

**Language Academy**  
**LCAP Data**  
**Apr Forecast 2022**

<b>Budget Overview for Parents</b>		<b>2022-23</b>
<b>Revenue</b>		
Total LCFF Funds		6,798,922
<i>LCFF Supplemental &amp; Concentration Grants</i>		1,426,892
All Other State Funds		1,731,012
All Local Funds		73,300
All Federal Funds		963,444
<b>Total Projected Revenue</b>		<b>9,566,678</b>
<b>Expenses</b>		
<b>Total General Fund Expenses</b>		<b>9,251,545</b>

<b>Increased or Improved Services for Foster Youth, English Learners, and Low Income Students</b>		
<b>2021-22</b>	Unduplicated Pupil % (Optional - LCAP General Information)	77%
<b>2022-23</b>	Projected LCFF Supplemental and/or Concentration Grants	1,426,892
<b>2022-23</b>	Projected Additional LCFF Concentration Grant (15 percent)	137,552
<b>2022-23</b>	Projected Percentage to Increase or Improve Services for the Coming School Year	27%

<b>LCAP Action Tables</b>		
<b>2021-22</b>	Estimated Actual LCFF Supplemental and/or Concentration Grants (Contributing Actions AU Table)	1,302,620
<b>2021-22</b>	Estimated Actual LCFF Base Grant (LCFF Carryover Table)	4,903,795
<b>2022-23</b>	Projected LCFF Base Grant (Data Entry Table)	5,372,030
<b>2022-23</b>	Projected LCFF Supplemental and/or Concentration Grants (Data Entry Table)	1,426,892

**Local Control and Accountability Plan: LAS Board Approved 062822**

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
The Language Academy of Sacramento	Teejay Bersola Director, Academic Accountability	<a href="mailto:tbersola@lasac.info">tbersola@lasac.info</a> 916-277-7137

**Plan Summary [FY22]**

**General Information**

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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 613 students for the FY22 school year. As of April 2022, there are 792 children on the LAS waiting list.

**LAS Demographics**

For FY22, LAS demographic data constitutes 72% Socioeconomically Disadvantaged, 45% English Learners and 12% qualifying for Special Education services. About 94% of the students are Latino, 2% Black/African Americans, 3% White, and 0.8% Asian.

**LAS Mission**

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

**LAS Academics**

The Language Academy of Sacramento (LAS) is a TK-8 Two Way Spanish Immersion public school that offers a challenging curriculum emphasizing **Academic Achievement, Bilingualism and Biliteracy**, and a **Collaborative** home and school relationship. Key components of the LAS academic program include instruction in English and Spanish in all grade levels, smaller class size, an extended school day and year, as well as community partnerships to enrich the curriculum. In its 18<sup>th</sup> year,

LAS has become Sacramento’s premier TK-8 dual immersion educational program, and has seen continuous academic growth that supports college and career readiness.

**Two-Way Immersion  
90-10 Model**

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

**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 and FY21 are not available due to COVID-19 school closure. LAS will update this section as soon as CA Dashboard Data becomes available. LAS is in the midst of gathering academic growth performance internal data for Math and Reading: English and Spanish.

## 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. LAS staff needs continued professional development time to learn about the efficacy of state and MAP, and other local assessments as well as its analysis and reporting elements. For FY22, LAS has expanded its teacher leadership and identified core staff members for 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' school wide expanded learning programs need to continue to be innovative and all-encompassing in nature, in order to holistically address the needs of students. In FY22, LAS implemented intervention cycles and are in the midst of analyzing program efficacy and possibilities of replication for the upcoming school year.

## LCAP Highlights

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

LAS is laser focus on strategically addressing the teaching and learning gaps exacerbated by the global pandemic. LAS's three-year LCAP design is rooted in the LAS Charter and is also purposefully aligned with the ELO and ESSER 3 expenditure plans. All plans utilize the three main categories: AP= Academic Performance, AE= Academic Engagement, and CC= Conditions and Climate, as the backbone in organizing the collective galvanized effort to meet the gargantuan task of educating school children in the midst of unprecedented health crisis. With diligence and accountability, LAS plans to continue its momentum of expanded teaching and learning support in the upcoming two school years- as it will take at least that much to see implemented program fruition.

## Comprehensive Support and Improvement (Not Applicable to LAS)

### Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

LAS has a governance structure strategically designed to keep its educational partners informed about the ever-changing landscape of health and safety mandates, legislations, flexible infrastructure demands and of course, funding. As practiced throughout the school year, school leadership meets weekly/monthly with educational partners via board, board committees, staff meeting, professional development Friday meetings, charter/compliance meetings, parent council and association meetings. In these settings, one-time federal funds are presented, student achievement data are analyzed, strategic plans are shared and more importantly, educational partners share their Know and Want to Know understandings of the topic discussed via online survey. School leadership reviews all survey feedback providing statement validation,

correction, and/or answers to inquiries. The Know and Want to Know survey results and documents are posted on the school's website and also included in board meeting packets.

**WHAT – WHEN - WHERE:**

**ITEM 1: LAS Community Survey Distribution**

March 14 - April 1, 2022

LAS

**ITEM 2: LCAP available on LAS Website for Feedback**

By June 10, 2022

Online at: [www.lasac.info](http://www.lasac.info)

LCAP Educational Partner Outreach and Consultation Dates 2021-2022:

Educational Partner Group and Meeting Dates

Governing Board Meeting and Retreat

2021: 8/27, 9/24, 10/22, 11/19, 12/17

2022: 1/28, 2/25, 3/25, 4/22, 5/27, 6/24

Parent Council Meeting/ELAC/SSC

2021: 10/21, 12/15

2022: 1/27, 2/10, 3/2, 4/6, 5/4, 6/1

Parent Association Meeting

2021: 10/21, 12/15

2022: 1/27, 2/10, 3/9, 4/20, 5/11

Staff Meeting and PD Meetings

2021: 8/9, 8/19, 9/9, 9/16, 9/23, 10/7, 10/14, 10/22, 12/9, 12/16

2022: 1/13, 1/20, 2/11, 3/11, 4/8, 5/13, 5/31-6/13

CDT Committee Meeting

2021: 9/2, 11/4, 12/2

2022: 2/3, 3/3, 4/7, 5/5

**ITEM 3: LAS Public Hearing**

Public comments are welcome at all monthly

Governing Board Meetings

Friday, May 27, 2022 and June 28, 2022 @ 5:30PM

LAS - 2850 49th Street, Sacramento, CA 95817

For more information call: 916.277.7137 or

provide feedback online via the LAS Educational Partners Survey: Know/Want to Know

[https://www.surveymonkey.com/r/LCP\\_Surveys](https://www.surveymonkey.com/r/LCP_Surveys)

A summary of the feedback provided by specific educational partners.

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 FY21 and FY22:

- 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.
- 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 2022, LAS has collected 547 (Yr1: 88, Yr2: 94, Yr3: 88, Yr4: 47, Yr5: 50, Yr6: 29, Yr7: 28, and Yr8: 119) “What I Know” and 503 (Yr1: 108, Yr2: 75, Yr3: 36, Yr4: 43, Yr5: 67, Yr6: 32, Yr7: 21, and Yr8: 115) “What I Want to Know” statements. Thus far, 1050 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.
- 4) An emerging theme from the stakeholder comments is the area of Academic Performance (AP), particularly in mathematics and Academic Engagement (AE), specifically, attendance as it relates to Covid-19 quarantine mandates. 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 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 input from educational partners.

LAS’s collective work towards meeting its LAS Charter and LCAP goals continues with diligence and focus on three main categories: AP= Academic Performance, AE= Academic Engagement, and CC= Conditions and Climate. Recent educational partners input that informed priorities for the Expanded Learning Opportunities (ELO) and the Elementary and Secondary School Emergency Relief (ESSER) plans serves as the backbone of LAS’s strategic planning in to address the learning gaps and opportunities resulting in the massive schooling interruptions due to the COVID-19 pandemic. The following are examples of mid-year successes and challenges experience by the LAS learning community thus far:

Successes: Goals- AP, AE and CC	Challenges: Goals- AP, AE, and CC
<p>AP Goals:</p> <ul style="list-style-type: none"> <li>• Expanded Tier 1 literacy coaching and mathematics cohort lead support; release time for peer observation and learning</li> <li>• Expanded core-day and after-school intervention program leadership and opportunities for Tier 2 focus</li> <li>• Expanded supplemental curricular materials and supplies for both core day and after-school programs</li> <li>• AE Goals:</li> <li>• Establishment of Independent Study Program Protocols specific to COVID-19 setting: Traditional Independent Study Program, Long-term Independent Study Program, and Quarantine Independent Study Program (TISP, LISP and QISP).</li> <li>• More cohesive MTSS process to identify reengagement support for at-risk students with low attendance</li> </ul> <p>CC Goals:</p> <ul style="list-style-type: none"> <li>• Expanded classified staff to support maintenance of health and safety standards and protocols for a clean learning environment.</li> <li>• Expanded access to COVID-19 mitigation supplies and materials.</li> <li>• Established schoolwide COVID-19 regular screening for all, particularly after vacations and/or long weekends.</li> <li>• Expanded on more recess and lunchtime structured activities for students to participate in and full implementation of PlayWorks.</li> </ul>	<p>AP, AE, and CC Goals:</p> <ul style="list-style-type: none"> <li>• Staffing shortages has greatly impacted support program implementation: substitute teachers, intervention staff, ground supervision staff</li> <li>• Pandemic induced anxiety for all educational partner groups have made it more complex to meet and problem solve together</li> <li>• COVID-19 quarantines have made it difficult to maintain a momentum in classroom teaching and learning</li> <li>• Anticipated revenue (due to ADA drop because of quarantines) and planned expenditures have been impeded by the constant uncertainties, particularly at the start of the school year (<i>This is specific to the MOY LCAP Supplement. The recently approved hold harmless provision for FY22 attendance accounting negates this fiscal concern.</i>)</li> </ul>

Of the three main LAS LCAP and CA Dashboard categories, 1) Academic Performance and 2) Academic Engagement related concerns dominate the FY22 educational partners' feedback. There is a consensus that even before the pandemic, many students need support to bridge performance gaps, particularly in reading and mathematics, and this is even much more so after the COVID-19 schooling interruptions. From the teachers' perspective, there is a huge emerging concern in the subject of writing. Not only has distance learning created an enormous challenge to teach writing 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, These past two years, 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 exacerbated the recovery needs of students and their families.

