expectation on Teacher Quality				Maintain state expectation on Teacher Quality
CC.G3.8b *Local Indicator*	FY21: Met goal Maintain state expectation on Instructional and Curriculum Materials				Maintain state expectation on Instructional and Curriculum Materials
CC.G3.8c *Local Indicator*	FY21: Met goal Maintain state expectation on Facility Quality per new health and safety COVID-19 mitigation standards				Maintain state expectation on Facility Quality per new health and safety COVID-19 mitigation standards

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	*OC 2000 and 5000 series* *$646,593* *SPED, LCFF (duplicate from Goal2- AE.G2.1a)*	Y
CC.G3.6a	AE: Survey Participation	Continue administering stakeholder survey data annually and monitor for areas of improvement		N
CC.G3.7	*LAS: Volunteerism* *LAS: Voter participation*	Improved services: Childcare for Parent Meetings: ELAC, SSC, Board, Parent Council, Parent Association, Parent Orientations	OC 2925 $2,307 LCFF, Title 1	Y
		Improved services: Parent Trainings (Topics: Charter, LCAP, Parent Involvement, Anti-Racism, SEL)	OC 5804 $1,020 LCFF, Title 1	Y
CC.G3.8b *Local Indicator*	Instructional/Curriculum Materials	Improved services: Expanded books, reference materials, library resources, educational software, computer replacements *FY21 Distance learning has illuminated the realities of the disproportional level of disadvantage that ELs and SED students and their families have in having access to learning materials.*	OC 4200, 4201, 4320, 4325, 4420 $382,800 LCFF, In-Person, ELOG	Y

Action #	Title	Description	Total Funds	Contributing
CC.G3.8c *Local Indicator*	Facility Quality per new health and safety COVID-19 mitigation standards	Improved services: Maintain state expectation on Facility Quality per new health and safety COVID-19 mitigation standards (Supply of appropriate PPE gears and cleaning materials, printing and reproduction of health and safety protocols in English and Spanish)	OC 4315 $30,000 LCFF, ASES, In-Person	Y

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 suspension, parent engagement, learning conditions and basic infrastructure of facilities in distance learning and hybrid settings.

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

There is not a remarkable material difference between the Budgeted Expenditures and Estimated Actual Expenditures in this particular goal as the staff personnel stayed the same in number; however, their jobs have clearly shifted to accommodate the distance learning context that happened in FY21.

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

Base on parent participation during ZOOM meetings and orientation workshops and stakeholder survey satisfaction data, the LAS community has done an exemplary job responding efficiently and efficaciously to the incredible challenges presented to all schools this year. Although learning loss as well as decrease in student engagement are inevitable consequences of interrupted schooling due to a pandemic, LAS has created an infrastructure that can be used to build learning recovery and expanding community connections and relationships.

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 a more expansive communication process and meeting settings to ensure continued high family engagement. Moreover, LAS will continue its established high standards on facility maintenance and care as inspired by the state health and safety mitigations for COVID-19 return to school mandates.

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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.

Note: Based on Preliminary FY21 NWEA Assessment Summary (Illuminate Data), there is clearly a learning loss/recovery opportunity in Reading and Mathematics from the Fall to the Spring during the year. Also, there is a significant discrepancy between the overall achievement of ELLs vs. EOs (Math % achieving average or higher): 26% vs 51% and SED vs. Not SED students (Math % achieving average or higher): 33% vs. 42%). Basic Principle for Actions at LAS is to prioritize the identification and selection of significant subgroups in intervention program participation.

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. Two years 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 (devices, 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 = $442,840, 2) Academic Engagement = $469,865, and 3) Conditions and Climate = $416,127. Together, these subtotals amount to the estimated supplemental and concentration grant of $1,328,832.00.

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

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 FY21, 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 FY21. 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. In summary, the FY21 focus is learning recovery via: extensive academic interventions, expanded access to learning materials/devices, support in socio-emotional wellness, particularly, closing the disproportionate learning loss gap of foster youth, ELs and low-income students as preliminarily indicated in MAP Growth end-of-year results.

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, with deliberate focus on prioritizing foster youth, English Learners, and low-income students/socio-economic disadvantaged students.

The Language Academy of Sacramento (LAS)

LCAP Part 3: CA Dashboard Local Indicators Data and Summary Board Approved 062521

OVERVIEW: Local Performance Indicator Quick Guide

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require a LEA to:

- Annually measure its progress in meeting the requirements of the specific LCFF priority.

- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.

- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to stakeholders and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code* (*EC*) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

(Not Applicable to LAS) Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California *EC* Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

(Not Applicable to LAS) Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

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The Language Academy of Sacramento (LAS)

LCAP Part 3: CA Dashboard Local Indicators Data and Summary v062121

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to stakeholders and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to stakeholders and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

LAS Priority 1 Data:

Indicator	Response
• Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions	0
• Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home	0
• Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)	0

Additional Comment:
To date, the access to technology for students schoolwide is 1:1 ratio. All students have access to their own copies of instructional materials as well as to exemplary instruction with qualified classroom teachers. As of 2015, LAS completed a state of the art gymnasium and two story structure for middle school. As of 2021, 100% of LAS teachers have two years or more classroom teaching experience and 87% have five or more years of teaching experience.

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the *optional* reflection tool (Option 2).

