

Language Academy
LCAP Data

Budget Overview for Parents		2024-25
Revenue		
Total LCFF Funds		7,874,446
<i>LCFF Supplemental & Concentration Grants</i>		1,601,168
All Other State Funds		2,561,817
All Local Funds		83,300
All Federal Funds		291,695
Total Projected Revenue		10,811,258
Expenses		
Total General Fund Expenses		10,600,704

Increased or Improved Services for Foster Youth, English Learners, and Low Income Students		
2023-24	Unduplicated Pupil % (Optional - LCAP General Information)	78%
2024-25	Projected LCFF Supplemental and/or Concentration Grants	1,601,168
2024-25	Projected Additional LCFF Concentration Grant (15 percent)	143,682
2024-25	Projected Percentage to Increase or Improve Services for the Coming School Year	26%

LCAP Action Tables		
2023-24	Estimated Actual LCFF Supplemental and/or Concentration Grants (Contributing Actions AU Table)	1,592,834
2023-24	Estimated Actual LCFF Base Grant (LCFF Carryover Table)	6,158,146
2024-25	Projected LCFF Base Grant (Data Entry Table)	6,224,049
2024-25	Projected LCFF Supplemental and/or Concentration Grants (Data Entry Table)	1,601,168
2024-25	Projected TK Add On	49,229

Local Control and Accountability Plan (LCAP): Board Approved v062724

FY24 Annual Update- Closing Cycle FY22-FY24 and FY25 Plan Summary- Beginning Cycle FY25-FY27

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
The Language Academy of Sacramento	Teejay Bersola Director, Academic Accountability	tbersola@lasac.info 916-277-7137

Plan Summary [FY25]

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 616 students for the FY24 school year. As of April 2024, there are 753 children on the LAS waiting list.

LAS Demographics

For FY24 TBD, LAS demographic data constitutes 80% Unduplicated, 71% Socio-economically Disadvantaged, 43% English Learners and 10% qualifying for Special Education services. About 94% of the students are Latino, 0.8% Black/African Americans, 4% White, 0.5% Asian, and 1% Two or more races. Additionally, there is 1 (0.2%) Foster youth and a total of 4 (0.6%) Homeless students.

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 19th 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 st	90%	10%
2 nd	80%	20%
3 rd	70%	30%
4 th	60%	40%
5 th	50%	50%
6 th -8 th	<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.

LAS External Accountability:

CA Dashboard Data for FY20 and FY21 are not available due to COVID-19 school closure. TABLE 1 below is the FY23 CA Dashboard LAS data. Success Highlight 1: For both ELA and Math, there is an overall increase in points from the prior year to the current year. Area of Improvement: For both ELA and Math, the Students with Disabilities (SWD) subgroup are in the red.

TABLE 1

The Language Academy of Sacramento

[Generate PDF Report](#)

[View Additional Reports](#)

2023

Explore the performance of The Language Academy of Sacramento under California's Accountability System.

Chronic Absenteeism



Orange

Suspension Rate



Green

English Learner Progress



Orange

English Language Arts



Yellow

Mathematics



Yellow

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

Implementation of Academic Standards

STANDARD MET

Parent and Family Engagement

STANDARD MET

Local Climate Survey

STANDARD MET

Access to a Broad Course of Study


STANDARD MET

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE
English Language Arts

All Students State



Yellow

26.4 points below standard
Increased 6.3 Points ↕


EQUITY REPORT
Number of Student Groups in Each Level

1	1	2	0	0
Red	Orange	Yellow	Green	Blue

View More Details →

LEARN MORE
Mathematics

All Students State



Yellow

38.1 points below standard
Increased 8.7 Points ↕


EQUITY REPORT
Number of Student Groups in Each Level

1	0	3	0	0
Red	Orange	Yellow	Green	Blue

View More Details →

LEARN MORE
English Learner Progress

All Students State



Orange

48.1% making progress
Declined 8.6% ↕


View More Details →

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE
Chronic Absenteeism

All Students State



Orange

16.1% chronically absent

Increased 2.5% ↕

EQUITY REPORT
Number of Student Groups in Each Level

1 Red	3 Orange	0 Yellow	0 Green	0 Blue
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[View More Details](#) →


Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate

All Students State



Green

2.2% suspended at least one day

Declined 0.5% ↓

EQUITY REPORT
Number of Student Groups in Each Level

0	1	0	3	0
Red	Orange	Yellow	Green	Blue

[View More Details →](#)

School Details

Optional Narrative Summary

Completed By The Language Academy of Sacramento

LAS is a dual language education (DLE) immersion program. Please note that CA Dashboard results for ELA, Math, and subgroups do not accurately represent the academic performance trajectory of students in DLE programs. Research indicates that it takes a minimum of 5-7 years before DLE students' performance in English is comparable to non-DLE students. At LAS, we refer to this as End-of-Stage 3 (Grade 8). For more information on Gr8 LAS performance, please check CDE's Data Quest or contact LAS.

TABLE 2

LAS: A DUAL LANGUAGE IMMERSION PROGRAM

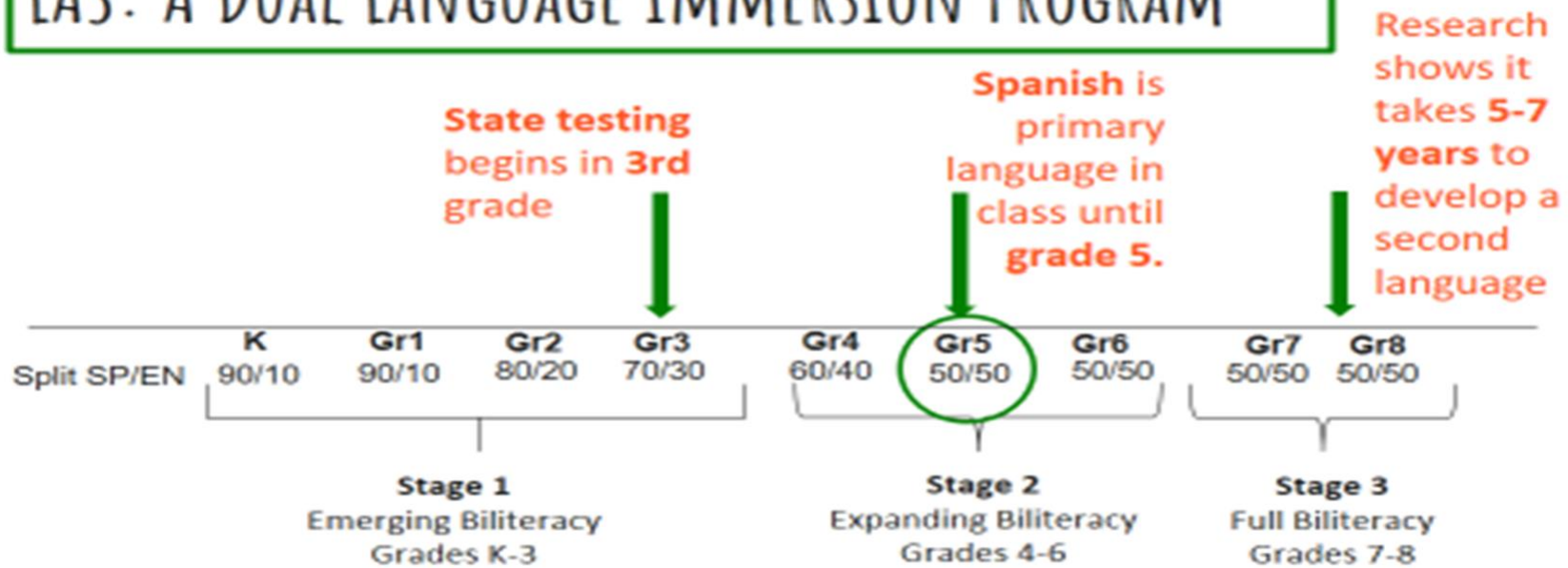


TABLE 3

LAS, STATE & SURROUNDING SCHOOLS

FY 2023 SBAC SCORES: AGGREGATE (GRADES 3-8 COMBINED)

English Language Arts

LAS	39%
SCUSD	38%
STATE	47%

Math

LAS	33%
SCUSD	29%
STATE	35%

Aggregate scores do NOT tell our story...

TABLE 4

SBAC BY GRADE LEVELS: ENGLISH LANGUAGE ARTS

This is where we outperform!

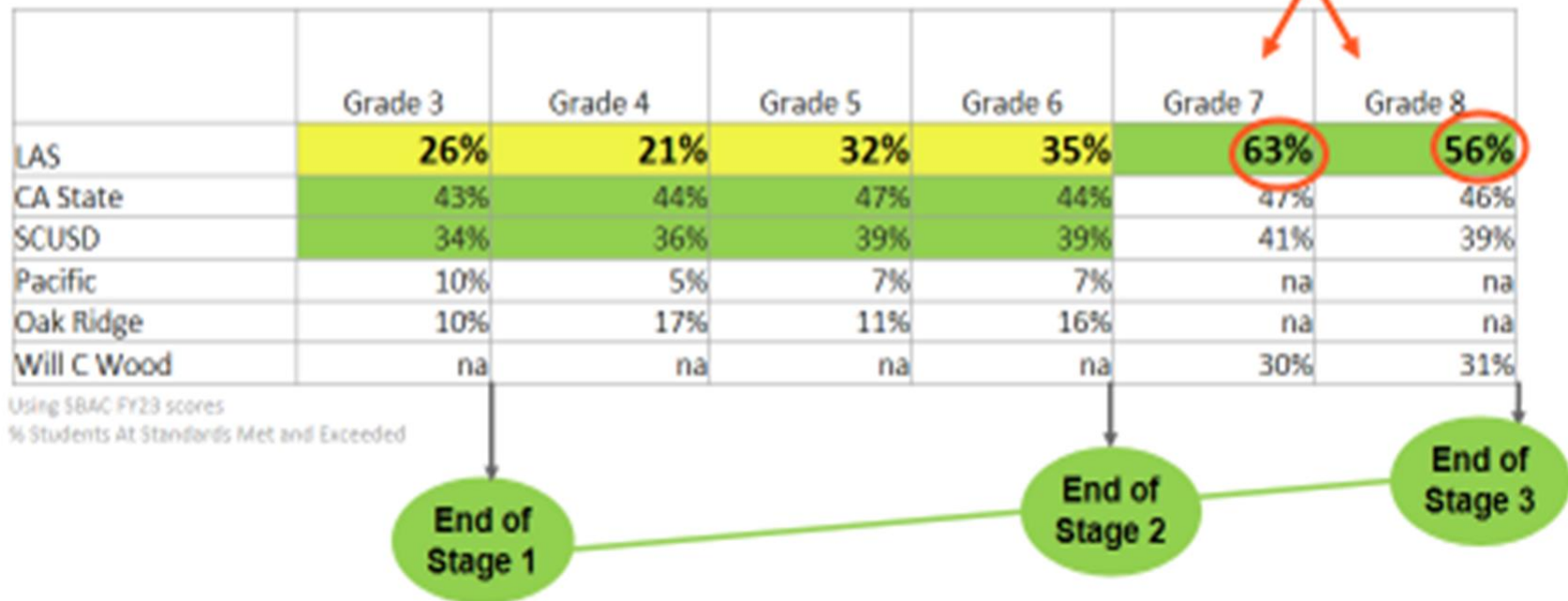


TABLE 5

SBAC BY GRADE LEVELS: MATH

This is where we outperform!