**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.

Metric	Baseline (FY21)	Year 1 Outcome (FY22) * See previous column data in parenthesis	Year 2 Outcome (FY23)	Year 3 Outcome (FY24)	Desired Outcome for 2023–24
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AP.G1.3  
 ELA: State SBAC and Verifiable Data MAP Growth

**External Accountability: (FY22 Data TBD- August, 2022)**

**By the End of Stage 3 Gr8 achievement goals:**

(FY21) G3.0 SBAC 48% 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

	<b>FY22 Gr8 Cohort: Gr7 SBAC ELA Data (* Changed baseline grade from Gr5 to Gr7 due to Covid-19 )</b>	<b>FY22 Gr8 Cohort: Gr8 SBAC ELA Data (TBD)</b>
<i>All FY21 Gr8 Cohort Students</i>	38%	
<i>Latinx</i>	35%	
<i>English Learner (EL)</i>	10%	
<i>RFEP</i>	56%	
<i>SPED</i>	*	
<i>SED</i>	33%	

G3.0B Subgroups: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC ELA baseline

FY21 Gr8 Cohort Comparative ELA Data: Gr5 vs Gr8

	<b>FY21 Gr8 Cohort: Gr5 SBAC ELA Data</b>	<b>FY21 Gr8 Cohort: Gr8 SBAC ELA Data</b>

**External Accountability:**

**By the End of Stage 3 Gr8 achievement goals:**

G3.0 SBAC % of students who met/exceeded ELA standards-

G3.0A All Students: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from Gr5 SBAC ELA baseline

G3.0B Subgroups: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC ELA baseline

G3.0C All Students and Subgroups: By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be comparable/higher than the state, district, and neighboring schools

**Internal Accountability:**

<i>All FY21 Gr8 Cohort Students</i>	24%	48%
<i>Latinx</i>	25%	46%
<i>English Learner (EL)</i>	0%	33%
<i>RFEP</i>	55%	55%
<i>SPED</i>	*	*
<i>SED</i>	21%	46%

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

	<b>LAS FY21: Gr8</b>	<b>State FY21: Gr8</b>	<b>District FY21: Gr8</b>	<b>Neighbor Schools FY21: Gr8</b>
<i>All FY21 Gr8 Cohort Students</i>	<b>48%</b>	47%	<i>No Data C-19</i>	<i>No Data C-19</i>
<i>Latinx</i>	<b>46%</b>	36%	<i>No Data C-19</i>	<i>No Data C-19</i>
<i>English Learner (EL)</i>	<b>33%</b>	7%	<i>No Data C-19</i>	<i>No Data C-19</i>
<i>RFEP</i>	<b>55%</b>	53%	<i>No Data C-19</i>	<i>No Data C-19</i>
<i>SPED</i>	*	*	<i>No Data C-19</i>	<i>No Data C-19</i>
<i>SED</i>	<b>46%</b>	35%	<i>No Data C-19</i>	<i>No Data C-19</i>

**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%

G3.21A By End of Stage 3 Gr8, cohort will show an upward trajectory from its Gr5 MAP

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

**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% (FY22: PMP=35%)

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 (FY22: Gr6=63%)

Gr6= 35% (FY22: Gr7=59%)

Gr7= 43% (FY22: Gr8=35%)

G3.21B Subgroups: LAS Benchmark MAP Growth English Reading- Baseline FY21: End of Stage 3 Gr8 ELLs, PMP= 40% (FY22: PMP=31%)

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 (FY22: Gr6=57%)

Gr6= 31% (FY22: Gr7=52%)

trajectory from its Gr5 MAP baseline FY21.

TBD G3.31 SWD Subgroup LAS IEP

Metric	Baseline (FY21)	Year 1 Outcome (FY22) * See previous column data in parenthesis	Year 2 Outcome (FY23)	Year 3 Outcome (FY24)	Desired Outcome for 2023–24																					
	<p>Gr7= 53% (FY22: Gr8=31%)</p> <p>Subgroups:</p> <ul style="list-style-type: none"> <li>• Latino</li> <li>• SED</li> <li>• SWD</li> </ul> <table border="1" data-bbox="249 646 1241 1214"> <thead> <tr> <th data-bbox="249 646 632 906"></th> <th data-bbox="632 646 930 906"><i>FY22 Gr8 Cohort: Gr7 MAP English Data (*Changed baseline grade from Gr5 to Gr7 due to Covid-19 )</i></th> <th data-bbox="930 646 1241 906"><i>FY22 Gr8 Cohort: Gr8 MAP English Data</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="249 906 632 959"><i>All Gr8 Cohort Students</i></td> <td data-bbox="632 906 930 959">43%</td> <td data-bbox="930 906 1241 959">35%</td> </tr> <tr> <td data-bbox="249 959 632 1008"><i>Latinx</i></td> <td data-bbox="632 959 930 1008">44%</td> <td data-bbox="930 959 1241 1008">32%</td> </tr> <tr> <td data-bbox="249 1008 632 1057"><i>English Learner (EL)</i></td> <td data-bbox="632 1008 930 1057">53%</td> <td data-bbox="930 1008 1241 1057">31%</td> </tr> <tr> <td data-bbox="249 1057 632 1105"><i>RFEP</i></td> <td data-bbox="632 1057 930 1105">47%</td> <td data-bbox="930 1057 1241 1105">33%</td> </tr> <tr> <td data-bbox="249 1105 632 1154"><i>SPED</i></td> <td data-bbox="632 1105 930 1154">69%</td> <td data-bbox="930 1105 1241 1154">14%</td> </tr> <tr> <td data-bbox="249 1154 632 1214"><i>SED</i></td> <td data-bbox="632 1154 930 1214">43%</td> <td data-bbox="930 1154 1241 1214">33%</td> </tr> </tbody> </table> <p data-bbox="249 1263 688 1295"><u>TBD G3.31 SWD Subgroup LAS IEP</u></p>		<i>FY22 Gr8 Cohort: Gr7 MAP English Data (*Changed baseline grade from Gr5 to Gr7 due to Covid-19 )</i>	<i>FY22 Gr8 Cohort: Gr8 MAP English Data</i>	<i>All Gr8 Cohort Students</i>	43%	35%	<i>Latinx</i>	44%	32%	<i>English Learner (EL)</i>	53%	31%	<i>RFEP</i>	47%	33%	<i>SPED</i>	69%	14%	<i>SED</i>	43%	33%				
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<i>SED</i>	43%	33%																								

<p>AP.G1.3 SLA: MAP Growth Spanish Reading</p>	<p>FY22 Data TBD: New Assessment (Need to establish baseline and NWEA National Norm for FY22 is not yet available):</p> <p><b>MAP Growth Spanish Reading based on Student Growth Summary Report – <i>Percent Met Projection</i> (PMP) Column</b></p> <p><u>G3.21 LAS Benchmark MAP Growth Spanish Reading-</u> Baseline FY22: End of Stage 3 Gr8, PMP= TBD</p> <p><u>G3.21A</u> By End of Stage 3 Gr8, cohort will show an upward trajectory from its Gr5 MAP baseline FY22.</p> <p><u>G3.21B Subgroups: LAS Benchmark MAP Growth Spanish Reading-</u> Baseline FY22: End of Stage 3 Gr8 ELLs, PMP= TBD</p> <p>By End of Stage 3 Gr8 ELLs, cohort will show an upward trajectory from its Gr5 MAP baseline FY22.</p> <p><u>TBD G3.31 SWD Subgroup LAS IEP</u></p>				<p>New Assessment: MAP Growth Spanish Reading based on Student Growth Summary Report – <i>Percent Met Projection</i> (PMP) Column</p> <p><u>G3.21 LAS Benchmark MAP Growth Spanish Reading-</u> Baseline FY22: End of Stage 3 Gr8, PMP= TBD</p> <p><u>G3.21A</u> By End of Stage 3 Gr8, cohort will show an upward trajectory from its Gr5 MAP baseline FY22.</p> <p><u>G3.21B Subgroups: LAS Benchmark MAP Growth Spanish Reading-</u> Baseline FY22: End of Stage 3 Gr8 ELLs, PMP= TDB</p> <p>By End of Stage 3 Gr8 ELLs, cohort will show an upward trajectory from its Gr5 MAP baseline FY22.</p> <p>TBD for subgroups:</p>
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Metric	Baseline (FY21)	Year 1 Outcome (FY22) * See previous column data in parenthesis	Year 2 Outcome (FY23)	Year 3 Outcome (FY24)	Desired Outcome for 2023–24
					<ul style="list-style-type: none"> <li>• Latino</li> <li>• SED</li> <li>• SWD</li> </ul> <p><u>TBD G3.31 SWD Subgroup</u> <u>LAS IEP</u></p>

