

| # of WANT TO KNOW Statements | WANT TO KNOW | Answers |
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| 1 | I would like to know - Who makes the decisions and how are they made? What is the program?? | During the year, all LAS stakeholders discuss LCAP elements, which are derived from the most recent LAS Charter document and areas for update. In June, LAS Governing Board: 3 parents, 3 staff, and 3 community members, approves the final LCAP annual update which includes stakeholder input during the year |
| 2 | What is LCAP? | LCAP is the student achievement program plan that addresses the LAS's LCFF funding |
| 3 | What is it and how is it used? | LCAP is the program plan that addresses the LAS's LCFF funding; it is used as a blueprint of school goals and actions |
| 4 | How does it affect my child? | LCAP is the program plan for staff to use in setting learning goals and instructional decisions in the classroom to increase student learning and achievement |
| 5 | What is it? | LCAP is the student achievement program plan that addresses the LAS's LCFF funding |
| 6 | What is the goal of this program? | LCAP is two folds: 1) It is LAS's program plan and 2) It is a state compliance document |
| 7 | How strict will the state be on receiving proof? | LCAP is new and we don't know to what extent the state will ask for proof; however, it is directly tied to the LCFF monies and hence, there will be a direct tie to the schools annual fiscal audit. Of course, LCAP compliance is needed to ensure LAS's charter renewal |
| 8 | What format will be required to submit info? | The state just changed the LCAP template last fall; hence, LAS needs to update its document |
| 9 | Are we safe? | The state is implementing a new testing system and still deciding on new accountability criteria. Currently, the state is just gathering baseline data for all schools. |
| 10 | Will we receive the money we need? | LAS has received the LCFF monies due to the school thus far. |
| 11 | Which assessments will be used? | External assessments include all the required state and federal tests; internal assessments are LAS staff and LAS Curriculum Design Team (CDT) chosen and approved |
| 12 | Does LCAP have an effect on the renewal of our charter? | Yes, LCAP is a compliance document for the state and federal governments. Charter renewal criteria includes consistent compliance to required state and federal regulations. LCAP is updated annually; charter renewal is every five years. |
| 13 | Which assessments will be used? | External assessments include all the required state and federal tests; internal assessments are LAS staff and LAS Curriculum Design Team (CDT) chosen and approved |
| 14 | How does LCAP affect charter renewal? | Yes, LCAP is a compliance document for the state and federal governments. Charter renewal criteria includes consistent compliance to required state and federal regulations. LCAP is updated annually; charter renewal is every five years. |
| 15 | What support will be getting for those students who do not show progres? | LCAP delineates the support structures set for all students who need extra help- including during the day interventions and Special Education support |
| 16 | How is the data from students that receive services incorporated in our total data? | The state is currently changing the accountability formula for school performance, including how students' performance from special subgroups will be incorporated in the total school data |
| 17 | What am I responsible for as a teacher? | There are many actions delineated in the LCAP that are specific to teachers - the major one being the planning and delivery of teaching, learning, and assessments as aligned to the Common Core State Standards |
| 18 | What will ELAC do to help with LCAP for EL achievement | ELAC members are key stakeholders in understanding the LCAP goals and actions of LAS. ELAC members represent the interests of EL and ensure that they have the optimal learning experience at LAS. |
| 19 | When will we be able to plan with each other more in depth? | (Teacher question) Teachers have at least one Common Planning Time (CPT) per week and 1.45 hours every other Friday for Articulation meetings. In addition, teacher work days are incorporated throughout the year. In all three scenarios above, teachers design and create their agenda, including grade level planning time. |
| 20 | Curriculum for math? | Currently, LAS teachers have been receiving professional training on Common Core mathematics instruction to enrich their current math curriculum. Grades K-6 uses Pearson Envision and Grade 7-8 uses Prentice Hall with Engaged New York, Study Island, and Standards Plus supplementary resources. |
| 21 | How can we make the LCAP goals easily accessible to students? Student friendly version | Student Council and Leadership Class yearly goals and activities are directly aligned with the LAS Charter Mission and LAS LCAP Action Plan; Student surveys are designed to be student friendly. This is an on-going work as the LAS community implements various action plans. |
| 22 | What do I need to do as a teacher to meet those goals? | This is continued conversation with teachers as everyone learns more about LCAP goals, actions, and implementation. |
| 23 | What happens if we don't meet those goals | The state is implementing a new testing system and still deciding on new accountability criteria. Currently, the state is just gathering baseline data for all schools. |
| 24 | Is it a living doc? | Yes, LCAP is a living document to be visited annually for its efficacy and accuracy. |
| 25 | Why is it important? | LCAP is the program plan that addresses the LAS's LCFF funding |
| 26 | Effect on students? | LCAP is the program plan for staff to use in setting learning goals and instructional decisions in the classroom to increase student learning and achievement |
| 27 | Effect in \$? | LCAP is the program plan that addresses the LAS's LCFF funding; it's used as a blueprint of school goals and actions which directly affects student achievement. The state has approved the LCFF legislation with the goal creating a more equitable funding system for schools. |
| 28 | Why is it important? | LCAP is the program plan for staff to use in setting learning goals and instructional decisions in the classroom to increase student learning and achievement |
| 29 | How does LCAP benefit our students? | LCAP is the program plan for staff to use in setting learning goals and instructional decisions in the classroom to increase student learning and achievement |
| 30 | How do LEAs select goals? | During the year, all LAS stakeholders discuss LCAP elements, which are derived from the most recent LAS Charter document and areas for update; In June, LAS Governing Board: 3 parents, 3 staff, and 3 community members approves the final LCAP annual update which includes stakeholder input during the year |
| 31 | How is the plan created? | During the year, all LAS stakeholders discuss LCAP elements, which are derived from the most recent LAS Charter document and areas for update; In June, LAS Governing Board: 3 parents, 3 staff, and 3 community members approves the final LCAP annual update which includes stakeholder input during the year |
| 32 | Who is involved in creating the plan? | During the year, all LAS stakeholders discuss LCAP elements, which are derived from the most recent LAS Charter document and areas for update; In June, LAS Governing Board: 3 parents, 3 staff, and 3 community members approves the final LCAP annual update which includes stakeholder input during the year |