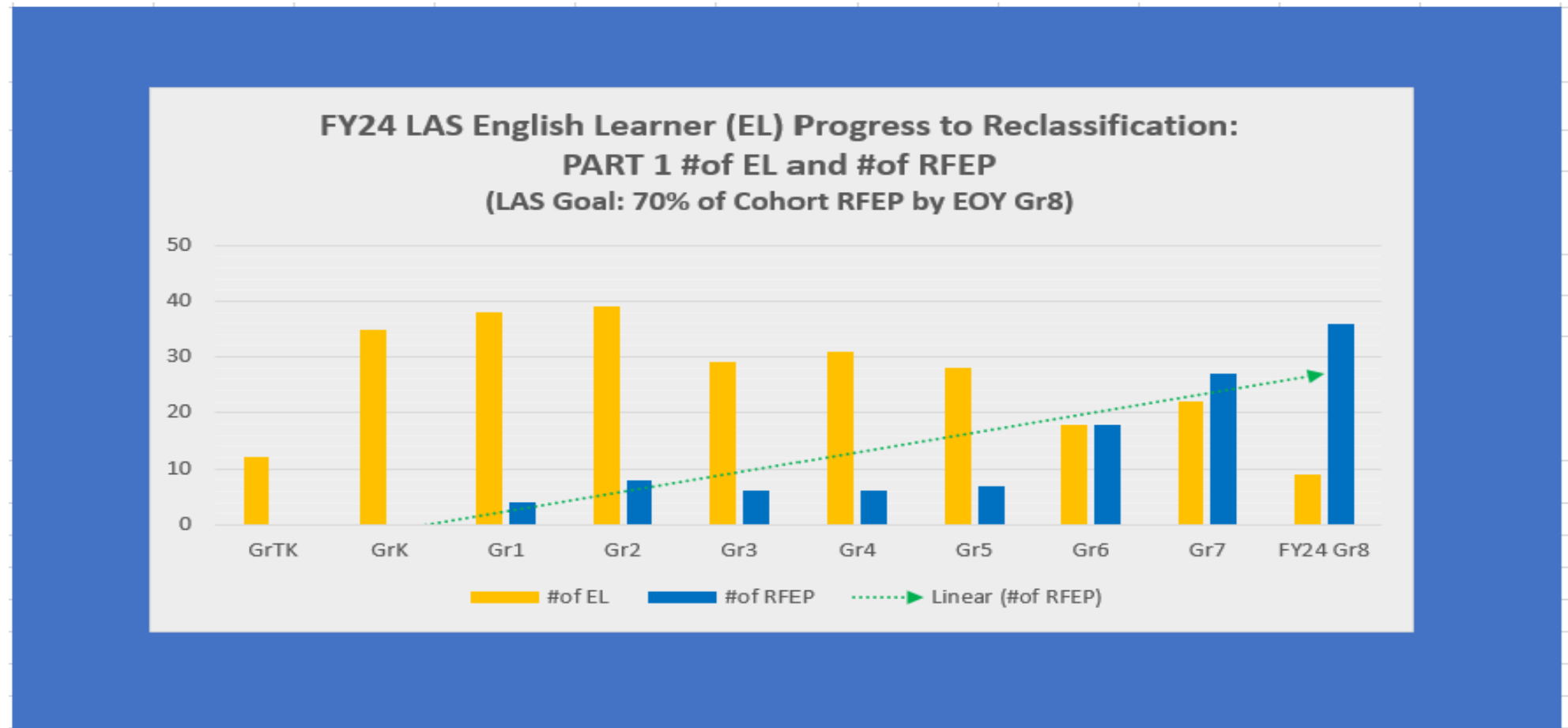
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
LAS	32%	24%	23%	26%	52%	44%
CA State	45%	41%	33%	33%	33%	30%
SCUSD	38%	33%	27%	31%	29%	24%
Pacific	14%	5%	2%	2%	na	na
Oak Ridge	13%	15%	5%	16%	na	na
Will C Wood	na	na	na	na	22%	18%

Using SBAC FY23 scores
% Students At Standards Met and Exceeded

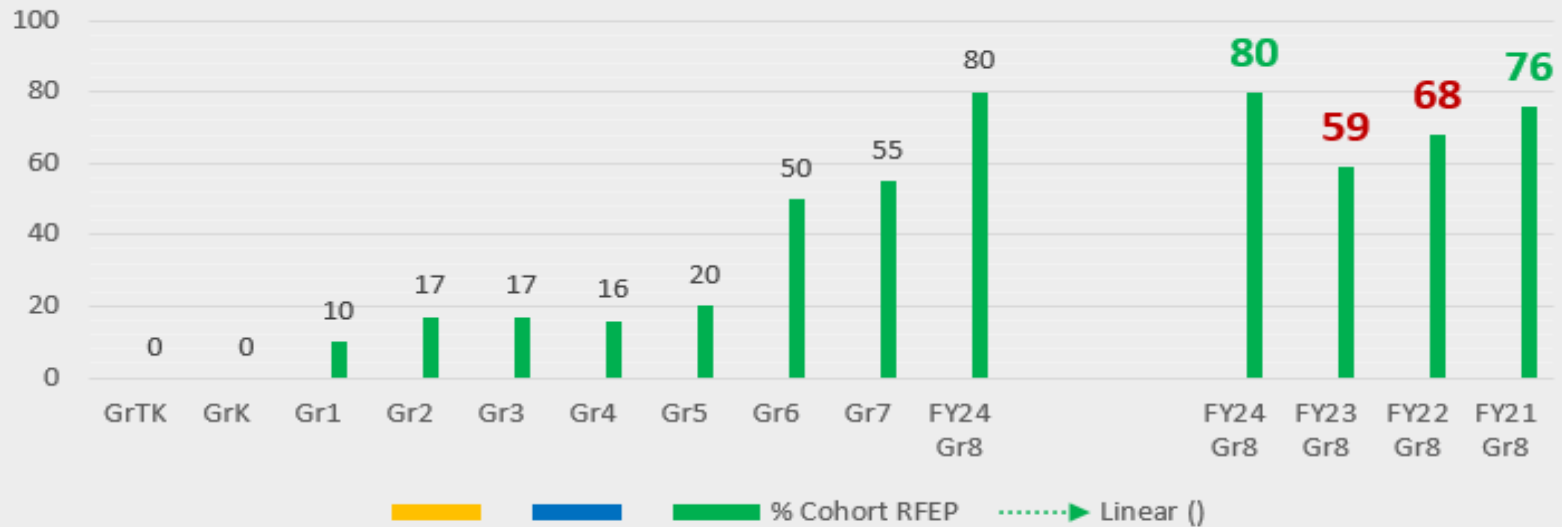


Success Highlight 2: Gr8 Cohort Reclassification Rate. Another success highlight is that LAS continues to show an upward trajectory of its English Learner achievement. The green bars on TABLE 6 below illustrate this as they show the percentage of reclassified students per cohort upon completion of the LAS Biliteracy End of Stage 3 in Grade 8. (Note: FY24 data is pending finalization as SBAC and Summative ELPAC for spring 24 become available).

TABLE 6.1 and 6.2



**FY24 LAS English Learner (EL) Progress to Reclassification:
PART 2 Percentage of Cohort RFEP
(LAS Goal: 70% of Cohort RFEP by EOY Gr8)**

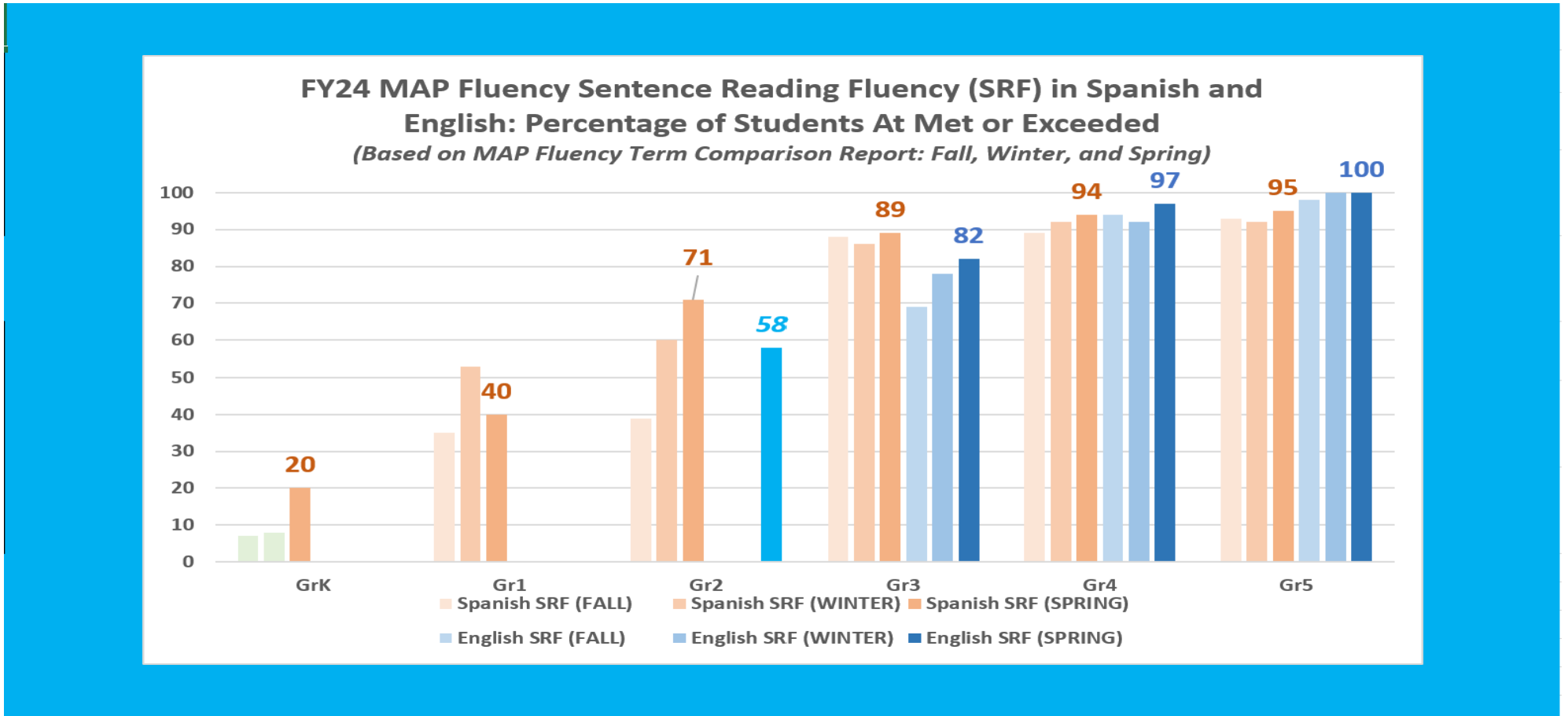


Success Highlight 3: LAS Internal Accountability: NWEA MAP Growth and MAP Fluency School-wide Implementation and Overall Performance Growth