AP.G1.4  
 MATH: State  
 SBAC and  
 Verifiable  
 Data MAP  
 Growth Math

**External Accountability: (FY22 Data TBD- August, 2022)**  
**By the End of Stage 3 Gr8 achievement goals:**  
G4.0 SBAC 48% 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

	<b>FY22 Gr8 Cohort: Gr7 SBAC Math Data (* Changed baseline grade from Gr5 to Gr7 due to Covid-19 )</b>	<b>FY22 Gr8 Cohort: Gr8 SBAC Math Data (TBD)</b>
<i>All FY21 Gr8 Cohort Students</i>	33%	
<i>Latinx</i>	31%	
<i>English Learner (EL)</i>	5%	
<i>RFEP</i>	44%	
SPED	*	
SED	33%	

G4.0B Subgroups: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC Math baseline

**External Accountability:**  
**By the End of Stage 3 Gr8 achievement goals:**  
G4.0 SBAC 48% 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:**

FY21 Gr8 Cohort Comparative Math Data: Gr5 vs Gr8

	FY21 Gr8 Cohort: Gr5 SBAC Math Data	FY21 Gr8 Cohort: Gr8 SBAC Math Data
<i>All FY21 Gr8 Cohort Students</i>	17%	48%
<i>Latinx</i>	13%	44%
<i>English Learner (EL)</i>	4%	33%
<i>RFEP</i>	18%	50%
SPED	*	*
SED	4%	40%

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

	LAS FY21: Gr8	State FY21: Gr8	District FY21: Gr8	Neighbor Schools FY21: Gr8
<i>All FY21 Gr8 Cohort Students</i>	48%	31%	No Data C-19	No Data C-19
<i>Latinx</i>	44%	18%	No Data C-19	No Data C-19
<i>English Learner (EL)</i>	33%	4%	No Data C-19	No Data C-19

**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.

G4.2 Subgroups: LAS Benchmark MAP Growth Mathematics- 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

TBD for subgroups:

- Latino

<i>RFEP</i>	<b>50%</b>	31%	No Data C-19	No Data C-19
SPED	*	*	No Data C-19	No Data C-19
SED	<b>40%</b>	18%	No Data C-19	No Data C-19

**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% (FY22: PMP=55%)

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% (FY22: Gr6=94%)

Gr6= 35% (FY22: Gr7=76%)

Gr7= 44% (FY22: Gr8=55%)

G4.2 Subgroups: LAS Benchmark MAP Growth Mathematics- Baseline FY21: End of Stage 3 Gr8 ELLs, PMP= 53% (FY22: PMP=50%)

By End of Stage 3 Gr8 ELLs, cohort will show an upward trajectory from its Gr5 MAP baseline FY21.

FY21: PMP Mathematics for ELLs

- SED
  - SWD
- TBD G4.3 SWD Subgroup  
LAS IEP

Gr5= 24% (FY22: Gr6=81%)

Gr6= 8% (FY22: Gr7=80%)

Gr7= 33% (FY22: Gr8=50%)

Subgroups:

- Latino
- SED
- SWD

	<i>FY22 Gr8 Cohort: Gr7 MAP Math Data (*Changed baseline grade from Gr5 to Gr7 due to Covid-19 )</i>	<b>FY22 Gr8 Cohort: Gr8 MAP Math Data</b>
<i>All FY21 Gr8 Cohort Students</i>	44%	55%
<i>Latinx</i>	44%	53%
<i>English Learner (EL)</i>	33%	50%
<i>RFEP</i>	56%	65%
SPED	23%	43%
SED	43%	54%

TBD G4.3 SWD Subgroup LAS IEP

AP.G1.5

External Accountability:

External Accountability:

ELL: State SBAC, ELPAC, and Verifiable Data MAP Growth Reading and Math

TBD based on FY21 Data 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)

FY21: Gr8	FY22 MOY: Gr8
#per EL Proficiency (9EL+28RFEP= 37/63 Cohort EL Total) 28RFEP/37Cohort ELs= 76% RFEP Cohort Rate	#per EL Proficiency (17EL+20RFEP= 37/66 Cohort EL Total) 20RFEP/37Cohort ELs= 54% RFEP Cohort Rate as of 020122 Need +6ELs to be RFEP by EOY of FY22

**Internal Accountability:**

G5.1 LAS MAP English Reading Benchmark- See above MAP Growth English Reading baseline and goal for ELLs

	<i>FY22 Gr8 Cohort: Gr7 MAP Math Data (*Changed baseline grade from Gr5 to Gr7 due to Covid-19 )</i>	FY22 Gr8 Cohort: Gr8 MAP Math Data
All FY22 Gr8 Cohort Students	43%	35%
English Learner (EL)	53%	31%
RFEP	47%	33%

TBD based on FY21 Data G5.0 Cohort reclassification rate of 70% or higher by the End of Stage 3 Gr8.

(See EL and RFEP applicable goals above: 3.0B, 3.0C, 3.1B, 3.2B and 4.0B, 4.0C, 4.1B, 4.2B)

**Internal Accountability:**

G5.1 LAS MAP English Reading Benchmark- 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

Metric	Baseline (FY21)	Year 1 Outcome (FY22) * See previous column data in parenthesis	Year 2 Outcome (FY23)	Year 3 Outcome (FY24)	Desired Outcome for 2023–24												
	<p>G5.2 LAS MAP Math- See above MAP Growth Mathematics baseline and goal for ELLs</p> <table border="1" data-bbox="249 526 1205 979"> <thead> <tr> <th data-bbox="249 526 480 743"></th> <th data-bbox="480 526 884 743"><i>FY22 Gr8 Cohort: Gr7 MAP Math Data (*Changed baseline grade from Gr5 to Gr7 due to Covid-19)</i></th> <th data-bbox="884 526 1205 743"><b>FY22 Gr8 Cohort: Gr8 MAP Math Data</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="249 743 480 841"><i>All FY22 Gr8 Cohort Students</i></td> <td data-bbox="480 743 884 841">44%</td> <td data-bbox="884 743 1205 841">55%</td> </tr> <tr> <td data-bbox="249 841 480 932"><i>English Learner (EL)</i></td> <td data-bbox="480 841 884 932">33%</td> <td data-bbox="884 841 1205 932">50%</td> </tr> <tr> <td data-bbox="249 932 480 979"><i>RFEP</i></td> <td data-bbox="480 932 884 979">56%</td> <td data-bbox="884 932 1205 979">65%</td> </tr> </tbody> </table>		<i>FY22 Gr8 Cohort: Gr7 MAP Math Data (*Changed baseline grade from Gr5 to Gr7 due to Covid-19)</i>	<b>FY22 Gr8 Cohort: Gr8 MAP Math Data</b>	<i>All FY22 Gr8 Cohort Students</i>	44%	55%	<i>English Learner (EL)</i>	33%	50%	<i>RFEP</i>	56%	65%				
	<i>FY22 Gr8 Cohort: Gr7 MAP Math Data (*Changed baseline grade from Gr5 to Gr7 due to Covid-19)</i>	<b>FY22 Gr8 Cohort: Gr8 MAP Math Data</b>															
<i>All FY22 Gr8 Cohort Students</i>	44%	55%															
<i>English Learner (EL)</i>	33%	50%															
<i>RFEP</i>	56%	65%															

**Actions**

Note: FY21 MAP Growth Data is from *NWEA Assessment Summary* (from Illuminate Data) vs. FY22 MAP Growth Data if from NWEA Student Growth Summary Report (from NWEA Norms). Based on current data, there is clearly a learning loss/recovery opportunity in English Reading during the FY22.

As per school protocol, LAS will prioritize the identification and selection of significant subgroups in intervention program participation.