| 33 | How does the state measure success? | The state is implementing a new testing system and still deciding on new accountability criteria. Currently, the state is just gathering baseline data for all schools. |
| 34 | Are there penalties for not meeting goals? | The state is implementing a new testing system and still deciding on new accountability criteria. Currently, the state is just gathering baseline data for all schools. |
| 35 | Where do I find it? | LAS LCAP information is available for the community via: website, hard copies in the office, and email request |
| 36 | Are there copies? (provided email address) | LAS LCAP information is available for the community via: website, hard copies in the office, and email request |
| 37 | Where could a parent find the 5 plan? | LAS LCAP information is available for the community via: website, hard copies in the office, and email request |
| 38 | To stay current with parent goals. Look it up online (provided email address) | LAS LCAP information is available for the community via: website, hard copies in the office, and email request |
| 39 | What is the objective for staff, teachers, and parents? | LAS LCAP thoroughly delineates the LAS Charter Mission goals and aligned actions to meet these goals. Please refer to the LAS LCAP for specifics regarding action plans with emphasis on various stakeholder group roles: staff, teachers, parents, and students. |

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| 40 | <i>What are eight state priorities?</i> | In July 2013, AB97 was signed into law and California identified eight state priorities for education programs. These eight areas of specified state priorities are intended to encompass the key ingredients of high quality schools. Eight State Priorities are: 1) Student Achievement, 2) Student Engagement, 3) Other Student Outcomes, 4) Student Climate, 5) Parent Involvement, 6) Basic Services, 7) Implementation of Common Core State Standards (CCSS), and 8) Course Access |
| 41 | <i>Distribution of funds</i> | During the spring months, Parent Association meetings focused on the LCFF appropriations in alignment with the LCAP |
| 42 | <i>What's the timeline January to March (looking for 4 people), April-May district</i> | January - April timeline includes recruitment of stakeholder focus group members who will then conduct a deeper study of the LCAP document, participate in open discussions during parent meetings and staff meetings, and provide feedback for the annual LCAP update. |
| 43 | <i>Knowledge</i> | LAS LCAP information is available for the community via: website, hard copies in the office, and email request |
| 44 | <i>What are 8 priorities & goals?</i> | In July 2013, AB97 was signed into law and California identified eight state priorities for education programs. These eight areas of specified state priorities are intended to encompass the key ingredients of high quality schools. Eight State Priorities are: 1) Student Achievement, 2) Student Engagement, 3) Other Student Outcomes, 4) Student Climate, 5) Parent Involvement, 6) Basic Services, 7) Implementation of Common Core State Standards (CCSS), and 8) Course Access |
| 45 | <i>What are specific goals for staff, teachers, & parents?</i> | LAS LCAP thoroughly delineates the LAS Charter Mission goals and aligned actions to meet these goals. Please refer to the LAS LCAP for specifics regarding action plans with emphasis on various stakeholder group roles: staff, teachers, parents, and students. |
| 46 | <i>What are short and long term goals?</i> | LAS LCAP thoroughly delineates the LAS Charter Mission goals and aligned actions to meet these goals. Please refer to the LAS LCAP for specifics regarding action plans with emphasis on various stakeholder groups: staff, teachers, parents, and students. The LAS LCAP is designed to have goals that show incremental progress from year to year. For example, LAS LCAP Mission 4: LAS SCHOOLWIDE GOALS 4. YEAR 14-15: 80% of more of parents participate in election process for parent representatives to various governing bodies: Governing Board, Parent Council, Committees. YEAR 15-16: 85% of more of parents participate in election process for parent representatives to various governing bodies: Governing Board, Parent Council, Committees. YEAR 16-17: 90% of more of parents participate in election process for parent representatives to various governing bodies: Governing Board, Parent Council, Committees. |
| 47 | <i>What is worst case scenario that the school does not give (get) 5 yr renewal?</i> | The worst case scenario is that the LAS Charter Petition is not approved for renewal therefore, requiring the school to prepare for closure on the final year of its last five year charter cycle (i.e. 2019) |
| 48 | <i>What are specifics that differentiate charter and non-charter schools?</i> | There are many ways public schools are set up. Most public schools are set up as districts while some are set up as charters. Both types of public schools receive government funding; however, district schools and charter schools can vary on some or all elements of 1) governance, 2) finance, 3) programmatic design, and 4) personnel. |
| 49 | <i>I would like to know how we can help the school reach its goals</i> | LAS LCAP thoroughly delineates the LAS Charter Mission goals and aligned actions to meet these goals. Please refer to the LAS LCAP for specifics regarding action plans with emphasis on various stakeholder groups: staff, teachers, parents, and students. First and foremost, it is crucial that families ensure that their child(ren) are healthy and attend school regularly and ready to learn. |
| 50 | <i>I would like to know how I, as a parent, can participate in helping my children</i> | LAS LCAP thoroughly delineates the LAS Charter Mission goals and aligned actions to meet these goals. Please refer to the LAS LCAP for specifics regarding action plans with emphasis on various stakeholder group roles: staff, teachers, parents, and students. First and foremost, it is crucial that families ensure that their child(ren) are healthy and attend school regularly and ready to learn. |
| 51 | <i>What is the objective?</i> | Both the LAS Charter and the LAS LCAP ultimate goal is high student achievement. |
| 52 | <i>What are the eight state priorities?</i> | In July 2013, AB97 was signed into law and California identified eight state priorities for education programs. These eight areas of specified state priorities are intended to encompass the key ingredients of high quality schools. Eight State Priorities are: 1) Student Achievement, 2) Student Engagement, 3) Other Student Outcomes, 4) Student Climate, 5) Parent Involvement, 6) Basic Services, 7) Implementation of Common Core State Standards (CCSS), and 8) Course Access |
| 53 | <i>where to find info</i> | LAS LCAP information is available for the community via: website, hard copies in the office, and email request |
| 54 | <i>action items to meet math levels</i> | LCAP is the program plan for staff to use in setting learning goals and instructional decisions in the classroom to increase student learning and achievement, including math achievement levels |
| 55 | <i>funds distributed to help the plan</i> | LAS LCAP also includes the LCFF budget that would fund the delineated actions and services |
| 56 | <i>more info</i> | LAS LCAP information is available for the community via: website, hard copies in the office, and email request |
| 57 | <i>Is the LCAP available on website?</i> | LAS LCAP information is available for the community via: website, hard copies in the office, and email request |