LAS Priority 2 Data and Summary:

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards			3		
History-Social Science			3		

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)		2			
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards		2			
History-Social Science		2			

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards		2			
History-Social Science		2			

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education	1				
Health Education Content Standards			3		
Physical Education Model Content Standards					5
Visual and Performing Arts			3		
World Language					5

Support for Teachers and Administrators

5. **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning

Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered				4	

Parent and Family Engagement (LCFF Priority 3)

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families

2. Building Partnerships for Student Outcomes

3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):

> 1 – Exploration and Research Phase
>
> 2 – Beginning Development
>
> 3 – Initial Implementation
>
> 4 – Full Implementation
>
> 5 – Full Implementation and Sustainability

4. Write a brief response to the prompts following each of the three sections.

5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

LAS Priority 3 Data and Summary:

Building Relationships

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with					5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.				4	
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their					5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and				4	

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

During the mandated school closures and implementation of full distance learning, LAS depended on its existing strong, well-established relationship with students and their families to keep the teaching and learning momentum. Constant bilingual communication via: on-going surveys, REMIND app, LAS newsletters, daily 360 family outreach to ensure attendance, regular material distributions dates, and parent ZOOM meetings/orientation, families felt welcomed and connected during the year despite the distance learning context. Families who needed an extra outreach received it in conjunction with the MTSS/IPT and office support and administrative staff. Lastly, LAS began its comprehensive Anti-Racist professional development implementation where staff and families received on-going interactive workshop on the subject throughout the entire year.

Building Partnerships for Student Outcomes

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with				4	
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved				4	
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

LAS ensured that it had a fully functioning Parent Council who reviewed the Parent Involvement Policy during the year and who was fully aware of the rapid changes in teaching and learning as delineated in LAS PACT.O agreement on the implementation of distance learning. Moreover, LAS utilized LLMF monies in the fall to develop concurrent teacher and parent professional development workshops via the Parents as Partners Program on the expectations of learning priority standards via various digital platforms: ZOOM, SeeSaw, Google Classroom, etc. as well as

the importance of socio-emotional learning and parenting in the midst of a pandemic. Participation of families, particularly those at risk of disengagement, were prioritized.

Seeking Input for Decision Making

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.					5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.					5

Dashboard Narrative Box (Limited to 3,000 characters)

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Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

PARENT INVOLVEMENT AND ITS ROLE IN SUPPORTING THE FULFILLMENT OF LAS MISSION Survey Data 1 (April, 2021): 71% of families completed the annual school survey. Survey Data 2 (April, 2021): 96% of families stated that they would recommend the school to others. PARENT VOLUNTEER HOURS (Pre-COVID closures, June, 2018): 4930.50 hrs/yr with 62% of families participating. GOVERNING BOARD ELECTIONS VOTER PARTICIPATION: 2014-2015: 8/2015: 69% 10/2015: 47% 2015-2016: Improved 5/2016: 70% 6/2016=*74% (*Highest record) 2016-2017: 6/2017 = 62% 2017-2018: 5/2018 = 57%, 2020-21: 10.2020 = *29% (Lowest Record due to COVID-19 Closure)

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

2. **MEANING**: What do the disaggregated results (*if applicable*) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. **USE**: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

LAS Priority 6 Data Summary:

Excerpt from LAS LCAP Annual Update (Board approved, June 2021) STUDENT ENGAGEMENT AND BUILDING CONFIDENCE AND LIFE SKILLS: DATA 1 - Attendance Rate Goal 95% or above (LAS Actual: 97%) DATA 2 - 95% of Gr3-8 students participated in the student survey completion DATA 3 - Q1: 92% stated, "I like my school." Q3: 95% stated in agreement that yes, "The teachers and other grown up from LAS want you to do your best." Q4: 96% stated yes to the question, "Do you keep doing your schoolwork even when it's hard for you?" Q5: 80% stated yes to, "Do you finish your school assignments?" Area for further research would be Q5 where 20% of students had difficulty with actual work completion. The question remains, is this a result of distance learning context, digital platform usage, socio-emotional or a combination of variables?

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

LAS Priority 7 Summary:
LAS uses Illuminate Education for its student information system (SIS). Through this system, all students', including those from unduplicated student groups, and individuals with exceptional needs, access to and enrollment in, a broad course of study as required per EdCode are tracked and monitored within the given school year.

LAS is a single site K-8 school which simplifies the school's ability to ensure all students are on track in having access to a broad course of study per defined by EdCode. In a given typical school year, (with some variation during the FY21 due to school closures), all LAS students receive core subjects in Language Arts, Math, Science, Social Science, Health and Physical Education. LAS is a dual language immersion program; all Gr1-8 learn a foreign language, Spanish. Moreover, middle schoolers have access via elective block courses in Visual Arts, Environmental Science, Ethnic Studies, Coding, Leadership, Study Skills, and Mentoring Cross-Age Tutoring (MCAT).

There are no glaring barriers preventing LAS from providing access to a broad course of study for all students. Ideally, LAS would like to offer more variety which of course, highly depends on finding qualified instructions to teach CTE middle school level courses.

N/A. LAS will continue to ensure all students are provided a quality broad course of study for all students, including continued research of cutting edge courses ideal for middle schoolers.