Action #	Title	Description	Total Funds	Contributing
AP.G1.3a	ELA	<ul style="list-style-type: none"> <li>Continue to monitor student progression towards biliteracy, including development of academic English proficiency of English learners using SBAC and ELPAC indicators</li> <li>Analyze ELA achievement data by schoolwide, grade level and subgroups</li> <li>Continued study on most recent bilingual immersion research and its efficacy for students, particularly the identified subgroups</li> <li><i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments</i></li> </ul>	OC 1000-3000, 5000 series) \$ 5,569,007; EPA, SPED, LCFF , Title 1	Y
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	<ul style="list-style-type: none"> <li>Analyze Math achievement data by schoolwide, grade level and subgroups</li> <li>Continued study on most recent bilingual immersion research and its efficacy for students, particularly the identified subgroups</li> <li>Analysis of schoolwide and subgroup data from MAP Math Benchmark</li> <li><i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments</i></li> </ul>	See above	N
AP.G1.6a	English Language Learners	ELL <ul style="list-style-type: none"> <li>Continue to monitor student progression towards biliteracy, including development of academic English proficiency of English learners using SBAC and ELPAC indicators</li> </ul>	See above	N

Action #	Title	Description	Total Funds	Contributing
AP G1.7a	Schoolwide	<ul style="list-style-type: none"> <li>Keep updated teacher credential status to ensure all teaching personnel are highly qualified and properly credentialed</li> <li>All core subjects instruction are based on Common Core State Standards</li> <li>Subgroups: Provide identified additional support for subgroups as identified by achievement data- i.e. technology assistance, other support materials</li> <li>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.</li> <li>Continue expanded learning opportunities or interventions will be available to identified subgroup needs: Before, after school, winter, or summer session</li> <li>Research the feasibility of establishing program teacher leaders for expanded learning opportunities and schoolwide programmatic fine-tuning using one-time funding for learning recovery due to school closure</li> </ul>	<i>See detailed budget below for items that increase and improve services to ELs and SED</i>	Y
		<ul style="list-style-type: none"> <li><i>Increased services: Literacy coach and interventions</i></li> </ul>	<i>OC 1100, 3100-3600: \$121,539 LCFF, Title 1</i>	Y
		<ul style="list-style-type: none"> <li><i>Increased services: (One Year Only) Part-time teacher on special assignment</i></li> </ul>	<i>OC 1100: \$146,077 LCFF, ELOG</i>	Y
		<ul style="list-style-type: none"> <li><i>Increased services: (One Year Only) 3 PT Instructional Aides</i></li> </ul>	<i>OC 2100: \$114,114 LCFF, ELOG</i>	Y
		<ul style="list-style-type: none"> <li><i>Increased services: Intervention Tutors (School year)</i></li> </ul>	<i>OC 1102: \$188,500 LCFF, Title 4, ELOG</i>	Y

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>Increased services: Extensive Summer School Personnel (FY22, FY23, FY24)</li> </ul>	OC 1920, 3300, 3500, 3600, 4355: \$267,634  LCFF, Title 1, ELOG, ESSER 2&3	Y
		<ul style="list-style-type: none"> <li>Improved services: Professional development (i.e. ELD, GLAD, SEAL, Anti-Racism, Responsive Classrooms, SEL)</li> </ul>	OC 5210, 5215, 5220, 5305, 5863: \$91,133  LCFF, Title 1&2	Y

**Goal Analysis [FY21 and FY22]**

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 FY22 and to planning consequent actions to address emerging needs. A highlight during both the FY21 and FY22, 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.

FY22 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 integration of distance learning teaching and assessment portfolios and remote administration and now, back in person teaching, 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.

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 and in this FY22, adherence to independent study for quarantine protocols, LAS is looking forward to the final analysis of how attendance has been affected due to the many iterations of pandemic schooling interruption.

Metric	Baseline (FY21)	Year 1 Outcome (FY22) *See previous column data in parenthesis	Year 2 Outcome (FY23)	Year 3 Outcome (FY24)	Desired Outcome for 2023–24
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<p>AE.G2</p> <p>Illuminate and CALPADS Attendance Data</p>	<p>FY22 EOY: (96% attendance rate per recent change in law)</p> <p>FY21: Preliminary Data Attendance Rate of 97% with 3% chronic absenteeism</p> <p>FY17 and FY18 Historical Data:</p> <p>All Students: Attendance rate Actual: 97% and 97%</p> <p>Subgroups:</p> <ol style="list-style-type: none"> <li>1) (FY22 MOY: 91%) Latino: 97.4% and 97.3%</li> <li>2) (FY22 MOY: 90%) EL: 97.2% and 97.2%</li> <li>3) (FY22 MOY: 90%) SED: 97.2% and 97.2%</li> <li>4) (FY22 MOY: 89%) SWD: 97% and 97.1%</li> </ol> <p>Absenteeism (chronic) at 2.9% and 3.2% rate, respectively</p> <p>FY22 MOY: 7% Chronic Absenteeism</p> <p>Subgroups (FY22 MOY) and FY2018:</p> <ol style="list-style-type: none"> <li>1) (FY22 MOY: 7%) Latino: 3.3%</li> <li>2) (FY22 MOY: 11%) EL: 3.4%</li> <li>3) (FY22 MOY: 8%) SED: 3.6%</li> <li>4) (FY22 MOY: 4%) SWD: 2.7%</li> </ol> <p>Dropout for middle school at zero rate</p>				<p>G1.0 Attendance rate of 95% or above</p> <p>G1.1 LAS subgroups attendance rate will be within a 2% margin from the schoolwide attendance goal.</p> <p>All Students: Chronic Absenteeism rate of less than 3%</p> <p>Identified subgroups rate within 2% margin of schoolwide low chronic absenteeism rate</p> <p>Middle school dropout rate at less than 1% (<i>Annual middle school dropout rate</i>)</p>
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**Actions**

Action #	Title	Description	Total Funds	Contributing
AE.G2.1a	Attendance and Reengagement Support	<ul style="list-style-type: none"> <li>Continue to closely monitor student attendance trends: schoolwide and for identified subgroups (via Infinite Campus SIS)</li> <li>Continue coordinated effort with Parent Council, Parent Association, Student Council groups for collective emphasis on strong attendance rate</li> <li>Continue close monitoring of subgroups and areas of need via MTSS process</li> <li>Wrap around health and mental health supports provided to subgroups with identified need</li> <li>Continued support and training for Bully Prevention and Conflict Resolution and nuances of underlying effect of privilege, oppression, and micro-aggression</li> <li>Continue review of annual student survey data for improvement areas</li> </ul>	OC 2000 and 5000 series \$375,129 SPED, LCFE	Y
	<i>ASES Program</i>	<ul style="list-style-type: none"> <li><i>Increased services: Continuation of ASES program</i></li> </ul>	<i>OC 2905, 3000 series, 4354 \$155,641 LCFF, ASES</i>	Y
	<i>Enrichment Program</i>	<ul style="list-style-type: none"> <li><i>Increased services: Continuation of Enrichment program</i></li> </ul>	<i>OC 2905 \$864,901 LCFF</i>	Y
	<i>SEL Support</i>	<ul style="list-style-type: none"> <li><i>Increase services: (One Year Only) Additional 0.8 PT Counselor</i></li> </ul>	<i>OC 5880 \$30,625 LCFF, ESSER 2</i>	Y

Action #	Title	Description	Total Funds	Contributing

**Goal Analysis [FY21 and FY22]**

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.

FY22 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.

FY22: In adherence to the law for FY22, LAS expanded its definition of independent study program (ISP) to: 1) TISP: Traditional, 2) LISP: Long-term, and 3) QISP: Quarantine, early in the school year. 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.

Metric	Baseline (FY21)	Year 1 Outcome (FY22) *See previous column data in parenthesis	Year 2 Outcome (FY23)	Year 3 Outcome (FY24)	Desired Outcome for 2023–24															
CC.G3.2 Illuminate and CALPADS Data	<p>FY22 MOY: 1.5% suspension within the first 4 months of school (FY22 EOY: 3%: Goal Not Met)</p> <p>FY21 Data: 0% suspension rate (Distance Learning)</p> <p>G2.0 Suspension rate lower than 2%</p> <p>G2.1 LAS subgroups suspension rate will be within a 2% margin from the schoolwide low suspension goal.</p> <p>FY22 EOY Suspension rate for subgroups:</p> <table border="1" data-bbox="352 899 961 1261"> <tbody> <tr> <td>Latinx</td> <td>3%</td> <td>Met</td> </tr> <tr> <td>English Learners (EO: 1%)</td> <td>4%</td> <td>Met</td> </tr> <tr> <td>RFEP</td> <td>4%</td> <td>Met</td> </tr> <tr> <td>SPED</td> <td>6%</td> <td>Goal Not Met</td> </tr> <tr> <td>SED (Non-SED: 9%)</td> <td>1%</td> <td>Met</td> </tr> </tbody> </table>	Latinx	3%	Met	English Learners (EO: 1%)	4%	Met	RFEP	4%	Met	SPED	6%	Goal Not Met	SED (Non-SED: 9%)	1%	Met				<p>G2.0 Suspension rate lower than 2%</p> <p>G2.1 LAS subgroups suspension rate will be within a 2% margin from the schoolwide low suspension goal.</p>
Latinx	3%	Met																		
English Learners (EO: 1%)	4%	Met																		
RFEP	4%	Met																		
SPED	6%	Goal Not Met																		
SED (Non-SED: 9%)	1%	Met																		