| 58 | <i>How do we reach out to more parents?</i> | Families have several ways to access LAS Charter and LAS LCAP knowledge. LAS LCAP information is available for the community via: website, hard copies in the office, and email request. In addition, LCAP is a standing agenda item for the monthly Parent Association and Governing Board meetings, which are both public meetings and open to all who want to attend. |
| 59 | <i>Relationship between charter and LCAP?</i> | The LAS Charter and the LCAP delineates the same goals and actions aligned to the schools's mission. LCAP is updated annually and the Charter is submitted for renewal every five years. Both documents are important in order to ensure the LAS remains open to serve its students. |
| 60 | <i>If 8 Priorities are not met thru LCAP do we lose funding?</i> | The state is implementing a new testing system and still deciding on new accountability criteria. Currently, the state is just gathering baseline data for all schools. |
| 61 | <i>Funds distributed?</i> | LAS LCAP also includes the LCFF budget that would fund the delineated actions and services |
| 62 | <i>What are the 8 priorities?</i> | In July 2013, AB97 was signed into law and California identified eight state priorities for education programs. These eight areas of specified state priorities are intended to encompass the key ingredients of high quality schools. Eight State Priorities are: 1) Student Achievement, 2) Student Engagement, 3) Other Student Outcomes, 4) Student Climate, 5) Parent Involvement, 6) Basic Services, 7) Implementation of Common Core State Standards (CCSS), and 8) Course Access |
| 63 | <i>We're attending the PTA meeting, focusing on parents: What do the parents need to do? - to meet priorities</i> | LAS LCAP thoroughly delineates the LAS Charter Mission goals and aligned actions to meet these goals. Please refer to the LAS LCAP for specifics regarding action plans with emphasis on various stakeholder groups: staff, teachers, parents, and students. First and foremost, it is crucial that families ensure that their child(ren) are healthy and attend school regularly and ready to learn. |
| 64 | <i>We would like to know about the distribution of academic funds and the progress that the school is making and how we can help it to continue progressing</i> | LAS LCAP also includes the LCFF budget that would fund the delineated actions and services. During the spring months, the Parent Association meetings addressed the various distribution of funds as aligned to the goals of the LAS Charter and the LAS LCAP. Moreover, the LAS LCAP thoroughly delineates the LAS Charter Mission goals and aligned actions to meet these goals. Please refer to the LAS LCAP for specifics regarding action plans with emphasis on various stakeholder groups: staff, teachers, parents, and students. First and foremost, it is crucial that families ensure that their child(ren) are healthy and attend school regularly and ready to learn. |
| 65 | <i>How can LAS reach the goals and how can we, as parents, help to reach those goals?</i> | LAS LCAP thoroughly delineates the LAS Charter Mission goals and aligned actions to meet these goals. Please refer to the LAS LCAP for specifics regarding action plans with emphasis on various stakeholder groups: staff, teachers, parents, and students. First and foremost, it is crucial that families ensure that their child(ren) are healthy and attend school regularly and ready to learn. |
| 66 | <i>What is LCAP based on?</i> | LCAP is based on the new state legislation AB97. In July 2013, AB97 was signed into law and California identified eight state priorities for education programs. These eight areas of specified state priorities are intended to encompass the key ingredients of high quality schools. Eight State Priorities are: 1) Student Achievement, 2) Student Engagement, 3) Other Student Outcomes, 4) Student Climate, 5) Parent Involvement, 6) Basic Services, 7) Implementation of Common Core State Standards (CCSS), and 8) Course Access. LAS LCAP is a combination of these eight state priorities and the LAS Charter goals. |

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| 67 | <i>What are the eight state priorities?</i> | In July 2013, AB97 was signed into law and California identified eight state priorities for education programs. These eight areas of specified state priorities are intended to encompass the key ingredients of high quality schools. Eight State Priorities are: 1) Student Achievement, 2) Student Engagement, 3) Other Student Outcomes, 4) Student Climate, 5) Parent Involvement, 6) Basic Services, 7) Implementation of Common Core State Standards (CCSS), and 8) Course Access |
| 68 | <i>What are the state priorities?</i> | In July 2013, AB97 was signed into law and California identified eight state priorities for education programs. These eight areas of specified state priorities are intended to encompass the key ingredients of high quality schools. Eight State Priorities are: 1) Student Achievement, 2) Student Engagement, 3) Other Student Outcomes, 4) Student Climate, 5) Parent Involvement, 6) Basic Services, 7) Implementation of Common Core State Standards (CCSS), and 8) Course Access |
| 69 | <i>What are the objectives of the school plan?</i> | Both the LAS Charter and the LAS LCAP ultimate goal is high student achievement. |
| 70 | <i>How will these objectives be reached?</i> | LAS LCAP thoroughly delineates the LAS Charter Mission goals and aligned actions to meet these goals. Please refer to the LAS LCAP for specifics regarding action plans with emphasis on various stakeholder group roles: staff, teachers, parents, and students. |
| 71 | <i>What can we do as parents to obtain more funds and maintain them?</i> | LAS LCAP thoroughly delineates the LAS Charter Mission goals and aligned actions to meet these goals. Please refer to the LAS LCAP for specifics regarding action plans with emphasis on various stakeholder groups: staff, teachers, parents, and students. First and foremost, it is crucial that families ensure that their child(ren) are healthy and attend school regularly and ready to learn. |
| 72 | <i>How can we dedicate more funds to enrichment classes?</i> | Currently, LAS budgets \$12,000 out of its general budget. In addition, Parent Council and Enrichment fundraisers help support the addition of classes. |
| 73 | <i>How can we help to raise funds more efficiently?</i> | Diversify fundraising efforts between internal (school events, food and candy sales) and external (grants, foundations sponsorship). Support can be provided by volunteering skills in the areas of grant writing, community outreach, etc. |
| 74 | <i>Can we explore the possibility for "paid" enrichment classes so that there can be more classes?</i> | Families currently have the option to donate to the enrichment program. Need for classes is assessed annually. |
| 75 | <i>What programs are there for parents to support their kids at home?</i> | LAS has purchased Study Island Program for various subjects for students. Families can encourage study time at home and use the program to practice skills in Language Arts, Math, Science, and History. |
| 76 | <i>How can we help teachers/students reach and fulfill new standards?</i> | Families can help ensure that student(s) complete their homework every night. Moreover, LAS has purchased Study Island Program for various subjects for students. Families can encourage study time at home and use the program to practice skills in Language Arts, Math, Science, and History. First and foremost, it is crucial that families ensure that their child(ren) are healthy and attend school regularly and ready to learn. |