Another success highlight in FY23 and FY24 is that LAS implemented NWEA MAP Growth, a SBE Approved AB1505 Verifiable Data for Charter School Renewal, along with MAP Fluency, school-wide. This milestone has created an efficient and aligned way for LAS to monitor student achievement growth in Foundational

Literacy Skills in Spanish and English, Spanish Language Arts, English Language Arts, and Mathematics from primary to middle school years. LAS has yet to fully decipher the magnitude of this internal accountability system and its capacity to streamline student support and intervention; the preliminary results for MAP Fluency assessing foundational literacy skill of Sentence Reading Fluency (SRF) seem promising as indicated on TABLE 7 below.

TABLE 7



Moreover, the MAP Growth FY24 Gr3- Gr8 School Conditional Growth Index (CGI) Spring to Spring Term data for core subject areas: Math TABLE 8 and ELA TABLE 9 both show, that by middle school, End of Stage 3 Biliteracy, there is an overall growth in all grade levels meeting/exceeding MAP Grade Level Norms Projected Growth. CGI values expresses student growth relative to the growth projection in standard deviation units. Student CGI can be averaged and is comparable

across grades and subjects. According to NWEA’s definition, for both student and school CGI values, a CGI range of -0.2 to 0.2 (or greater) could be used as an approximation of one year’s growth (or more) in a subject in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure (MAP Growth Data for AB1505, May, 2024)

TABLE 8.1

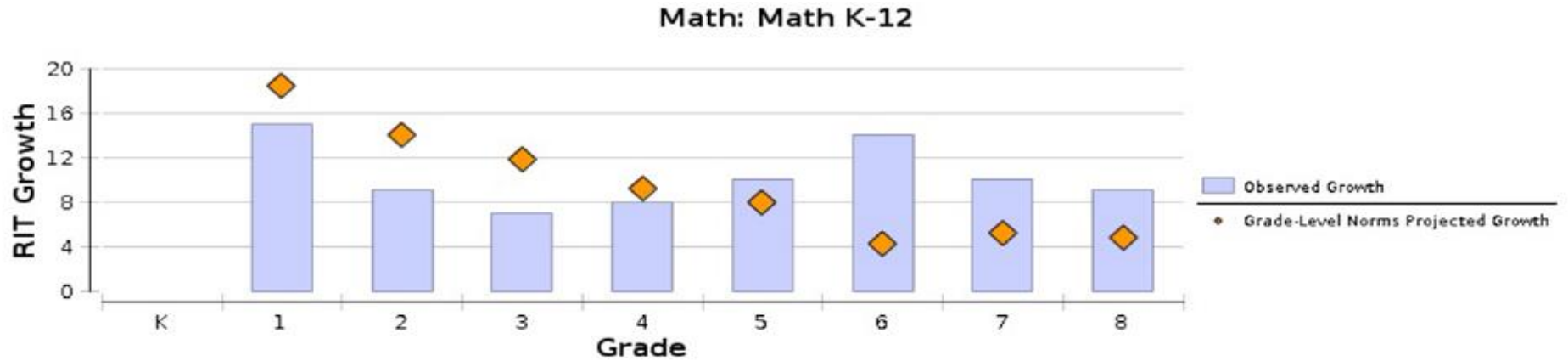


TABLE 9.1

Language Arts: Reading

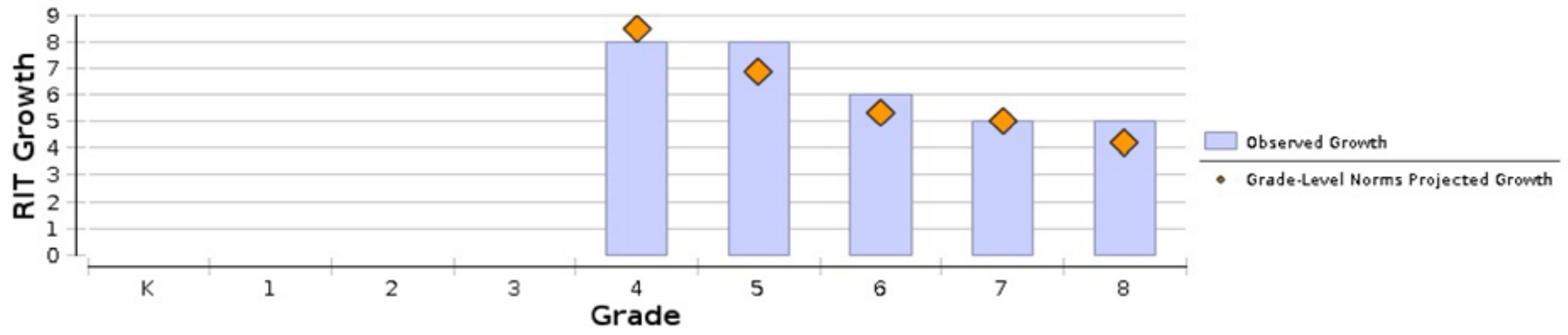


TABLE 8.2

FY24 MAP Growth MATH Conditional Growth Index (CGI)
Spring to Spring Analysis: Cohort Trend from FY22-FY24
(Red Line Axis = Zero = One Year Growth)

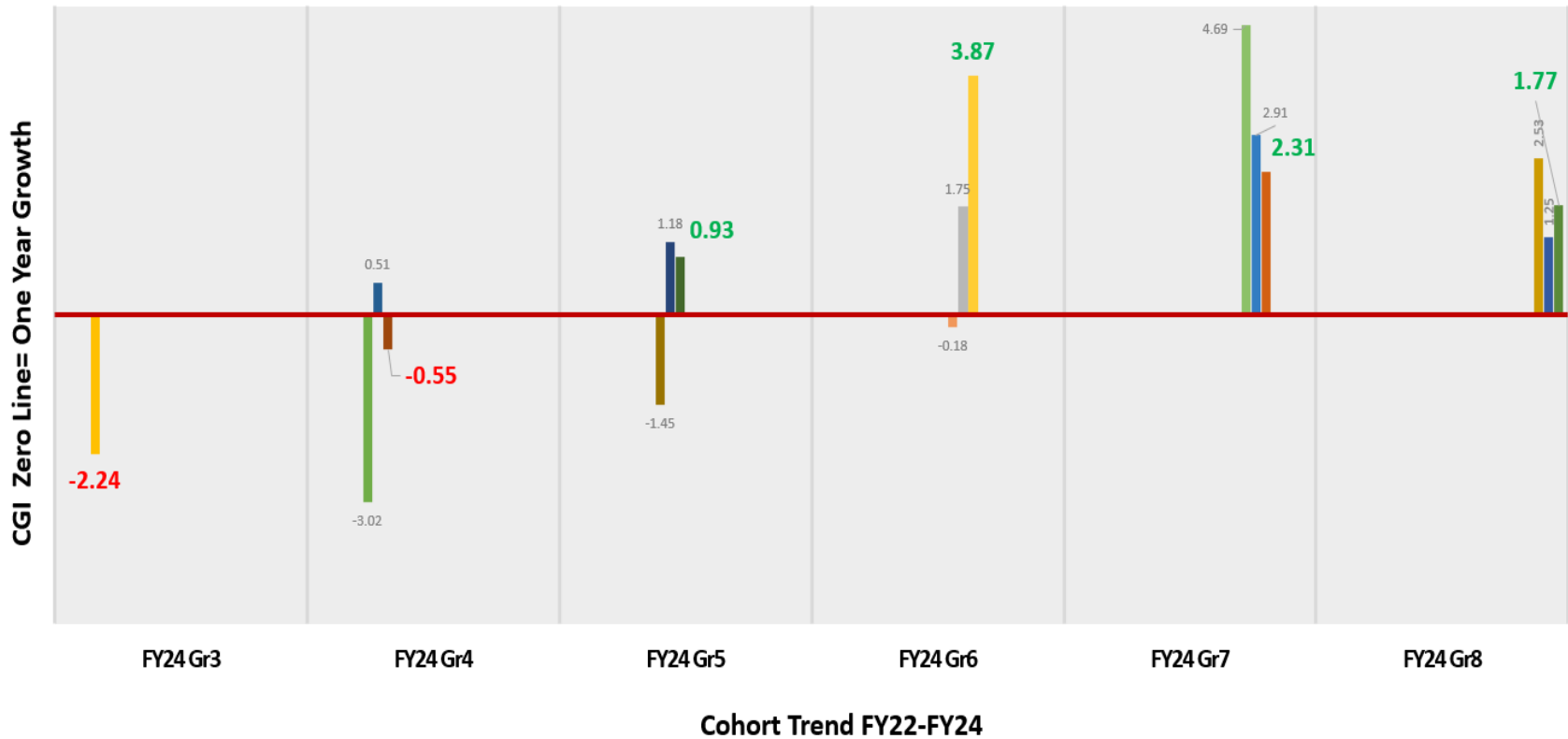
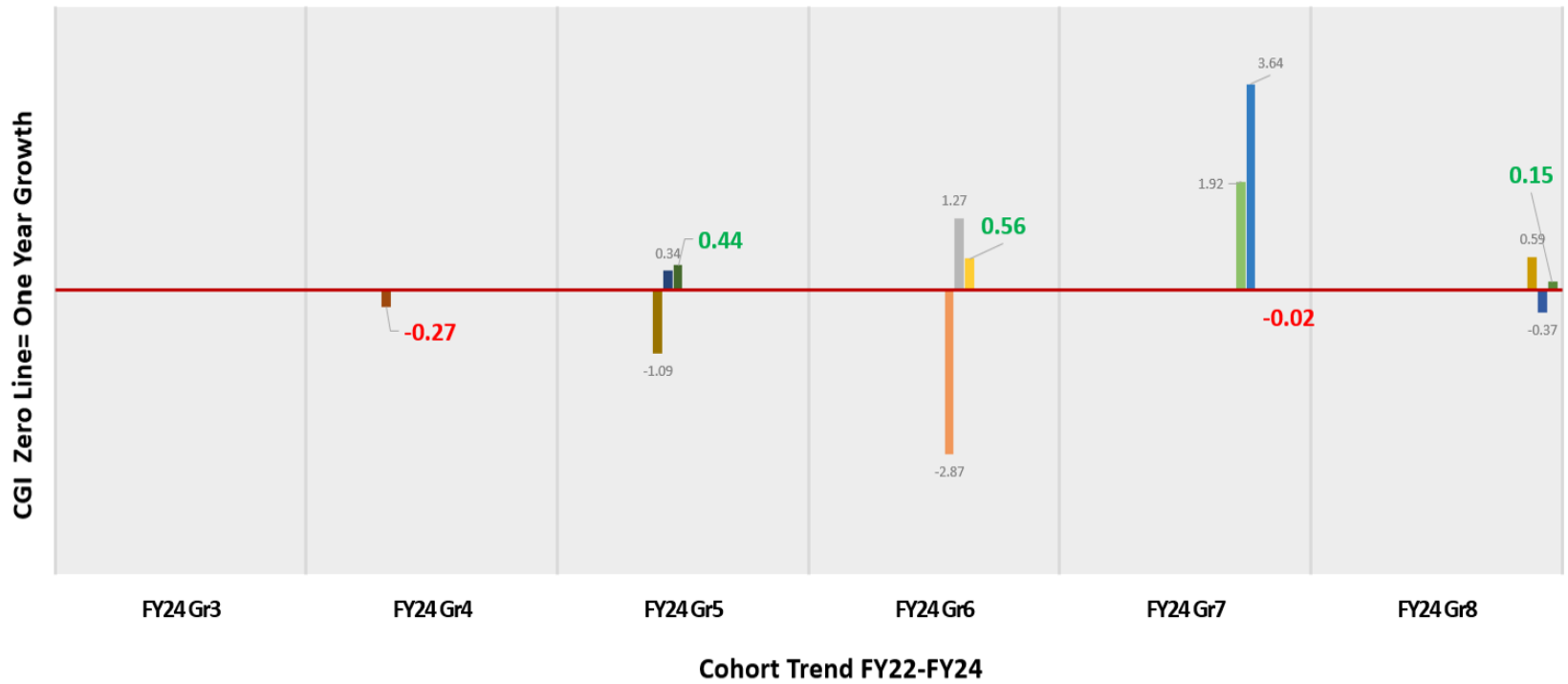