Metric	Baseline (FY21)	Year 1 Outcome (FY22) *See previous column data in parenthesis	Year 2 Outcome (FY23)	Year 3 Outcome (FY24)	Desired Outcome for 2023–24
<p>CC.G3.6</p> <p><i>LAS: Stakeholder Satisfaction</i></p> <p><i>(Annual stakeholder survey data)</i></p>	<ul style="list-style-type: none"> <li>• <i>High participation rate: 90% or higher</i></li> <li>• <i>FY21 data: 95% Gr3-8 student participation</i></li> <li>• <i>(FY22: TK-Gr8 97% student participation)</i></li> <li>• G6.0 Student Annual Survey Data:</li> <li>• 90% or higher of students will agree with the statement, “I like my school.” FY21 data: 92% (FY22: 90%)</li> <li>• G6.1 Family Annual Survey Data:</li> <li>• 90% or higher of families will agree with the statement, “I would recommend the school to others.” FY21 data: 96% (FY22: 99%)</li> <li>• G6.2 Staff Annual Survey Data:</li> <li>• 90% or higher of staff will agree with the statement, “I would recommend the school to others.” FY21 data: 100% (FY22: 98%)</li> </ul>	Goals Met			<p><i>High participation rate: 90% or higher</i></p> <p>G6.0 Student Annual Survey Data: 90% or higher of students will agree with the statement, “I like my school.”</p> <p>G6.1 Family Annual Survey Data: 90% or higher of families will agree with the statement, “I would recommend the school to others.”</p> <p>G6.2 Staff Annual Survey Data: 90% or higher of staff will agree with the statement, “I would recommend the school to others.”</p>

Metric	Baseline (FY21)	Year 1 Outcome (FY22) *See previous column data in parenthesis	Year 2 Outcome (FY23)	Year 3 Outcome (FY24)	Desired Outcome for 2023–24
<p>CC.G3.7</p> <p><i>LAS: Volunteerism</i></p> <p><i>LAS: Voter participation</i></p>	<ul style="list-style-type: none"> <li>Maintain or increase current data of annual total number of volunteer hours</li> <li>FY21 data: Not available due to COVID-19 mandates</li> <li>Maintain or increase current percentage of voter participation in governance elections</li> <li>FY21 data: 10/2020 Board election, 29% voter participation</li> <li><i>(LCAP Reported Items: Annual percentage of voter participation in governance elections)</i></li> <li>Governance membership lists and representations</li> </ul>	<p>FY22 Board Election (11/2021): 80% voter participation</p> <p>Goal Met</p>			<p>Maintain or increase current data of annual total number of volunteer hours</p> <p>FY21 data: Not available due to COVID-19 mandates</p> <p>Maintain or increase current percentage of voter participation in governance elections</p> <p><i>(LCAP Reported Items: Annual percentage of voter participation in governance elections)</i></p> <p>Governance membership lists and representations</p>
<p>CC.G3.8a</p> <p><i>Local Indicator</i></p>	<ul style="list-style-type: none"> <li>FY21: Goal Met</li> <li>Maintain state expectation on Teacher Quality</li> </ul>	<p>Goal Met</p>			<p>Maintain state expectation on Teacher Quality</p>
<p>CC.G3.8b</p> <p><i>Local Indicator</i></p>	<ul style="list-style-type: none"> <li>FY21: Goal Met</li> <li>Maintain state expectation on Instructional and Curriculum Materials</li> </ul>	<p>Goal Met</p>			<p>Maintain state expectation on Instructional and Curriculum Materials</p>

Metric	Baseline (FY21)	Year 1 Outcome (FY22) *See previous column data in parenthesis	Year 2 Outcome (FY23)	Year 3 Outcome (FY24)	Desired Outcome for 2023–24
CC.G3.8c <i>Local Indicator</i>	FY21: Goal Met  Maintain state expectation on Facility Quality per new health and safety COVID-19 mitigation standards	Goal Met			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	<ul style="list-style-type: none"> <li>Continue high level of student engagement academically and socio-emotionally</li> <li>Continue to closely monitor student suspension trends: schoolwide and for identified subgroups</li> <li>Continue close monitoring of subgroups and areas of need via MTSS process</li> <li>Continue to closely monitor student expulsion trends: schoolwide and for identified subgroups</li> </ul>	SPED, LCFF <i>(duplicate from Goal2- AE.G2.1a)</i>	Y
CC.G3.6a	AE: Survey Participation	Continue administering stakeholder survey data annually and monitor for areas of improvement		N

Action #	Title	Description	Total Funds	Contributing
CC.G3.7	LAS: <i>Volunteerism</i> LAS: <i>Voter participation</i>	<ul style="list-style-type: none"> <li>Improved services: Childcare for Parent Meetings: ELAC, SSC, Board, Parent Council, Parent Association, Parent Orientations</li> </ul>	OC 2925 \$2,560 LCFF, Title 1	Y
		<ul style="list-style-type: none"> <li>Improved services: Parent Trainings (Topics: Charter, LCAP, Parent Involvement, Anti-Racism, Socio-Emotional Learning: SEL)</li> </ul>	OC 5804 \$1,400 LCFF, Title 1	Y
CC.G3.8b <i>Local Indicator</i>	Instructional/Curriculum Materials	<ul style="list-style-type: none"> <li>Improved services: Expanded books, reference materials, library resources, educational software, computer replacements</li> <li>*FY21 <i>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.</i></li> </ul>	OC 4200, 4201, 4320, 4325, 4420 \$687,739 LCFF, ELOG	Y
CC.G3.8c <i>Local Indicator</i>	Facility Quality per new health and safety COVID-19 mitigation standards	<ul style="list-style-type: none"> <li>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)</li> </ul>	OC 4315 \$793,464 LCFF, ASES	Y

### Goal Analysis [FY21 and FY22]

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.

FY22 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 and FY22.

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 continues to do 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.

**Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [FY23]**

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$1,426,892	\$137,552

**Required Percentage to Increase or Improve Services for the LCAP Year**

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
27%	0%	0	27%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

**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/SED students were considered first, and (2) how these actions are effective in meeting the goals for these students.

After evaluating the needs and circumstances of our ELs and SED students, it was evident that the achievement gap has increased for these groups during the pandemic in the core subjects. For example, based on FY22 MAP Growth NWEA Assessment Summary, there is clearly a learning loss/recovery opportunity in English reading. There is a significant discrepancy between the overall achievement of ELLs (Gr8=31%) vs. EOs (Gr8=42%) and SED (Gr8=33%) vs. Not SED students (Gr8=45%). As protocol, LAS has continued to prioritize the identification and selection of significant subgroups in intervention program participation. Over half of our students identified as needing learning recovery were in the ELs and/or SED subgroups. In order to address this matter, we have implemented support structures and actions as delineated in Goals 1, 2, and 3 such as hiring additional learning recovery staff and providing interventionists in all grade levels.

FY22 Core and After-School Intervention Programs: Ratio of Staff to Students who received direct intervention service

TK-Gr3: 13 Staff: 107 Students (EL: 62% and SED: 83%)

Gr4-Gr8: 11 Staff: 56 Students (EL: 80% and SED: 91%)

Results: 93% average achievement growth (Range: 73%-100% with 10/20 program cycles at 100% growth)

These actions are being provided on an LEA-wide basis with hope that other identified student with learning recovery needs will benefit. However, because ELs and SED students will be given priority for these support programs, we expect that the achievement of our English learners and SED students will increase significantly more than other students.

LAS continues to increase staff knowledge in utilizing Infinite Campus, the school's new 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.

Moreover, 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 FY22. Of the students served via MTSS, 64% are ELs and 84% are socio-economically disadvantaged. In the 2021-2022 school year, school counselor served about 62 students. (21) 34% of students regularly served by the school counselor have IEPs. Of the students serviced 8 were referred thru MTSS process. School counselor performed one suicide risk assessment. In addition to assessing 23 students for special education in the FY22, the school psychologist completed four suicide risk assessments while also working regularly with students in need. Overall, the school psychologist served about 53 students referred by parents/teachers due to academic/behavior/social-emotional concerns in FY22. In addition, school psychologist along with two education specialists and school literacy coach met as the LASER (Language Academy of Sacramento Essentials of Reading) focus group to continue discussions regarding 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.

In summary, the FY22 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. When additional guidance and support is necessary the teacher 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.

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

LAS expects 27% projected percentage to increase or improve services for ELs, SED students and foster youth for the FY23. Based on SBE formula calculator, LAS's LCFF Supplemental and Concentration Grant is projected to be 1,426,892.

***Background:** 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, and Foster Youth. FY22, LAS expanded MAP Growth implementation 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.*

**FY23 Increased/Improved Services Focus:** The increased percentage is met by actions and services included in the LCAP annual update. The following actions illustrate: 1A) Academic Performance (AP): Provide increase in the number (quantity) of services (staffing for summer school and interventionists) to support the learning recovery needs of ELs and SED students; 1B) (AP): Increase in quantity of services for EL and SED students by providing a team of classified and certificated educators to increase achievement in reading and writing; and, 2A) Academic Engagement (AE): Provide clear, focused communication to these families in multiple formats, translation and designated support person for attendance and discipline issues these students may experience; 2B) Provide access to parent education focused in issues affecting these student groups, provide access to learning experiences outside the classroom, and provide training for all staff focused on creating empathy and understanding for students in these student groups.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The additional concentration grant add-on funding of \$137,552 be directed to ensuring small group interventions are provided to students identified as academically at-risk based on state and MAP Growth data, prioritizing those who are socio-economically disadvantaged/low-income and ELs. Direct services to focus students will include: additional certificated staff supporting literacy and math, instructional aides in primary grades, as well as core-day, after-school and summer kick-off and summer school program certificated and classified staff.