| 77 | <i>Where do the school funds go?</i> | An annual budget is approved by June of each year and is intended to support the all facets of the LAS Charter mission. |
| 78 | <i>When will the new classes be dedicated? Party?</i> | The two-story building is now fully functional and houses LAS Grade 5 and Middle School grades. Students in those grades have, in their own way, celebrated their new learning space. |
| 79 | <i>How can parents support teachers at home?</i> | Families can help ensure that student(s) complete their homework every night. Moreover, LAS has purchased Study Island Program for various subjects for students. Families can encourage study time at home and use the program to practice skills in Language Arts, Math, Science, and History. First and foremost, it is crucial that families ensure that their child(ren) are healthy and attend school regularly and ready to learn. |
| 80 | <i>How can we expand enrichment classes to include kinder?</i> | Currently, the difference in schedule impact accessibility to programs. |
| 81 | <i>With what \$ is our construction loan going to be paid? -Why not with LCAP funds?</i> | Funds to repay the facilities loan will come from the general budget. |
| 82 | <i>An example of instructional Peer Observation</i> | LAS teachers engage in various Instructional Peer Observation opportunities. Recently, along with a Professional Development Coach in Common Core Mathematics, Grades K-5 teachers were able to conduct an instructional peer observation in Mathematics with focus on CCSS Mathematical Practices. |
| 83 | <i>Why are parents still being asked to buy supplies & pay part of field trips?</i> | All donations are voluntary and are greatly appreciated. |
| 84 | <i>Technology to advance: tablet, will everything be on computer? Homework? Email? Class notes?</i> | There will definitely be an increase in technology use in the classrooms in the upcoming years. LAS students will be prepared to demonstrate their learning in both written and computer platforms. |
| 85 | <i>Will the after school programs grow? (ASES, Enrichment)</i> | At this time, in an effort to ensure a high quality program, it is designed for 140 students. There is no plan to increase the number at this time. |
| 86 | <i>K-6, will they expand?</i> | The long-term goal would be to have three sections of Grades K-6 grades. During the 2014-15, Grades K-4 already have three sections. |
| 87 | <i>20+ students?</i> | It is LAS goal to offer smaller class sizes in all grade levels compared to its neighboring schools. Currently, Grades K-5 have 22 or less students and 6-8 has an average class size of 25. |
| 88 | <i>Workshop for parents on how to help students with bullying</i> | On May 15, 2015, LAS Parent Council organized and held its annual Anti-Bullying Parent Workshop. Although this topic is an ongoing year-round discussion in LAS classrooms, the LAS is aware that it takes a village to nurture a safe school community. |
| 89 | <i>How can communication get better between parents and school?</i> | Families are encouraged to participate in various parent governing bodies: Parent Council, Parent Association, and Governing Board and Committees. Various modes of communication continue to be in utilized to reach out to families. |
| 90 | <i>How parents and students can get involved in school activities; example: clean school campus once a month.</i> | LAS LCAP thoroughly delineates the LAS Charter Mission goals and aligned actions to meet these goals. Please refer to the LAS LCAP for specifics regarding action plans with emphasis on various stakeholder group roles: staff, teachers, parents, and students. Moreover, families are encouraged to participate in various parent governing bodies: Parent Council, Parent Association, and Governing Board and Committees. |
| 91 | <i>Would want more enrichment</i> | Need for classes is assessed annually. |
| 92 | <i>Why not more classes for enrichment? Not enough teachers?</i> | Need for classes is assessed annually. |
| 93 | <i>Would like to know more about the mission of the school, students and parents</i> | LAS LCAP information is available for the community via: website, hard copies in the office, and email request. LAS LCAP thoroughly delineates the LAS Charter Mission goals and aligned actions to meet these goals. Please refer to the LAS LCAP for specifics regarding action plans with emphasis on various stakeholder group roles: staff, teachers, parents, and students. Moreover, families are encouraged to participate in various parent governing bodies: Parent Council, Parent Association, and Governing Board and Committees. |
| 94 | <i>More educational journeys</i> | Educational journey is a research based activity that encourages self reflection, awareness, and goal setting. Most LAS staff have been trained on this strategy and have implemented it in their classrooms. |
| 95 | <i>More information for parents regarding student's progress in school</i> | In addition to receiving progress reports and report cards, families meet with teachers at least twice a year during Parent Teacher Conferences. Families always have the option to contact their child(ren)'s teacher(s) and request an achievement progress update throughout the year. |
| 96 | <i>More methods to invite parents to these meetings</i> | LAS LCAP information is available for the community via: website, hard copies in the office, and email request. LAS LCAP thoroughly delineates the LAS Charter Mission goals and aligned actions to meet these goals. Please refer to the LAS LCAP for specifics regarding action plans with emphasis on various stakeholder group roles: staff, teachers, parents, and students. Moreover, families are encouraged to participate in various parent governing bodies: Parent Council, Parent Association, and Governing Board and Committees. |
| 97 | <i>More information for students regarding how to cross the street, etc.</i> | LAS LCAP addresses school-wide goals that relate to safety school climate. Students are supervised 15 minutes before and after school and during those times are expected to use the crosswalk when crossing the pick up lanes in the front of the school. |

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| 98 | <i>Could you bring a similar program to ASES to help students academically in English, mathematics and writing? Why isn't there a separate teacher for Science and History? There needs to be more of a focus on English from a younger age.</i> | There are many possibilities on ways we can further support our students, including looking at further support in core academic skills. Needs assessment will be conducted before seeking the feasibility of establishing after-school programs. Currently, middle school is designed so that various teachers teach certain number of courses, including Science and History. LAS immersion program is designed to be 90/10, therefore, any changes in the ratio of language instruction needs to be carefully researched for its efficacy. At LAS, the Curriculum Design Team (CDT) is the committee that looks at any programmatic recommendations. |
| 99 | <i>How will teachers be trained to teach with technology?</i> | Needs assessment will be conducted in order to address the type of professional development for staff next year |
| 100 | <i>What is the computer to student ratio?</i> | Currently, Grade 4-6 have a 1:3 computer ratio; eventually, the goal is to have a 1:1 student to computer ratio for all students. |