TABLE 9.2

FY24 MAP Growth ELA Conditional Growth Index (CGI)
Spring to Spring Analysis: Cohort Trend from FY22-FY24
(Red Line Axis = Zero = One Year Growth)



Success Highlight 4: FY24 School-wide Intervention Data:

As of May 2024, of the total of 263 intervention services rendered in literacy, student participants had an overall growth average of 88% based on post assessments. . Moreover, out of 82 students provided math interventions afterschool, student participants had an overall growth average of 77% based on post assessments. These results are consistent with the previous years' intervention program data with an overall average achievement growth of 93-99 range%. When learning took a dive due to Covid-19, the LAS community organized and focused on creating the best systems of support for students. The comprehensive intervention program implementation led by expert teacher leaders in the last three years is most definitely a collective team work that LAS can be proud of!

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

For FY24, LAS is currently receiving technical assistance in the form of Differentiated Assistance from the Sacramento County Office of Education (SCOE) in the following performance areas for the Students with Disabilities (SWD) subgroup: ELA, Math, and Chronic Absenteeism. Throughout the year, LAS Leadership Team attended on-going meetings with SCOE staff to learn about Improvement Science and its application in addressing the root causes of the identified performance areas of improvement. Moreover, the LAS SPED Team consulted with its SELPA, The El Dorado County Office of Education Charter, for a series of three meetings to discuss the on-going LAS actions and implementation to address these areas of improvement for SWD subgroup. In summary, LAS has become even more laser focused on: 1) understanding the context of the academic performance trajectory and expectation for SWD in a 90-10 dual language immersion program, 2) the importance of data disaggregation for Gr8 Cohort's SWD, and 3) teaching the public on how to interpret academic progress for SWD enrolled in a dual language immersion program. Moreover, LAS with expediency, implemented a school-wide call for action mid-year to identify SWD who are at-risk of being Chronically Absent as well as those who already have the status and conducted a staff training on how to discuss the importance of attendance for these families during the spring Parent Teacher Conferences. LAS has disaggregated both external accountability data for Gr8 Cohort SWD SBAC results and internal accountability data Gr8 Cohort MAP Growth results, as well as started a longitudinal research on the grading patterns for the Gr8 Cohort SWD: 1) # of students with D or F in ELA and Math, and 2) # of students with a cumulative G.P.A. of 1.9 or lower. In terms of student engagement, for the first time this spring, SWD will have an end of the year breakfast sponsored by the SPED Team to celebrate the closing of the school year as well as student participation on survey of SPED specific services. Hopefully, these actions will lead to continued upward trajectory of Gr8 Cohort SWD in ELA and Math performance, as well as increased school engagement and attendance.

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. Starting in FY22, LAS has expanded its teacher leadership and identified core staff members for short-term 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 FY24, LAS continued its implementation of intervention cycles and are in the midst of analyzing program efficacy and possibilities of replication for the upcoming school year.

In addition, per the FY22 LAS CA Dashboard data, there are three main categories where targeted focus for improvement need to be addressed in the category of Students with Disabilities (SWD): 1) Chronic Absenteeism (Very High with 22.5% of 71 SWD approximately 16 students), 2) English Language Arts Achievement (Average Distance from Standard (DFS) SWD: -107 vs All Students: -32.7), and Mathematics Achievement (DFS of SWD: -129.5 vs All Students -46.9). Per the FY23 CA Dashboard, these three areas remain to be of concern hence, identifying LAS as a school in need of Differentiated Assistance from SCOE.

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 available state and federal funding sources and applicable 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 school year.

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

April 17 – May 15, 2024

LAS

ITEM 2: LCAP available on LAS Website for Feedback

By June 13, 2024

Online at: www.lasac.info

LCAP Educational Partner Outreach and Consultation Dates 2023-2024:

Educational Partner Group and Meeting Dates

Governing Board Meetings and Retreat

2023: 9/22, 10/27, 12/1, 12/9

2024: 1/26, 2/23, 3/22, 4/25, 5/23, 6/27

Parent Council/ELAC/SSC Meetings

2023: 9/5, 10/11, 10/25, 11/6, 12/6

2024: 1/10, 1/17, 2/7, 2/21, 4/10, 5/8

Parent Association/Parent as Partners/Town Hall Meetings

2023: 8/30, 10/11, 10/24, 11/7, 11/15, 11/16, 12/5

2024: 2/1, 3/7, 3/14, 4/25

Staff Meeting and PD Meetings

2023: 8/4, 8/25, 8/26, 8/31, 9/21, 10/26, 12/8

2024: 1/25, 1/26, 2/22, 3/21, 4/21, 4/24, 5/23, 6/8

CDT Committee Meetings

2023: 9/22, 9/26, 10/6, 11/2, 12/7

2024: 2/1, 3/8, 4/4, 5/2

Student Council Meetings

2023: 9/22, 9/26, 10/6, 11/2, 12/7

2024: 2/1, 3/8, 4/4, 5/2

SELPA Meetings

2024: 4/30, 5/8, 5/15

ITEM 3: LAS Public Hearing

Public comments are welcome at all monthly

Governing Board Meetings

Friday, May 23, 2024 and June 27, 2024 @ 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

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). During educational partners meetings, participants were invited to complete "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- FY24:

- 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 2023, LAS has collected 883 (FY16: 182, FY17: 88, FY18: 51, FY19: 50, FY20: 29, FY21: 44, FY22: 122, FY23: 125, FY24: 192) "What I Know" and 707 (FY16: 183, FY17: 36, FY18: 45, FY19: 71, FY20: 32, FY21: 30, FY22: 116, FY23: 87, FY24: 107) "What I Want to Know" statements. Thus far, 1, 550 total comments have been verified and reviewed for feedback. 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) FY24 TBD - 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 being on campus full time. Moreover, families are continuing 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. Meanwhile, staff concerns are specific to advancing the conversations about curriculum and assessments, particularly having them aligned with ELD instruction, science of reading research and school-wide implementation and alignment.

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. The following are examples of successes and challenges experiences of the LAS learning community thus far:

Successes: Goals- AP, AE and CC FY24: TBD

AP Goals:

- Expanded Tier 1 literacy coaching and mathematics cohort lead support; release time for peer observation and learning
- Expanded core-day and after-school intervention program leadership and opportunities for Tier 2 focus
- Expanded supplemental curricular materials and supplies for both core day and after-school programs
- School-wide implementation of MAP Growth and MAP Fluency AB1505 charter school renewal verified data assessment
- Overall student achievement growth in Math, ELA, and SLA
- Effective intervention program cycles with post assessments showing 90% or higher post assessment results

AE Goals:

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

CC Goals:

- Maintenance of expanded classified staff to support maintenance of health and safety standards and protocols for a clean learning environment.
- Expanded on more recess and lunchtime structured activities for students to participate in.
- Expanded Parent As Partners (PAP) Workshops since its start four years ago addressing topics such as Socio-Emotional Learning (SEL) Monthly Series, Parenting, EL Reclassification Pathway, LGBTQ+ Information and Art, Vaping and Tobacco Prevention, Science Night, Parent and Child Painting Night, Night with a Published Author. (FY24: Add more for FY24)
- Survey participation goals are above 90% for all educational partner groups.