Background of Year1 Implementation: FY22 Core and After-School Intervention Programs: Ratio of Staff to Students who received direct intervention service

TK-Gr3: 13 Staff: 107 Students (EL: 62% and SED: 83%)

Gr4-Gr8: 11 Staff: 56 Students (EL: 80% and SED: 91%)

Results: 93% average achievement growth (Range: 73%-100% with 10/20 program cycles at 100% growth)

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	EL (45%): 1:6 Foster Youth (0.2%):	SED/LI (72%): 1:8
Staff-to-student ratio of certificated staff providing direct services to students	EL (45%): 1:5 Foster Youth (0.2%)	SED/LI (72%): 1:11

# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (*California Education Code [EC] Section 52064[e][1]*). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC Section 52064[e][1]*). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC Section 52064[b][4-6]*).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

## Plan Summary

### Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

### Requirements and Instructions

**General Information** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

**Comprehensive Support and Improvement** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Engaging Educational Partners

### Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

# Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

## **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

# Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

## ***Focus Goal(s)***

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

## ***Broad Goal***

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### ***Maintenance of Progress Goal***

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

### ***Required Goals***

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### ***Measuring and Reporting Results:***

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### Requirements and Instructions

**Projected LCFF Supplemental and/or Concentration Grants:** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

**Projected Additional LCFF Concentration Grant (15 percent):** Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

**Projected Percentage to Increase or Improve Services for the Coming School Year:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

**LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

**LCFF Carryover — Dollar:** Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

**Total Percentage to Increase or Improve Services for the Coming School Year:** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

**Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or 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.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

***Unduplicated Percentage > 55 percent:*** For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

***Unduplicated Percentage < 55 percent:*** For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40 percent or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.**

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000.

Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### ***Contributing Actions Table***

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### ***Contributing Actions Annual Update Table***

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

### ***LCFF Carryover Table***

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.
 

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

LCAP Actions (Total: 41) (For EOY FY22 Only Total: 40) Implementation Update v062822 final

AP= Academic Performance Goal 1 Actions (23)						
Action #	Title	Description	Implementation 3=Yes, 2=InProgress 1=No	Feb, 2022: Notes for Levels 2 and 1. Status @ Level 3: 26/41= 63%	Implementation 3=Yes, 2=InProgress 1=No	June, 2022: Status @ Level 3: 34/40 = 85% (Improved: 9 items NA: 1 item)
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	3		3	
		Analyze ELA achievement data by schoolwide, grade level and subgroups	3		3	
		Continued study on most recent bilingual immersion research and its efficacy for students, particularly the identified subgroups	2	CDT is just starting with this	2	
		Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments	3		3	
AP.G1.4a	SLA	Continue administration of Spanish language assessment in reading (K-8) and in math (2-4)	3		3	
		Analyze SLA achievement data by schoolwide, grade level and subgroups	3	(*1 for FY21 SBAC Spanish)	3	
AP.G1.5a	MATHEMATICS	Analyze Math achievement data by schoolwide, grade level and subgroups	3		3	
		Continued study on most recent bilingual immersion research and its efficacy for students, particularly the identified subgroups	2		2	
		Analysis of schoolwide and subgroup data from MAP Math Benchmark	3		3	
		Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments	3		3	
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	3		3	
AP.G1.7a	Schoolwide	Keep updated teacher credential status to ensure all teaching personnel are highly qualified and properly credentialed	3		3	
		All core subjects instruction are based on Common Core State Standards	2	Due to C19 disruption, FY21 and FY22 is continued focus on Priority Standards only	2	
		Subgroups: Provide identified additional support for subgroups as identified by achievement data- i.e. technology assistance, other support materials	3		3	
		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.	2	To be scheduled; C19 related matters have been added to PD dates	3	Improved
		Continue expanded learning opportunities or interventions will be available to identified subgroup needs: Before, after school, winter, or summer session	2	Staff shortage, morale, C19 situation postponed start up; Just started December	3	Improved
		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	3		3	
		Increased services: Literacy Coach and intervention	3		3	
		Increased services: (One Year Only) Teacher on special assignment; release time for additional literacy coaching in middle school	3		3	
		Increased services: (One Year Only) 3 PT Instructional Aides	3		3	
		Increased services: Intervention Tutors (School year)	2	Staff shortage, morale, C19 situation postponed start up; Just started December	3	Improved
		Increased services: Extensive Summer School Personnel (FY22, FY23, FY24)	2	TBD for Summer FY22	3	Improved
Improved services: Professional development (ELD, GLAD, SEAL, Anti-Racism, Responsive Classrooms, SEL)	2	EL RISE and SEL implemented	2			
						0

## AE: Academic Engagement Goal 2 Actions (9)

Action #	Title	Description	Implementation 3=Yes, 2=InProgress 1=No	Notes for Levels 2 and 1	Implementation 3=Yes, 2=InProgress 1=No	
AE.G2.1a	Attendance and Reengagement Support	Continue to closely monitor student attendance trends: schoolwide and for identified subgroups (via Illuminate (Infinite Campus) SIS)	3		3	
		Continue coordinated effort with Parent Council, Parent Association, Student Council groups for collective emphasis on strong attendance rate	2	BOY parent trainings have been focused on C-19 protocols	2	
		Continue close monitoring of subgroups and areas of need via MTSS process	3		3	
		Wrap around health and mental health supports provided to subgroups with identified need	2	staff shortage; could be improved	3	Improved
		Continued support and training for Bully Prevention and Conflict Resolution and nuances of underlying effect of privilege, oppression, and micro-aggression	3		3	
		Continue review of annual student survey data for improvement areas	2	EOY activity	3	Improved
	<i>ASES Program</i>	<i>Increased services: Continuation of ASES program</i>	3		3	
	<i>Enrichment Program</i>	<i>Increased services: Continuation of Enrichment program</i>	3		3	
	<i>SEL Support</i>	<i>Increase services: (One Year Only) Additional 0.8 PT Counselor</i>	1	Staff shortage	3	Improved

## CC= Conditions and Climate Goal 3 Actions (9)

Action #	Title	Description	Implementation 3=Yes, 2=InProgress 1=No	Notes for Levels 2 and 1	Implementation 3=Yes, 2=InProgress 1=No	
CC.G3.2a	AE: Low Suspension	Continue high level of student engagement academically and socio-emotionally	3		3	
		Continue to closely monitor student suspension trends: schoolwide and for identified subgroups	3	MOY (All)= 1:5%	2	EOY (All)= 3% and (SWD)= 6% *LAS Goal= Less than 2%
		Continue close monitoring of subgroups and areas of need via MTSS process	3		3	
		Continue to closely monitor student expulsion trends: schoolwide and for identified subgroups	3		3	
CC.G3.6a	AE: Survey Participation	Continue administering stakeholder survey data annually and monitor for areas of improvement	2	EOY activity	3	Improved
CC.G3.7	LAS: <i>Volunteerism</i>	Improved services: Childcare for Parent Meetings: ELAC, SSC, Board, Parent Council, Parent Association, Parent Orientations	1	NA; mtgs have been via ZOOM	NA	NA; mtgs have been via ZOOM
		Improved services: Parent Trainings (Topics: Charter, LCAP, Parent Involvement, Anti-Racism, SEL)	2	BOY parent trainings have been focused on C-19 protocols	3	Improved
CC.G3.8b <i>Local Indicator</i>	Instructional/Curriculum Materials	Improved services: Expanded books, reference materials, library resources, educational software, computer replacements *FY21 <i>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.</i>	3		3	
CC.G3.8c <i>Local Indicator</i>	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)	3		3	

FY22 Annual Update Table (1of4)

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$7,886,823	\$8,157,653

Last Year's Goal #	Last Year's Action #	Title	Description: FY22 Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input total Funds)
G1	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	Yes	\$5,036,019	\$5,395,707
			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			
			<i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments</i>			
G1	AP.G1.4a	SLA	Continue administration of Spanish language assessment in reading (K-8) and in math (2-4)		See above	
			Analyze SLA achievement data by schoolwide, grade level and subgroups			
G1	AP G1.5a	MATHEMATICS	Analyze Math achievement data by schoolwide, grade level and subgroups		See above	
			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			
			<i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments</i>			
G1	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	
G1	AP G1.7a	Schoolwide	Keep updated teacher credential status to ensure all teaching personnel are highly qualified and properly credentialed		See detailed budget below for items that increase and improve services to ELs and SED	
			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			
			<i>Increased services: Literacy Coach and intervention</i>	Yes	\$119,761	\$121,539
			<i>Increased services: (One Year Only) Teacher on special assignment; release time for additional literacy coaching in middle school</i>	Yes	\$41,000	\$146,077
			<i>Increased services: (One Year Only) 3 PT Instructional Aides</i>	Yes	\$40,000	\$114,114
			<i>Increased services: Intervention Tutors (School year)</i>	Yes	\$48,716	188,500
			<i>Increased services: Extensive Summer School Personnel (FY22, FY23, FY24)</i>	Yes	103,669	\$267,634
			<i>Improved services: Professional development (ELD, GLAD, SEAL, Anti-Racism, Responsive Classrooms, SEL)</i>	Yes	\$89,694	\$91,133
			<b>AE: Academic Engagement Goal 2 Actions</b>			
G2	AE.G2.1a	Attendance and Reengagement Support	Continue to closely monitor student attendance trends: schoolwide and for identified subgroups (via Illuminate (Infinite Campus) SIS)		\$401,751 plus duplicate from AP.G1.3a	\$300,129
			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			
		<i>ASES Program</i>	<i>Increased services: Continuation of ASES program</i>	Yes	\$182,670	\$151,108
		<i>Enrichment Program</i>	<i>Increased services: Continuation of Enrichment program</i>	Yes	\$11,450	
		<i>SEL Support</i>	<i>Increase services: (One Year Only) Additional 0.8 PT Counselor</i>	Yes	\$34,328	\$1,525
			<b>CC= Conditions and Climate Goal 3 Actions</b>			
G3	CC.G3.2a	AE: Low Suspension	Continue high level of student engagement academically and socio-emotionally		\$646,593 plus duplicate from AP.G1.3a	\$646,000
			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			
G3	CC.G3.6a	AE: Survey Participation	Continue administering stakeholder survey data annually and monitor for areas of improvement			
G3	CC.G3.7	LAS: Volunteerism	Improved services: Childcare for Parent Meetings: ELAC, SSC, Board, Parent Council, Parent Association, Parent Orientations	Yes	\$2,307	\$2,560