| 101 | <i>Can this be done on a daily basis?</i> | There will definitely be an increase in technology use in the classrooms in the upcoming years. LAS students will be prepared to demonstrate their learning in both written and computer platforms. |
| 102 | <i>Text book changes?</i> | The state has adopted the Common Core State Standards and is in the process of adopting textbooks aligned to the standards. LAS has appropriated funding to purchase textbooks accordingly. |
| 103 | <i>Professional development? Teacher training?</i> | Needs assessment will be conducted in order to address the type of professional development for staff next year |
| 104 | <i>How will the school pay the construction loan?</i> | Funds to repay the facilities loan will come from the general budget. |
| 105 | <i>We want to know how the students are being prepared to take the Common Core exams?</i> | LAS students are being prepared to take the Common Core aligned state exams. All six LAS Program Design Elements work in synchronicity to ensure students success: 1) Research, 2) Professional Development, 3) Assessment and Accountability, 4) Curriculum Design, 5) Instruction, and 6) Support Structure |
| 106 | <i>Basketball team for boys/girl (other sports)?</i> | Need for classes is assessed annually. |
| 107 | <i>More information regarding bullying or anti-bullying</i> | On May 15, 2015, LAS Parent Council organized and held its annual Anti-Bullying Parent Workshop. Although this topic is an ongoing year-round discussion in LAS classrooms, the LAS is aware that it takes a village to nurture a safe school community. |
| 108 | <i>Have been participating in different school events with the expectation the money accrued would be used toward field trips. How are donations being used toward field trips</i> | All donations are voluntary and are greatly appreciated at LAS. Donations allow for expansion of fieldtrip itinerary per given year. |
| 109 | <i>Ideas on how to improve all the RED areas</i> | The LCAP Advisory Team has been leading the discussion during the Parent Council, Parent Association/ELAC meetings on how parent participation can improve. |
| 110 | <i>If we can find more ways on being able to communicate with all LAS parents and improve participation in Red areas</i> | The LCAP Advisory Team has been leading the discussion during the Parent Council, Parent Association/ELAC meetings on how parent participation can improve. |
| 111 | <i>What healthy snacks are being sold at grade level sales? Has anything changed?</i> | Although there has not been a formal definition of what is considered a "healthy snack," LAS community is aware of this continued expectation when choosing what to sell for fundraising. |
| 112 | <i>Could the parent survey be made available electronically? Due to some parent do not receive document from student by deadline?</i> | LAS surveys will continue to be available electronically and via paper copy. |
| 113 | <i>For more important documents that school needs 100% participation some type of incentive</i> | LAS offers incentives to classes who meet LCAP parent participation goals. |
| 114 | <i>Want to incorporate healthier options. How are we going to define this?</i> | This is still work in progress. |
| 115 | <i>Relaxation before test exams</i> | Many of our classes already incorporate "brain breaks" as a form of relaxation. |
| 116 | <i>Do outside agency come in to help/teach kids solve problems?</i> | Yes, LAS hires outside agencies to work with student who have special needs on case by case basis. |
| 117 | <i>Do you offer Zumba?</i> | There is a zumba class during enrichment classes. |
| 118 | <i>Is PE done outside of PE?</i> | This needs further clarification. |
| 119 | <i>What can we to increase % Checking backpacks or getting the documents is a challenge</i> | There are many ways to increase parent participation; continued conversation among stakeholders about strategies will take place. |
| 120 | <i>How are the next yrs. goals decided?</i> | LCAP goals are based on LAS Charter goals. |
| 121 | <i>How is this communicated to parents that don't attend meeting?</i> | Families have several ways to access LAS Charter and LAS LCAP knowledge. LAS LCAP information is available for the community via: website, hard copies in the office, and email request. In addition, LCAP is a standing agenda item for the monthly Parent Association and Governing Board meetings, which are both public meetings and open to all who want to attend. |
| 122 | <i>Send notice home to inform others about meeting</i> | Families have several ways to access LAS Charter and LAS LCAP knowledge. LAS LCAP information is available for the community via: website, hard copies in the office, and email request. In addition, LCAP is a standing agenda item for the monthly Parent Association and Governing Board meetings, which are both public meetings and open to all who want to attend. |
| 123 | <i>How or can the LCFF be Increased</i> | LCFF is funding based on student enrollment and demographic composition. |
| 124 | <i>Can we have a school-wide folder system so parents recognize what needs to be sent back? Like the PAWS idea</i> | This is still work in progress. |
| 125 | <i>How can we increase amount of funding our school gets from LCFF?</i> | LCFF is funding based on student enrollment and demographic composition. |
| 126 | <i>Honestly, how much say do parents actually have re: spending the \$\$</i> | Parents have the opportunity to discuss LAS goals and priorities; funding alignments with these agreed upon goals by all stakeholder groups happen accordingly. |
| 127 | <i>Phone calls to announce when the surveys need to be filled out</i> | Families have several ways to access LAS Charter and LAS LCAP knowledge. LAS LCAP information is available for the community via: website, hard copies in the office, and email request. In addition, LCAP is a standing agenda item for the monthly Parent Association and Governing Board meetings, which are both public meetings and open to all who want to attend. LAS will look into ways to provide small amounts of LCAP information via the school's newsletter. |
| 128 | <i>Is it emailed? (survey)</i> | LAS surveys will continue to be available electronically and via paper copy. |
| 129 | <i>class competitions for brining surveys</i> | LAS offers incentives to classes who meet LCAP parent participation goals. |
| 130 | <i>newsletter - add small amounts of LCAP info, not all at once - ---Summary</i> | Families have several ways to access LAS Charter and LAS LCAP knowledge. LAS LCAP information is available for the community via: website, hard copies in the office, and email request. In addition, LCAP is a standing agenda item for the monthly Parent Association and Governing Board meetings, which are both public meetings and open to all who want to attend. LAS will look into ways to provide small amounts of LCAP information via the school's newsletter. |
| 131 | <i>make a list of "healthy foods and have parents * the ones they consider healthy "Survey them" Jaguar memo idea was a hit</i> | This is still work in progress; perhaps this can be a Parent Council led project. |
| 132 | <i>Goal #3? More than healthy snack?</i> | This is still work in progress; perhaps this can be a Parent Council led project. |
| 133 | <i>options to provide feedback and surveys</i> | LAS surveys will continue to be available electronically and via paper copy. |
| 134 | <i>When can we receive the answers to our questions?</i> | LCAP Know/Want to Know statements along with answers are posted on the LAS website. |
| 135 | <i>How can we help to pay less on our field trips?</i> | Voluntary donations are always welcome at LAS. |