Challenges: Goals- AP, AE, and CC

- Additional professional development for MAP Growth and MAP Fluency and Amplify Science (TK-Gr5) and ERWC AELD in middle school.
- Continued enormous effort of balancing of curriculum (science, math, writing and ELD) and assessment (MAP Growth and MAP Fluency) adoption needs to ensure instructional quality and time management efficiency between planning, instruction, and reflection
- Continued staffing shortages has impacted support program implementation: substitute teachers, intervention staff, ground supervision staff

- Attendance continues to be problematic and the consequent anticipated revenue and planned expenditures have been impeded by the constant uncertainties, particularly at the start of the school year
- Invested on more recess and lunchtime structured activities for students to participate in but full implementation of PlayWorks has been challenging due to recess staff turn-over and training. (FY25: Ineffective action to be removed for next LCAP cycle)
- Governing board new member recruitment continues to be a challenge
- Student survey new area of improvement is student’s lower perception that “Students try to stop bullying when it happens” which dropped from 60% to 55% along with “My school is clean” - a change from 52% to 49%, a historical low percentage.

Of the three main LAS LCAP and CA Dashboard categories, 1) Academic Performance and 2) Academic Engagement related concerns dominate the FY24 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. From the teachers’ perspective, there continues to be a huge 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.

Goals and Actions

Goal: Academic Performance Goal 1 (AP.G1)

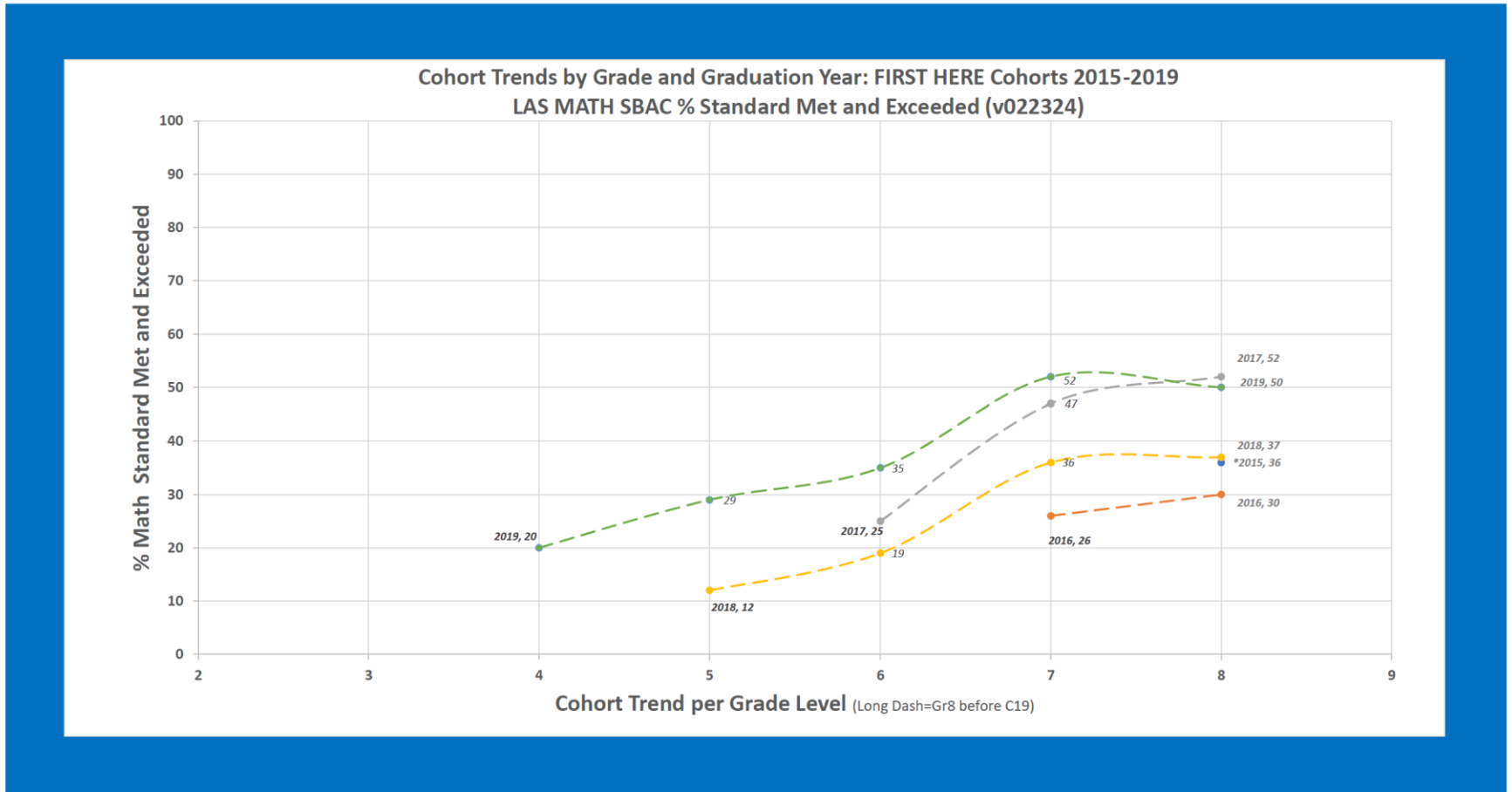
Goal 1	Description
<p>AP.G1 Maintenance Goal:</p>	<p>This section will reflect the LAS goals as stated in the LAS Charter Petition (2019-2024) approved on March 21, 2019.</p> <p>Goal 1: ACADEMIC PERFORMANCE (AP) - LAS Goals: G3. High Achievement in Language Arts: English (ELA) and Spanish (SLA); G4. 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)</p>

An explanation of why the LEA has developed this goal.

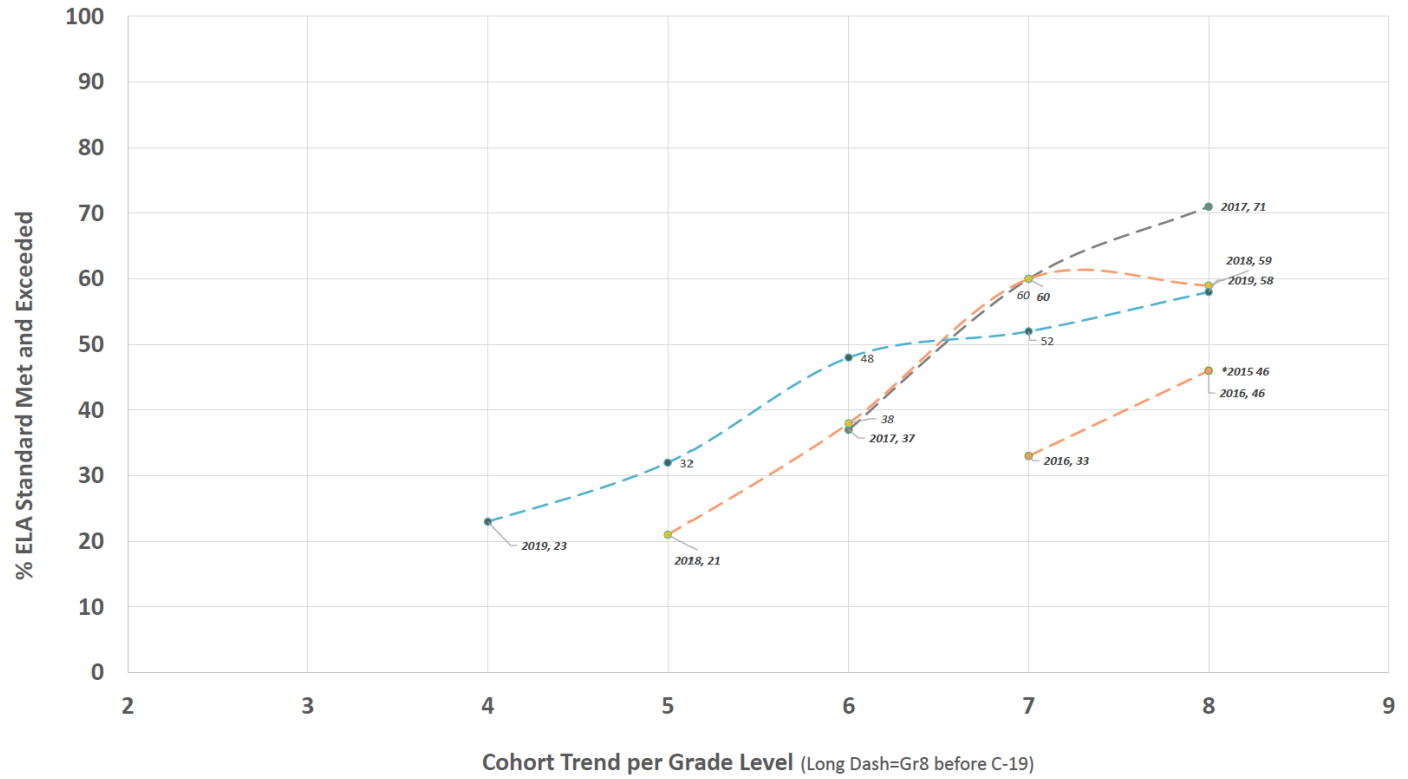
This goal is at the core of our work at LAS. As a community, we continue to study the ramifications of the school closure due to the pandemic as well as the learning recovery needs of our students in relation to their academic performance. Accordingly, we then can align our resources and ensure expert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

Metric	Baseline (FY21 for Closing Cycle FY22-24 and FY24 for Beginning Cycle: FY25-27)
<p>AP.G1.3</p> <p>ELA: State SBAC and Verifiable Data MAP Growth</p>	<p>External Accountability: (FY24 Data TBD- August, 2024)</p> <p>Overview of LAS History of Academic Performance (AP):</p> <p>There is a predictable upward trajectory of student academic performance from primary to middle school years as illustrated in TABLE 10 and TABLE 11.</p> <p>TABLES 12 and TABLE 13 show how this fact remains true even after the interruption in FY20 Covid-19 school closure. LAS resiliently bounced back for each Gr8 Cohort thereafter.</p>