			Improved services: Parent Trainings (Topics: Charter, LCAP, Parent Involvement, Anti-Racism, SEL)	Yes	\$1,020	\$1,400
G3	<i>CC.G3.8b Local Indicator</i>	Instructional/Curriculum Materials	Improved services: Expanded books, reference materials, library resources, educational software, computer replacements <i>*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.</i>	Yes	\$382,800	\$513,964
G3	<i>CC.G3.8c Local Indicator</i>	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) <i>*Note: Object Code 6900: Capital Outlay Depreciation = \$555,000</i>	Yes	\$585,000	\$697,589

FY23 Contributing Expenditures Table (4of4)

1) Projected LCFF Base	2) Projected LCFF Supplemental and/or Concentration Grants	3) Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover-Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (Column 3 + Carryover %)	4) Total Planned Contributing Expenditures (LCFF Funds) <i>Note: Projected S&amp;C Plus: Additional 15% Concentration Grant = 137,552</i>	5) Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (Column 4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$5,372,030	\$1,426,892	27%	0%	27%	\$1,564,444	0%	27%	Total:	\$6,758,067
								LEA-wide Total:	\$6,758,067
								Limited Total:	\$1,564,444
								Schoolwide Total:	\$5,193,623

Goal #	Action #	Title	Description: FY23 Action/Service Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
G1	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	Yes	LEA wide	All	\$1,418,366	
			Analyze ELA achievement data by schoolwide, grade level and subgroups		LEA wide	All		
			Continued study on most recent bilingual immersion research and its efficacy for students, particularly the identified subgroups		Limited to Unduplicated Groups	EL, SED, Foster Youth		
			<i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments</i>		LEA wide	All		
G1	AP.G1.4a	SLA	Continue administration of Spanish language assessment in reading (K-8) and in math (2-4)		LEA wide	All	See above	
			Analyze SLA achievement data by schoolwide, grade level and subgroups		LEA wide	All		
G1	AP.G1.5a	MATHEMATICS	Analyze Math achievement data by schoolwide, grade level and subgroups		LEA wide	All	See above	

			Continued study on most recent bilingual immersion research and its efficacy for students, particularly the identified subgroups		Limited to Unduplicated Groups	EL, SED, Foster Youth		
			Analysis of schoolwide and subgroup data from MAP Math Benchmark		LEA wide	All		
			<i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments</i>		LEA wide	All		
G1	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		Limited to Unduplicated Groups	EL, SED, Foster Youth	See above	
G1	AP G1.7a	Schoolwide	Keep updated teacher credential status to ensure all teaching personnel are highly qualified and properly credentialed		LEA wide	All	See detailed budget below for items that increase and improve services to ELs and SED	
			All core subjects instruction are based on Common Core State Standards		LEA wide	All		
			Subgroups: Provide identified additional support for subgroups as identified by achievement data- i.e. technology assistance, other support materials		Limited to Unduplicated Groups	EL, SED, Foster Youth		
			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.		Limited to Unduplicated Groups	EL, SED, Foster Youth		
			Continue expanded learning opportunities or interventions will be available to identified subgroup needs: Before, after school, winter, or summer session		Limited to Unduplicated Groups	EL, SED, Foster Youth		
			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		LEA wide	All		
			<i>Increased services: Literacy Coach and intervention</i>	Yes	Limited to Unduplicated Groups	EL, SED, Foster Youth		

			<i>Increased services: (One Year Only) Teacher on special assignment; release time for additional literacy coaching in middle school</i>	Yes	Limited to Unduplicated Groups	EL, SED, Foster Youth		
			<i>Increased services: (One Year Only) 3 PT Instructional Aides</i>	Yes	Limited to Unduplicated Groups	EL, SED, Foster Youth		
			<i>Increased services: Intervention Tutors (School year)</i>	Yes	Limited to Unduplicated Groups	EL, SED, Foster Youth	\$48,716	\$48,716
			<i>Increased services: Extensive Summer School Personnel (FY22, FY23, FY24)</i>	Yes	Limited to Unduplicated Groups	EL, SED, Foster Youth	\$97,362	\$97,362
			<i>Improved services: Professional development (ELD, GLAD, SEAL, Anti-Racism, Responsive Classrooms, SEL)</i>	Yes	Limited to Unduplicated Groups	EL, SED, Foster Youth		

FY22 Contributing Actions Annual Update Table (2of4)

6) Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4) Total Planned Contributing Expenditures (LCFF Funds)	7) Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract column 7 from 4)	5) Total Planned Percentage of Improved Services (%)	8) Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract column 5 from 8)
\$1,328,259	\$1,328,259	\$1,328,259	\$0	27%	27%	0%

Last Year's Goal #	Last Year's Action #	Title	Description: FY22 Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
G1	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	Yes	\$1,182,181	\$1,182,181		
			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					
			<i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments</i>					
G1	AP.G1.4a	SLA	Continue administration of Spanish language assessment in reading (K-8) and in math (2-4)		See above			
			Analyze SLA achievement data by schoolwide, grade level and subgroups					
G1	AP.G1.5a	MATHEMATICS	Analyze Math achievement data by schoolwide, grade level and subgroups		See above			
			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					
			<i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments</i>					
G1	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			
G1	AP.G1.7a	Schoolwide	Keep updated teacher credential status to ensure all teaching personnel are highly qualified and properly credentialed		See detailed budget below for items that increase and improve services to ELs and SED			

			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					
			<i>Increased services: Literacy Coach and intervention</i>	Yes				
			<i>Increased services: (One Year Only) Teacher on special assignment; release time for additional literacy coaching in middle school</i>	Yes				
			<i>Increased services: (One Year Only) 3 PT Instructional Aides</i>	Yes				
			<i>Increased services: Intervention Tutors (School year)</i>	Yes	\$48,716	\$48,716		
			<i>Increased services: Extensive Summer School Personnel (FY22, FY23, FY24)</i>	Yes	\$97,362	\$97,362		
			<i>Improved services: Professional development (ELD, GLAD, SEAL, Anti-Racism, Responsive Classrooms, SEL)</i>	Yes				

FY23 Total Expenditures Table (3of4)

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel
Totals	\$6,758,067	\$1,731,132	\$83,300	\$954,488	\$9,526,987	\$5,906,506	\$3,620,481

Goal	Action #	Title	Description: FY23 Action/Service Title	Student Group(s)	LCFF Funds	Other State Funds (New FY23 ELOP = \$865K)	Local Funds	Federal Funds (ESSER= \$663,412)	Total Funds
G1	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	All	\$4,426,983	\$600,704		\$341,320	\$5,369,007
			Analyze ELA achievement data by schoolwide, grade level and subgroups	All					
			Continued study on most recent bilingual immersion research and its efficacy for students, particularly the identified subgroups	EL, SED, Foster Youth					
			<i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments</i>	All					
G1	AP.G1.4a	SLA	Continue administration of Spanish language assessment in reading (K-8) and in math (2-4)	All					
			Analyze SLA achievement data by schoolwide, grade level and subgroups	All					
G1	AP.G1.5a	MATHEMATICS	Analyze Math achievement data by schoolwide, grade level and subgroups	All					
			Continued study on most recent bilingual immersion research and its efficacy for students, particularly the identified subgroups	EL, SED, Foster Youth					
			Analysis of schoolwide and subgroup data from MAP Math Benchmark	All					
			<i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments</i>	All					
G1	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	EL, SED, Foster Youth					
G1	AP.G1.7a	Schoolwide	Keep updated teacher credential status to ensure all teaching personnel are highly qualified and properly credentialed	All					
			All core subjects instruction are based on Common Core State Standards	All					