| 136 | <i>Who can we talk to in order to help prepare events?</i> | Depending on the nature of the event, folks can reach out to Student Council, Parent Council or School Leadership for help. |
| 137 | <i>Know how to raise enough funds for fieldtrips and motivate other parents to raise more funds for those students who need the help</i> | Depending on the nature of the event, folks can reach out to Student Council, Parent Council or School Leadership for help. |
| 138 | <i>texting for reminders of meetings</i> | LCAP Advisory Team and Parent Council members will look into the feasibility of this app for school-wide reminders. |
| 139 | <i>How can we promote healthy snacks while the school food is processed?</i> | LAS continues to listen to various ways we can improve our school and evaluates feasibility of ideas based on financial, programmatic, and governance/policy perspectives. |
| 140 | <i>How can we change to cooked food vs. processed food?</i> | Currently, LAS contracts with SCUSD for nutritional services, who then chooses the menu for students. LAS continues to listen to various ways we can improve our school and evaluates feasibility of ideas based on financial, programmatic, and governance/policy perspectives. |

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| 141 | <i>To know which documents are important</i> | LAS LCAP Advisory and ELAC Teams have conducted small group discussions on a monthly basis where families learn LCAP goals and metrics. These group sessions end with participants completing KNOW and WANT TO KNOW form where they document their current understandings of the LCAP document. |
| 142 | <i>How can we receive more ASES funds</i> | ASES is a grant for \$150,000.00 per year. It is a set amount for the entire grant duration. |
| 143 | <i>Is there \$/day/student?</i> | Daily attendance is crucial not only for students learning but also for the school's financial well-being. |
| 144 | <i>How can parents know that a form is very important?</i> | The LCAP Advisory Team has been leading the discussion during the Parent Council, Parent Association/ELAC meetings on how parent participation can improve; this discussion includes the idea of using golden rod paper for documents that are LCAP related. |
| 145 | <i>insufficient funds for ASES</i> | ASES is a grant for \$150,000.00 per year. It is a set amount for the entire grant duration. |
| 146 | <i>If we meet all LCAP goals do we receive more funding?</i> | LCFF is funding based on student enrollment and demographic composition. Meeting LCAP goals aligns with meetings our Charter goals, which we need to meet in order to be renewed for another 5 year cycle. LAS current charter renewal expires in 2018-19 school year. |
| 147 | <i>What is an unacceptable LCAP that will not allow us to receive LCFF?</i> | LCFF is funding based on student enrollment and demographic composition. Meeting LCAP goals aligns with meetings our Charter goals, which we need to meet in order to be renewed for another 5 year cycle. LAS current charter renewal expires in 2018-19 school year. |
| 148 | <i>If we continue to be PI will our LCAP/LCFF be affected?</i> | Under the new federal Every Student Succeeds Act (ESSA), schools Program Improvement status will be frozen. National and state- wide discussions are ongoing to help define accountability under the new federal law. |
| 149 | <i>Are there other measurement tools besides parent survey to show we are meeting our LCAP goals?</i> | Yes. LCAP is all encompassing. In addition to surveys, there are several external and internal accountability measures that LAS monitors to ensure student academic success. |
| 150 | <i>What's the process if we don't meet our goals? (Next steps?)</i> | Meeting LCAP goals aligns with meetings our Charter goals, which we need to meet in order to be renewed for another 5 year cycle. LAS current charter renewal expires in 2018-19 school year. That said, it is crucial that all stakeholders continue to discuss on ways how to keep showing improvement towards our stated goals. Overall, it is better to justify charter renewal with improvement trends than just not meeting LCAP and charter goals. |
| 151 | <i>When is the survey going out/taking place: what is the process, will we be modifying, what strategies are we taking/doing to get parent participation- incentive</i> | LAS surveys will continue to be available electronically and via paper copy. These surveys typically take place near the end of the school year, late May. There are incentives for classes who meet the LCAP parent participation goal for returns of these surveys. |
| 152 | <i>Why isn't staff voting not close to 100%</i> | Staff will continue to strive towards 100% voting participation. |
| 153 | <i>How did 90% goal for parent voting come about?</i> | The parent participation goal is based on stakeholders: staff, parents, students agreement when the LCAP was initially drafted. |
| 154 | <i>What % of 70% are healthcare costs?</i> | LAS offers a generous health care package, fully paid for the employee and children. Health care costs for staff has dramatically increased since the charter school's inception. On average, health care costs increase about 7% each year. |
| 155 | <i>Of the 50% of parents who vote, what demographic does that represent?</i> | Although there has not been a formal study on this, amount of ballot submission seems to depend more on homeroom class level effort rather than any specific demographic status. |
| 156 | <i>What happens when/if we don't meet our LCAP goals (internal and external)? What are the next steps?</i> | Meeting LCAP goals aligns with meeting our Charter goals, which we need to meet in order to be renewed for another 5 year cycle. LAS current charter renewal expires in 2018-19 school year. That said, it is crucial that all stakeholders continue to discuss on ways how to keep showing improvement towards our stated goals. Overall, it is better to justify charter renewal with improvement trends than just not meeting LCAP and charter goals. |
| 157 | <i>How is the school doing in terms of collecting and tracking data?</i> | The school continues to track student data via teacher input, ILLUMINATE, SEIS, and CALPADS. |
| 158 | <i>How is the LCAP guiding our instruction?</i> | LCAP is the school's plan and blueprint of action in order to meet the charter goals. Quality instruction comes from educators who are well trained and dedicated in continuous improvement of instructional delivery and in expansive content mastery. |
| 159 | <i>How do we prioritize what is more important or what receives more funds?</i> | On a yearly basis, the school via Finance Committee and inevitably, the Governing Board reviews and approves the school budget which reflects the most current needs of the community for the upcoming school year, |
| 160 | <i>The % is based on family or per parent</i> | The LCAP parent participation goal is based on the number of qualified voters. |
| 161 | <i>In student fieldtrips there are other parents who can pay and others who don't (parent clarified this)</i> | This is a true statement. |
| 162 | <i>How is money divided for fieldtrip?</i> | In any given year, each student is allocated a standard amount for field trip expense. Anything beyond that amount is either fundraised or donated by family members. |
| 163 | <i>Do all grades receive the same amount of money?</i> | Yes. In any given year, each student is allocated a standard amount for field trip expense. Anything beyond that amount is either fundraised or donated by family members. |