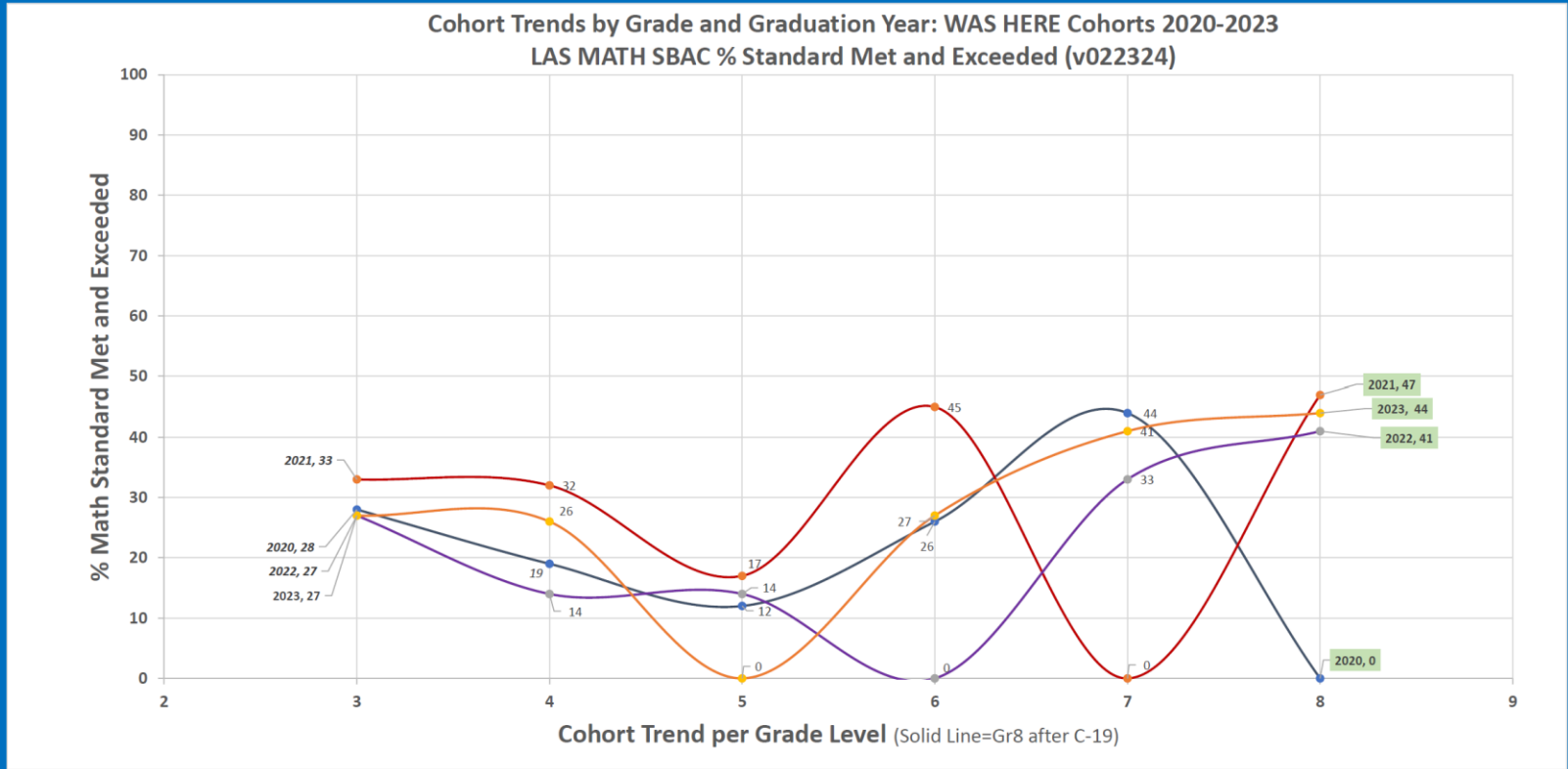
COHORT TRENDS: Pre-Pandemic



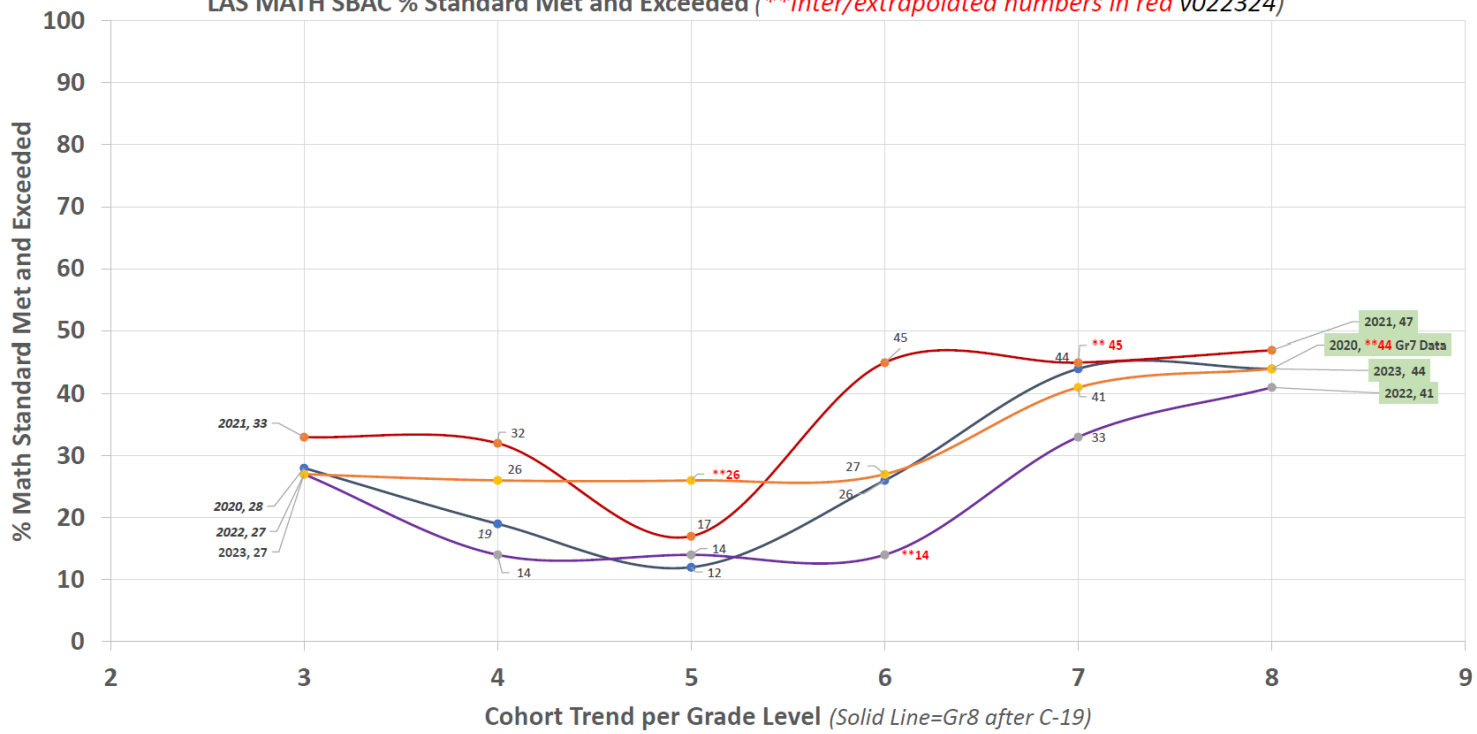
Cohort Trends by Grade and Graduation Year: FIRST HERE Cohorts: 2015-2019
 LAS ELA SBAC % Standard Met and Exceeded (v022324)