			Subgroups: Provide identified additional support for subgroups as identified by achievement data- i.e. technology assistance, other support materials	EL, SED, Foster Youth					
			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.	EL, SED, Foster Youth					
			Continue expanded learning opportunities or interventions will be available to identified subgroup needs: Before, after school, winter, or summer session	EL, SED, Foster Youth					
			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	All					
			<i>Increased services: Literacy Coach and intervention</i>	EL, SED, Foster Youth	\$121,539				\$121,539
			<i>Increased services: (One Year Only) Teacher on special assignment: release time for additional literacy coaching in middle school</i>	EL, SED, Foster Youth	\$146,077				\$146,077
			<i>Increased services: (One Year Only) 3 PT Instructional Aides</i>	EL, SED, Foster Youth	\$114,114				\$114,114
			<i>Increased services: Intervention Tutors (School year)</i>	EL, SED, Foster Youth	188,500				\$188,500
			<i>Increased services: Extensive Summer School Personnel (FY22, FY23, FY24)</i>	EL, SED, Foster Youth	\$267,634				\$267,634
			<i>Improved services: Professional development (ELD, GLAD, SEAL, Anti-Racism, Responsive Classrooms, SEL)</i>	EL, SED, Foster Youth	\$39,633			\$51,500	\$91,133
			<b>AE: Academic Engagement Goal 2 Actions</b>						
G2	AE.G2.1a	Attendance and Reengagement Support	Continue to closely monitor student attendance trends: schoolwide and for identified subgroups (via Illuminate (Infinite Campus) SIS)	All	\$286,129	\$14,000	\$75,000		\$375,129
			Continue coordinated effort with Parent Council, Parent Association, Student Council groups for collective emphasis on strong attendance rate	All					
			Continue close monitoring of subgroups and areas of need via MTSS process	EL, SED, Foster Youth					
			Wrap around health and mental health supports provided to subgroups with identified need	EL, SED, Foster Youth					

			Continued support and training for Bully Prevention and Conflict Resolution and nuances of underlying effect of privilege, oppression, and micro-aggression	EL, SED, Foster Youth					
			Continue review of annual student survey data for improvement areas	All					
		ASES Program	Increased services: Continuation of ASES program	All		\$155,641			\$155,641
		Enrichment Program	Increased services: Continuation of Enrichment program (FY23 New: ELOP = \$865K)	All		\$864,901			\$864,901
		SEL Support	Increase services: (One Year Only) Additional 0.8 PT Counselor	All			\$30,625		\$30,625
<b>CC= Conditions and Climate Goal 3 Actions</b>									
G3	CC.G3.2a	AE: Low Suspension	Continue high level of student engagement academically and socio-emotionally	All					
			Continue to closely monitor student suspension trends: schoolwide and for identified subgroups	All					
			Continue close monitoring of subgroups and areas of need via MTSS process	EL, SED, Foster Youth					
			Continue to closely monitor student expulsion trends: schoolwide and for identified subgroups	EL, SED, Foster Youth					
G3	CC.G3.6a	AE: Survey Participation	Continue administering stakeholder survey data annually and monitor for areas of improvement	All					
G3	CC.G3.7	LAS: Volunteerism	Improved services: Childcare for Parent Meetings: ELAC, SSC, Board, Parent Council, Parent Association, Parent Orientations	EL, SED, Foster Youth			\$2,560		\$2,560
			Improved services: Parent Trainings (Topics: Charter, LCAP, Parent Involvement, Anti-Racism, SEL)	All			\$1,400		\$1,400
G3	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.	All	\$494,656			\$193,083	\$687,739
G3	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) *Note: Object Code (OC) 6900: Capital Outlay Depreciation = \$555,000 and OC 7438: Other Outflow Debt Interest = \$112,578	All	\$697,578	\$95,886			\$793,464

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (v022222)

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
The Language Academy of Sacramento	Teejay Bersola Director, Academic Accountability	<a href="mailto:tbersola@lasac.info">tbersola@lasac.info</a> 916-277-7137

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

<p><b><u>WHAT – WHEN - WHERE:</u></b></p> <p><b>ITEM 1: LAS Community Survey Distribution</b>            March 14 - April 1, 2022            LAS</p> <p><b>ITEM 2: LCAP available on LAS Website for Feedback</b>            By June 10, 2022            Online at: <a href="http://www.lasac.info">www.lasac.info</a></p>
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LCAP Educational Partner Outreach and Consultation Dates 2021-2022:

Educational Partner Group and Meeting Dates

Governing Board Meeting and Retreat

2021: 8/27, 9/24, 10/22, 11/19, 12/17

2022: 1/28, 2/25, 3/25, 4/22, 5/27, 6/24

Parent Council Meeting/ELAC/SSC

2021: 10/21, 12/15

2022: 1/27, 2/10, 3/2, 4/6, 5/4, 6/1

Parent Association Meeting

2021: 10/21, 12/15

2022: 1/27, 2/10, 3/9, 4/20, 5/11

Staff Meeting and PD Meetings

2021: 8/9, 8/19, 9/9, 9/16, 9/23, 10/7, 10/14, 10/22, 12/9, 12/16

2022: 1/13, 1/20, 2/11, 3/11, 4/8, 5/13, 5/31-6/13

CDT Committee Meeting

2021: 9/2, 11/4, 12/2

2022: 2/3, 3/3, 4/7, 5/5

**ITEM 3: LAS Public Hearing**

Public comments are welcome at all monthly  
Governing Board Meetings

Friday, May 27, 2022 and June 24, 2022 @ 5:30PM  
LAS - 2850 49th Street, Sacramento, CA 95817

For more information call: 916.277.7137 or  
provide feedback online via the LAS Educational Partners Survey: Know/Want to Know  
[https://www.surveymonkey.com/r/LCP\\_Surveys](https://www.surveymonkey.com/r/LCP_Surveys)

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

LAS is facing the pandemic-driven enormous changes that have occurred and continue to destabilize the foundations of teaching and learning with courage, creativity and strategic collaboration. Knowing that at the core, Tier 1 level must remain solid, LAS expanded its teacher support web this fiscal year by hiring two additional certificated staff; hence, enabling more release time for literacy coaching and mathematics cohort lead support. Moreover, LAS has added three Intervention Program Leads for specific cohort: Primary, Gr2-3, and Gr4-Gr8 to address the Tier 2 level needs of students, particularly those who are low-income, English learners, and/or foster youth. All of the above teacher leadership positions strategically collaborate- identifying needs based on the most recent achievement data, researching effective program materials and eventually, with collaboration with roster teachers, establishing intervention groups with well-trained classified and certificated additional staff. Lastly, LAS has embedded a universal expectation for all student support work to be analyzed for efficacy with pre and post evaluation at each cycle period.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

LAS has a governance structure strategically designed to keep its educational partners informed about the ever-changing landscape of health and safety mandates, legislations, flexible infrastructure demands and of course, funding. As practiced throughout the school year, school leadership meets weekly/monthly with educational partners via board, board committees, staff meeting, professional

development Friday meetings, charter/compliance meetings, parent council and association meetings. In these settings, one-time federal funds are presented, student achievement data are analyzed, strategic plans are shared and more importantly, educational partners share their Know and Want to Know understandings of the topic discussed via online survey. School leadership reviews all survey feedback providing statement validation, correction, and/or answers to inquiries. The Know and Want to Know survey results and documents are posted on the school's website and also included in board meeting packets.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

LAS's collective work towards meeting its LAS Charter and LCAP goals continues with diligence and focus on three main categories: AP= Academic Performance, AE= Academic Engagement, and CC= Conditions and Climate. Recent educational partners input that informed priorities for the Expanded Learning Opportunities (ELO) and the Elementary and Secondary School Emergency Relief (ESSER) plans serves as the backbone of LAS's strategic planning in to address the learning gaps and opportunities resulting in the massive schooling interruptions due to the COVID-19 pandemic. The following are examples of mid-year successes and challenges experience by the LAS learning community thus far:

<b>Successes: Goals- AP, AE and CC</b>	<b>Challenges: Goals- AP, AE, and CC</b>
<p>AP Goals:</p> <p>Expanded Tier 1 literacy coaching and mathematics cohort lead support; release time for peer observation and learning</p> <p>Expanded core-day and after-school intervention program leadership and opportunities for Tier 2 focus</p> <p>Expanded supplemental curricular materials and supplies for both core day and after-school programs</p> <p>AE Goals:</p> <p>Establishment of Independent Study Program Protocols specific to COVID-19 setting: Traditional Independent Study Program, Long-term Independent Study Program, and Quarantine Independent Study Program (TISP, LISP and QISP).</p>	<p>AP, AE, and CC Goals:</p> <p>Staffing shortages has greatly impacted support program implementation: substitute teachers, intervention staff, ground supervision staff</p> <p>Pandemic induced anxiety for all educational partner groups have made it more complex to meet and problem solve together</p> <p>COVID-19 quarantines have made it difficult to maintain a momentum in classroom teaching and learning</p> <p>Anticipated revenue (due to ADA drop because of quarantines) and planned expenditures have been impeded by the constant uncertainties, particularly at the start of the school year</p>

More cohesive MTSS process to identify reengagement support for at-risk students with low attendance

CC Goals:

Expanded classified staff to support maintenance of health and safety standards and protocols for a clean learning environment.

Expanded access to COVID-19 mitigation supplies and materials.

Established schoolwide COVID-19 regular screening for all, particularly after vacations and/or long weekends.

Expanded on more recess and lunchtime structured activities for students to participate in.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

LAS is laser focus on strategically addressing the teaching and learning gaps exacerbated by the global pandemic. LAS’s three-year LCAP design is rooted in the LAS Charter and is also purposefully aligned with the ELO and ESSER 3 expenditure plans. All plans utilize the three main categories: AP= Academic Performance, AE= Academic Engagement, and CC= Conditions and Climate, as the backbone in organizing the collective galvanized effort to meet the gargantuan task of educating school children in the midst of unprecedented health crisis. With diligence and accountability, LAS plans to continue its momentum of expanded teaching and learning support in the upcoming two school years- as it will take at least that much to see implemented program fruition.