| 164 | <i>How is money divided by grade level?</i> | In any given year, each student is allocated a standard amount for field trip expense. Anything beyond that amount is either fundraised or donated by family members. |
| 165 | <i>Where does the money that parent council go to? Is it based on a % for each grade level?</i> | Parent Council members fundraise to build their budget and approve expenditures accordingly. |
| 166 | <i>Parking lot update? Where do we find it?</i> | Parking lot update continues to be addressed via several venues: Board meetings, Parent Council meetings, Parent Association/ELAC meetings, Facilities meetings, Staff meetings, newsletters, to name a few. |
| 167 | <i>Funding fieldtrips for MS - \$350- can parent council funds help parents fund it?</i> | Parent Council members fundraise to build their budget and approve expenditures accordingly. |
| 168 | <i>Can parents who help sell items get \$ towards student funds?</i> | This needs to be addressed by the pertinent grade level team who is fundraising. |
| 169 | <i>Chocolate sales?</i> | This statements needs clarification. |
| 170 | <i>I would like to receive the date and the time when they send me phone messages about meetings or events.</i> | Typically, automated messages happen during the early evenings. LAS website and newsletter are also places where families can learn about upcoming meetings and events. |
| 171 | <i>Equally, they would like to know if they can send the surveys or forms through mail.</i> | Most of the communications to families are distributed directly via students. This seems to be the most efficient and cost saving way. However, families may request for communications to be mailed to them at the front office. |
| 172 | <i>How does not passing the CELDT scores effect students in high school?</i> | Students who are identified as English Learners take the CELDT state exam. This exam shows student progress toward becoming fully proficient in English. If a student is not yet able to pass the CELDT, s/he is qualified to receive additional support in English. This is also true in high school. |
| 173 | <i>Is it explained to the students that they are taking the CLEDT and the importance?</i> | Yes. Teachers explain to the students the importance of all the state-wide exams they are expected to take, including the CELDT. |
| 174 | <i>Will the results continue to be the same for 1-3 if we are in Dual Lang setting?</i> | English results of Dual Language Programs like LAS for Grades 1-3 is not comparable to results of students who attend a traditional English-only program in the same grade levels. At LAS formal instruction in English literacy begins in Grade 3 and research indicates that it takes 5-7 years in order to become literate in a second language. |
| 175 | <i>What is LCAP?</i> | LCAP stands for Local Control Accountability Plan which delineates the way a school will appropriate LCFF, which is the funding for LCAP implementation. LCAP is written as a 3 year plan that needs to be annually updated reflecting the progress LAS is making towards its goals. |
| 176 | <i>How did teachers achieve the goals?</i> | Teachers are in constant conversation about the achievement goals of students, including the academic progress of students based on external and internal accountability measures. |
| 177 | <i>When a classroom has a scheduled trip and parents don't give permission, who takes care of their children?</i> | Typically, when their students do not participate in a field trip, classroom teachers assign class work and designate students to work in another teacher's classroom for the day. |
| 178 | <i>If possible to add "Hands-on" crafts like building lamps, sewing, knitting, building, etc. and then have an open House. Items can be raffled to raise funds. "Like Home Ec."</i> | These skills are important. It would be best to share these ideas with classroom teachers as well as with the ASES Coordinator as they shape their curriculum for the year. |
| 179 | <i>What happens when a child is caught with tobacco, drugs, or other illegal substances?</i> | LAS is serious about student safety. Possession and/or use of illegal substances are not allowed on campus at all time. Please refer to the Student Handbook for school policy on this matter. |
| 180 | <i>How do we as parents promote the school? It seems like not too many people who live in the neighborhood know about the school?</i> | On the contrary, LAS waitlist for the number of students who want to enroll continues to grow. For years, many have asked about the possibility of opening second campus in order to accommodate such a large number of students on the waiting list. |

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| 181 | <i>Que hacen los estudiantes en ASUS? Podemos in a observar?</i> | ASES students are involved in a variety of learning activities, including homework completion. Observations are welcome; just contact the school's ASES Coordinator at the front office. |
| 182 | <i>Can LAS set up a daycare for Pretransition/Kinder?</i> | As of now, there is no plan to set up a day care for pre-transitional kindergarten age group. |
| 183 | <i>I, Yolanda, would like to receive text messages to alert me about meetings or other things happening in school. That's my suggestion. Thank you.</i> | LAS continues to think of ways to improve communications with families. Currently, families learn about school meetings and events via newsletters, flyers, automated phone calls and website. The LCAP Advisory and Parent Council Teams are looking into ways to add text messaging as another venue of communication. |
| 184 | <i>How to help kids during test</i> | There are several ways families can ensure students are prepared during testing weeks including ensuring children get a good night rest, breakfast in the morning and timely arrival at school. |
| 185 | <i>Knowing when test are what is on test</i> | Families are made aware of testing window via newsletter and formal CAASPP letter announcements during conference time in the spring. |
| 186 | <i>Can we keep motivating students to turn in their forms ex: manchas jaguares, for each student that turns them in for responsibility?</i> | Yes; there are several incentives already established for this. |
| 187 | <i>What do you need to be part of the LCAP team</i> | LAS stakeholders are welcome to be part of the LCAP team. They can contact the front office for more information. |
| 188 | <i>Parent would like to know if School loses \$ if children are absent?</i> | Yes; attendance is a key factor in the school revenue. |
| 189 | <i>What are we doing with money?</i> | On a monthly basis, LAS Board meets and addresses current budget projection and actuals. Every June, the Board also approves the upcoming year budget. The public is welcome to attend these Board meetings to learn about LAS budget. |
| 190 | <i>If it is not a government school, where does the money come from?</i> | School funding predominantly comes from the state and the federal government |
| 191 | <i>Has it always been independent or at some point from the district?</i> | LAS as a charter has always been an independent entity |
| 192 | <i>Does the state evaluate the programs?</i> | Yes; the state evaluates LAS performance via state exam results and various fiscal audit requirements |
| 193 | <i>How can I be part of the team even if I work?</i> | LAS stakeholders are welcome to be part of the LCAP team. They can contact the front office for more information. LCAP conversations take place in various stakeholder meetings: Parent Council, Parent Association, Board Meetings, Committee Meetings. There are many possibilities to get involved at various times of the year. |