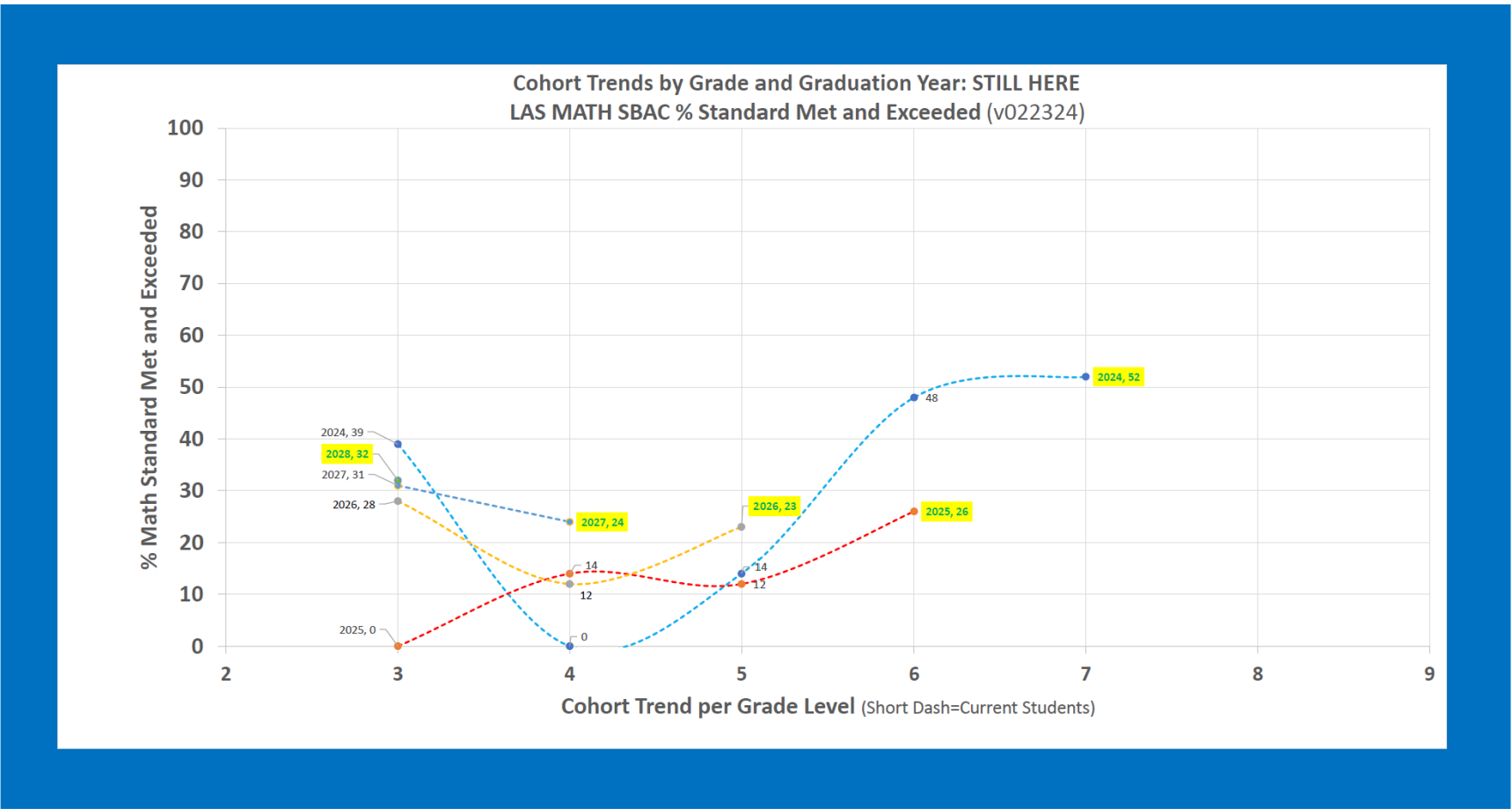


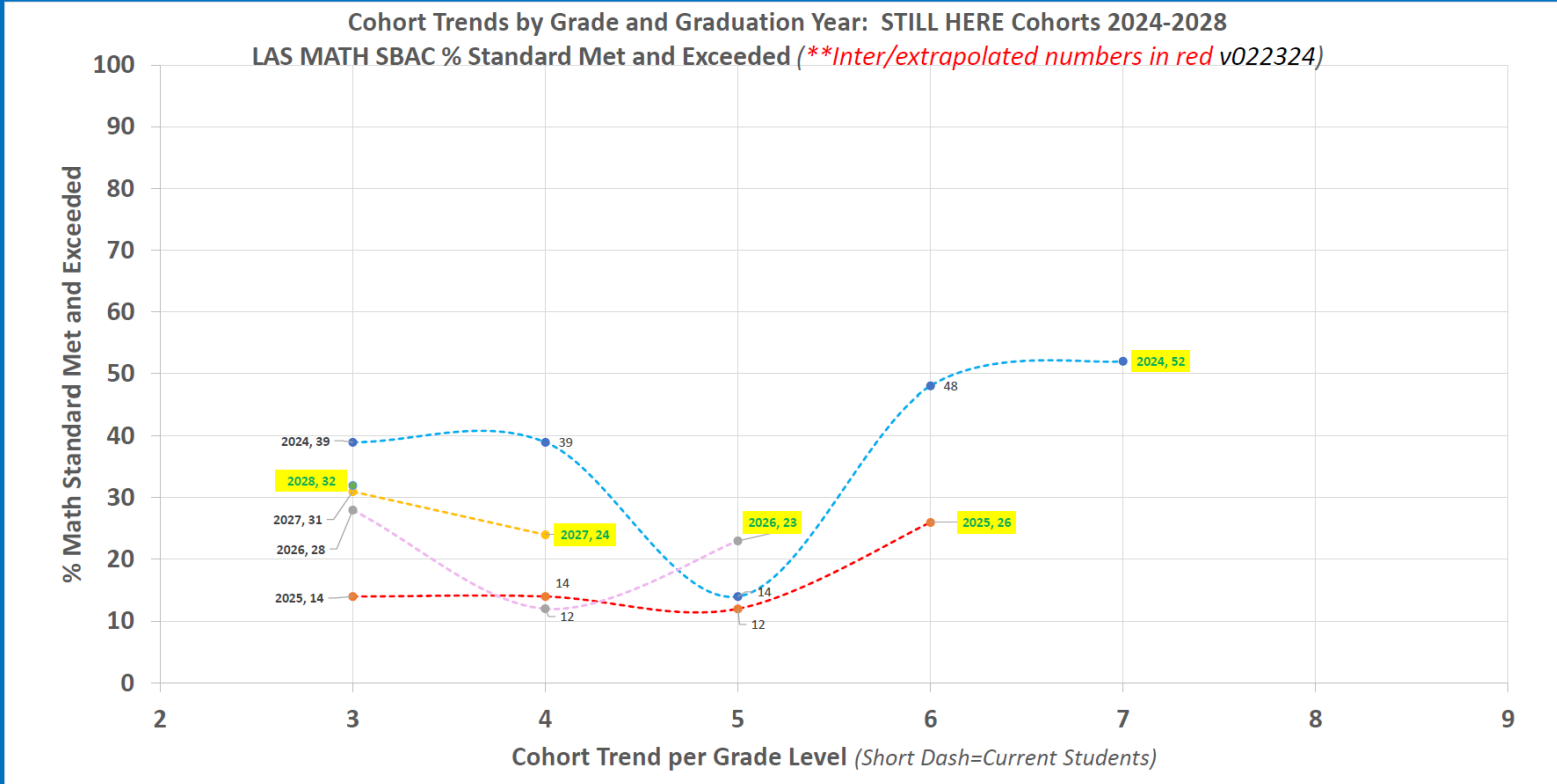
COHORT TRENDS: Pandemic and Present Recovery



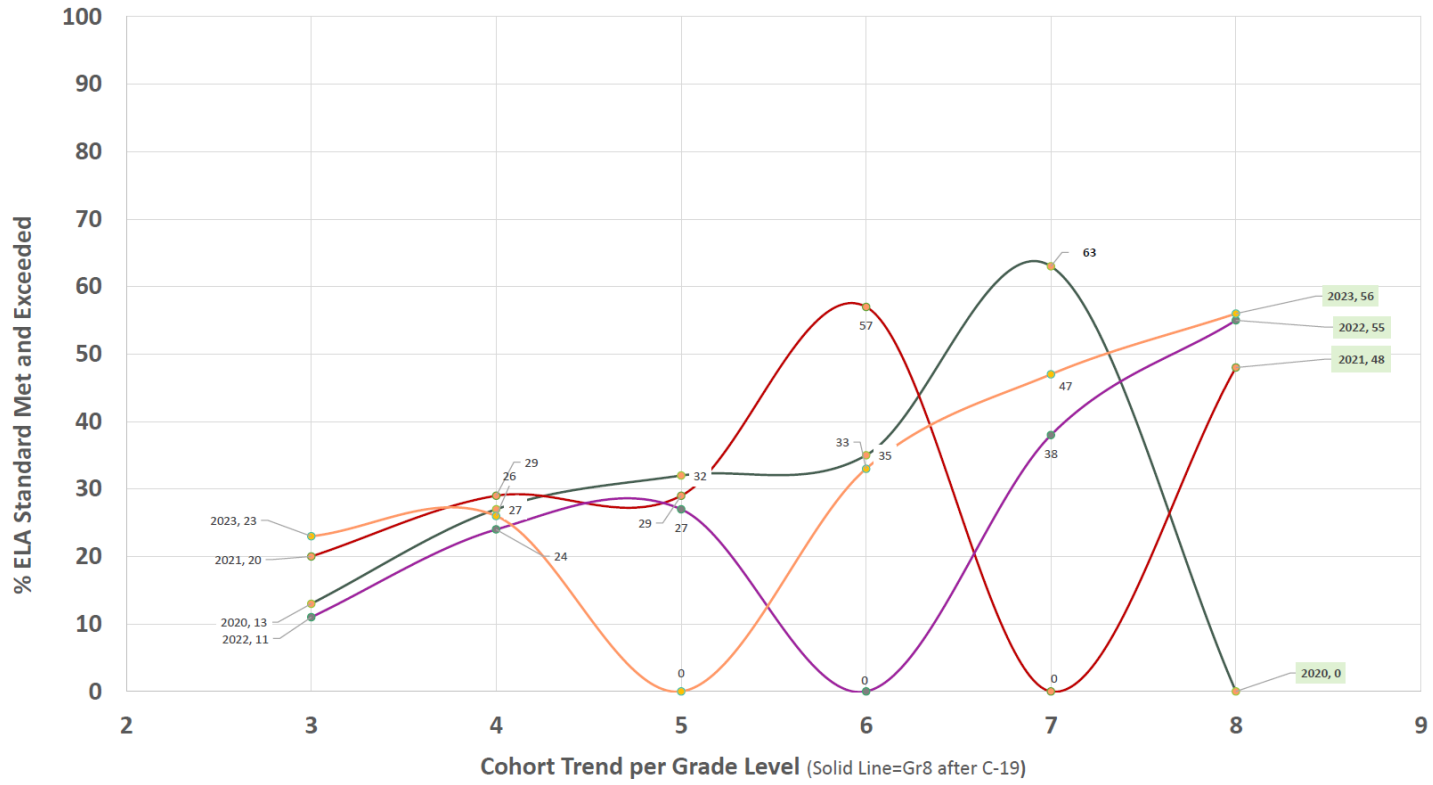
Cohort Trends by Grade and Graduation Year: WAS HERE Cohorts 2020-2023
 LAS MATH SBAC % Standard Met and Exceeded (**Inter/extrapolated numbers in red v022324)