| 194 | <i>How accurate are assessment in testing Spanish proficiency?</i> | CAASPP state exam is an English performance test; not Spanish |
| 195 | <i>Why LAS doesn't do standardized Spanish tests, especially in early grades</i> | LAS has internal accountability assessments in Spanish: EDL and classroom based assessments |
| 196 | <i>Compare school to school</i> | Every fall, LAS presents a comparative performance of LAS vs. State vs. District. |
| 197 | <i>How do lower grade testing scores affect sts?</i> | LAS is a dual immersion program; state exam scores are truly more comparable in the middle school years |
| 198 | <i>State comparisons?</i> | Every fall, LAS presents a comparative performance of LAS vs. State vs. District. |
| 199 | <i>How measured?</i> | CAASPP is measured by the percentage of students who meet and/or exceed grade level standards in ELA and Mathematics |
| 200 | <i>Can kids get AP credit at grade 8</i> | No; AP credits are only available starting in high school |
| 201 | <i>How well are EO students doing in all subject matter?</i> | Every fall, LAS presents a comparative performance of LAS vs. State vs. District. |
| 202 | <i>What is the school doing to support new test taking environment (from paper to computer)</i> | During the 2016-17 school year, LAS student to classroom technology ratio from Grades 2-8 is 1:1 and Grades K-1 at 2:1 |
| 203 | <i>??</i> | na |
| 204 | <i>What kind of classroom activities are students doing to familiarize themselves with the</i> | Incomplete question. |
| 205 | <i>Could there be tutoring in English for students who's first language is Spanish?</i> | Yes; there are reading interventions during the day at LAS |
| 206 | <i>Is there a basic training for students in the computer before the exams?</i> | Yes; During the 2016-17 school year, LAS student to classroom technology ratio from Grades 2-8 is 1:1 and Grades K-1 at 2:1 |
| 207 | <i>We would like to know if when the kids take tests... how can we help?</i> | Families are made aware of testing window via newsletter and formal CAASPP letter announcements during conference time in the spring. There are several ways families can ensure students are prepared during testing weeks including ensuring children get a good night rest, breakfast in the morning and timely arrival at school. |
| 208 | <i>What are the tests about? More information about the tests.</i> | There are several ways families can ensure students are prepared during testing weeks including ensuring children get a good night rest, breakfast in the morning and timely arrival at school. |
| 209 | <i>How can we help out kids be successful in the tests?</i> | There are several ways families can ensure students are prepared during testing weeks including ensuring children get a good night rest, breakfast in the morning and timely arrival at school. |
| 210 | <i>When will we reach our goal? %for parent student surveys Remember more of the specific goals See current percentages More about API data</i> | Every year, we review our metrics and see how well we are doing towards meeting our stated goals |
| 211 | <i>Why was the template changed again? When will CELDT be replaced by the other exam? What is the student - parent - teacher compact?</i> | State determines the LCAP template. In 2017-18 school year, CELDT will be replaced by ELPAC. |
| 212 | <i>For EL proficiency CELDT or new test? Where do we get this data other than notices sent to parents? What is the student - parent - teacher compact?</i> | In 2017-18 school year, CELDT will be replaced by ELPAC. EL data is presented to stakeholders on a yearly basis via staff meetings, professional development meetings, Parent Council meetings, Parent Association meetings, and Board meetings. |
| 213 | <i>Mission #1: 1. What is the school wide PAI scores? 5. When/where or do Tk take CELDT test. 3.2 Is passing level (S) equal to c grade for TK Mission #2 1. Would like to know the attendance for Tk Mission #3 11. Would like to know if parents are satisfied with our school and what are the areas of improvement felt are needed?</i> | CELDT exams have been administered at LAS during the fall semester: September- October. Although these two markings are not equivalent; it is reasonable to infer that a letter grade of "C" is passing and hence, "Satisfactory." Historically, about 90% or higher of families recommend LAS to others based on annual survey |
| 214 | <i>Mission 1 SP# 7 Really need new training for ELD/NGSS Mission 4 SP#7-9 When referring to the framework, do you just mean 90/10? SP#7-11 How are we moving forward w language arts and CCSS. UBD is no longer being reinforced through PD. *up to date percentages, accurate data</i> | Yes; CDT committee has taken a note of this PD need. Framework are grade level standards for each subject based on Common Core. 90/10 is a type of dual immersion program design. LAS has implemented Writers Workshop and Readers Workshop in the recent years and have phased out UBD. |
| 215 | <i>What is WIDA, PODER and PUEDE? *This is a very overwhelming doc. I am just getting familiar with it. => Will we be collecting data this year? How many 3rd graders are @ intermediate or above on CELT speaking listening. What is a parent teacher compact?</i> | These were Spanish assessments that LAS used at one time and are no longer available from the publishers. Yes; we collect data on annual basis. Based on 2017 CELDT data, 3rd graders met the school goal of 80% receiving Intermediate or above for listening (93%) and did not meet the school goal for speaking (71%). It's the LAS contract agreement that families sign in the beginning of the school year as they received the student and parent handbook. |

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| 216 | <p><i>Will we need to change grade level data/goals depending on new CA template?</i> <i>1. Did 80% of 3rd grade (or even each grade level) meet the LCAP requirements (stage 1, 1.1 English) 2. Do we need to change the wording on SP#7 (pg.29)? (NGSS) – NOT happening) 3. What is Parent, student, teacher compact? (LCAP M4 SP#5.3)</i></p> | <p>Yes. TBD. LAS PD will address NGSS in 2017-18. Student-Parent-Teacher compact is the LAS contract agreement that families sign in the beginning of the school year as they received the student and parent handbook.</p> |
| 217 | <p><i>Are working on LCAP every yeah of just this year again because of the new template. How are many things accounted for?</i></p> | <p>LCAP needs to be updated every year regardless of template changes from the state. Goals stated on LAS LCAP need to be accounted for.</p> |
| 218 | <p><i>Are 80% of students at Intermediate or Early Intermediate in Celdt in kinder? Are we at 95% in our attendance? I want to recognize our school for implementing more interventions in kindergarten this 20016/2017 school year. It has made a difference. Thank you for all of your hard work Ms. T.J. - Irene</i></p> | <p>Yes; we average about 97% with attendance on a yearly basis.</p> |
| 219 | <p><i>how often do we re-draft it? cohort growth? what are our best practices that led to growth?</i></p> | <p>LCAP is updated annually; LAS Charter is renewed every 5 years. Cohort growth data is shared with stakeholders via LCAP process and annual update. There are many variables to lead to student achievement. Overall, LAS has shown progress towards meeting the school metrics in all four of its major charter goals. Collectively, staff, school leadership, families, and students have increased in their awareness of the specific actions needed to continue to thrive as a learning community.</p> |