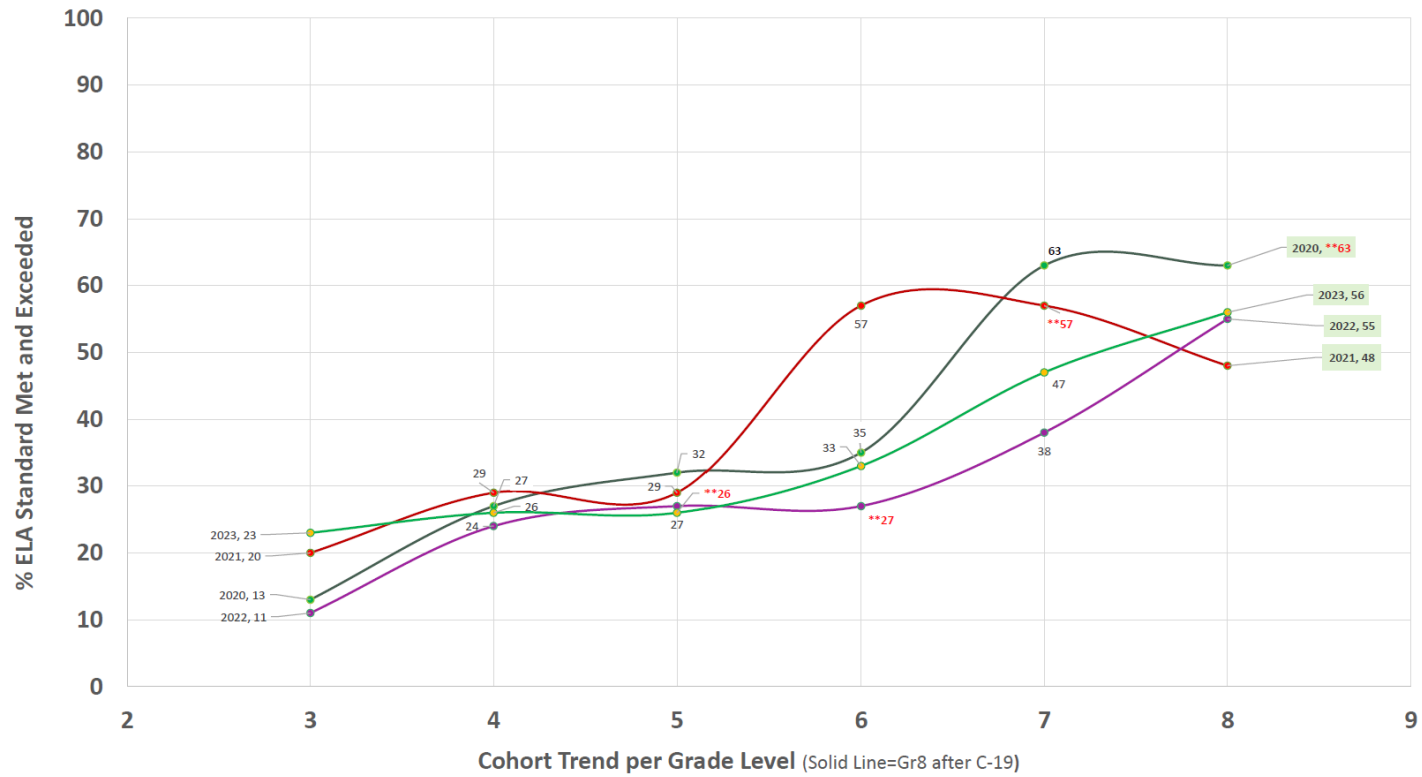




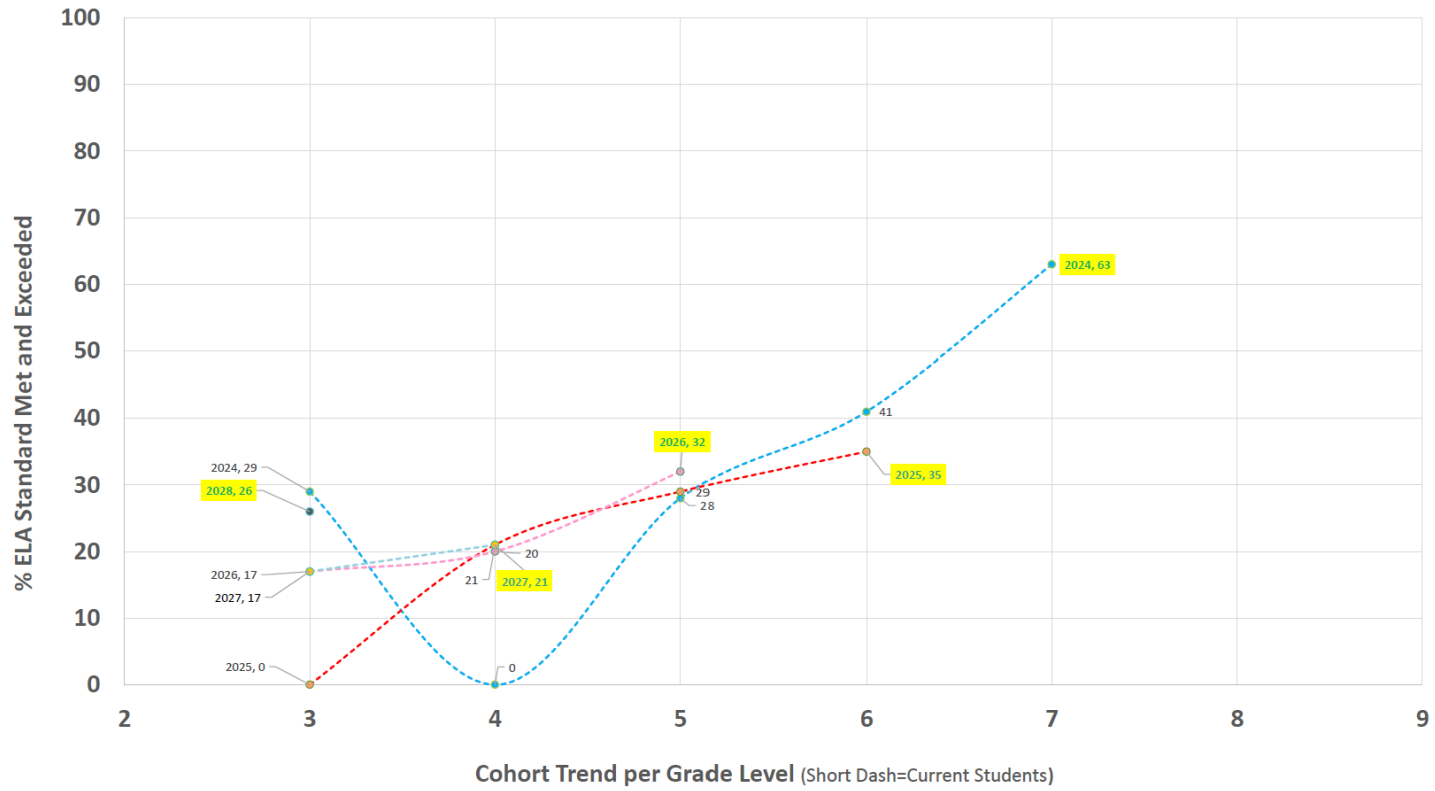
Cohort Trends by Grade and Graduation Year: WAS HERE Cohorts 2020-2023
 LAS ELA SBAC % Standard Met and Exceeded (v022324)



Cohort Trends by Grade and Graduation Year: WAS HERE Cohorts 2020-2023
 LAS ELA SBAC % Standard Met and Exceeded (**Inter/extrapolated numbers in red v022324)



Cohort Trends by Grade and Graduation Year: STILL HERE 2024-2028
 LAS ELA SBAC % Standard Met and Exceeded (v022124)



Cohort Trends by Grade and Graduation Year: STILL HERE 2024-2028
 LAS ELA SBAC % Standard Met and Exceeded (**Inter/extrapolated numbers in red v022124)

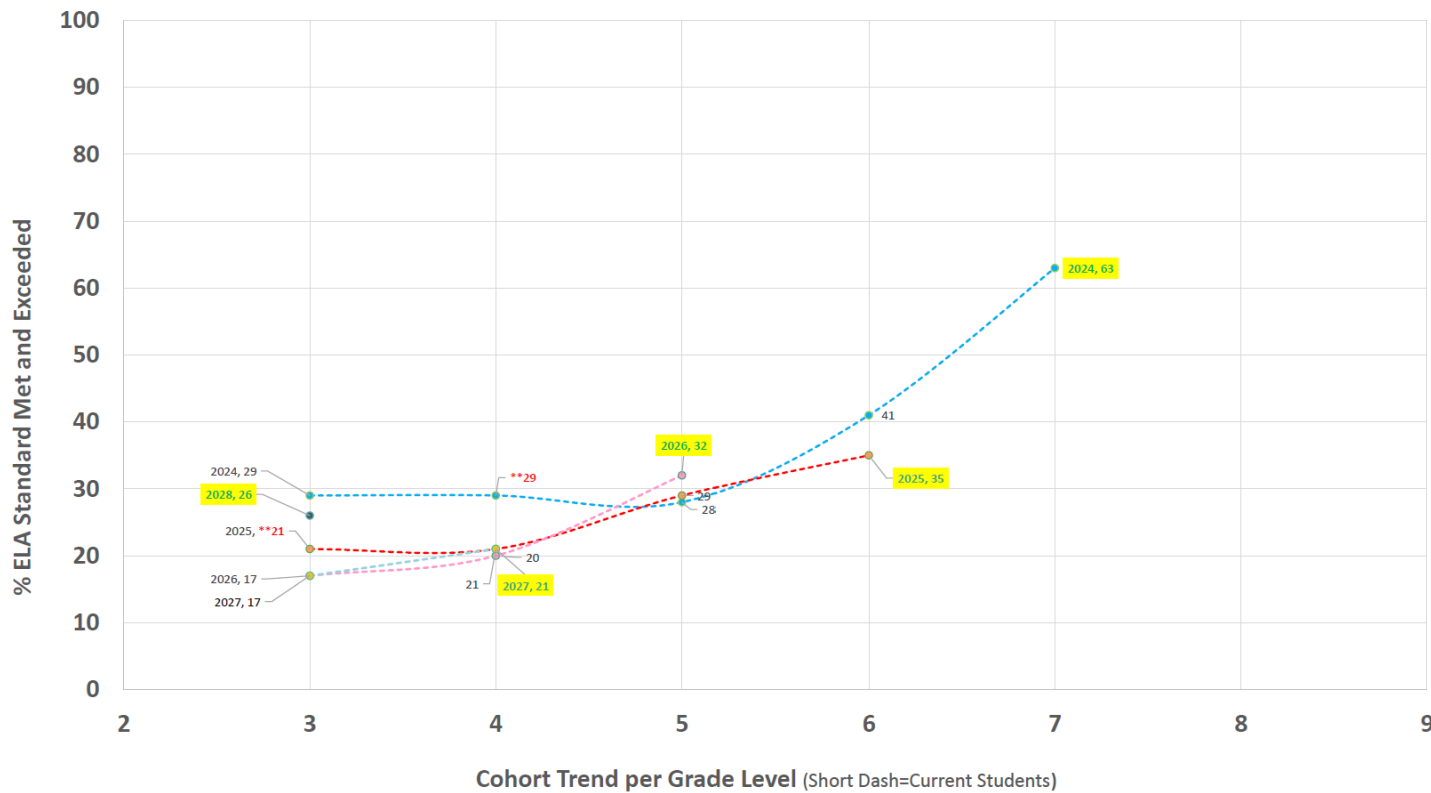


TABLE 14 and TABLE 15 reflect the historical trend of LAS Gr8 Cohort meeting/exceeding the academic performance in ELA and Math for all its subgroups. This remains to be true for the FY23 SBAC results as well. (Note: Dark Green = 1st Place and Light Green = 2nd Place)

TABLE 14

FY23 LAS, State, SCUSD, Surrounding MS and Surrounding DLE Program: Subgroups for Gr8 Only

	Gr8 Only	Gr8 Only	Gr8 Only	Gr8 Only	Gr8 Only	Gr8 Only	Gr8 Only
	Gr8 Only	Economically Disadvantaged	English Learners (ELs)	Reclassified Fluent English Proficient (RFEPs)	Latino	SPED	English Only
LAS ELA	56	45	14	63	56	na	77
State	46	35	5	51	35	12	51
SCUSD	39	29	5	60	29	9	42
Will C Wood	31	30	4	72	20	4	28
Miwok (Sutter)	67	49	33	70	54	12	68
Cal Middle	51	35	3	57	42	26	55
Edison	9	12	0	17	13	na	6

TABLE 15

	Gr8 Only	Gr8 Only Economically Disadvantaged	Gr8 Only English Learners (ELs)	Gr8 Only Reclassified Fluent English Proficient (RFEPs)	Gr8 Only Latino	Gr8 Only SPED	Gr8 Only English Only
LAS Math	44	32	7	54	44	na	55
State	30	19	3	31	18	7	34
SCUSD	24	16	4	36	15	5	27
Will C Wood	18	17	4	42	9	0	14
Miwok (Sutter)	49	32	6	46	32	5	50
Cal Middle	29	14	3	33	18	7	30
Edison	10	12	0	17	13	na	6

By the End of Stage 3 Gr8 achievement goals:

(FY21) G3.0 SBAC 48% of Gr8 Cohort students who met/exceeded ELA standards (FY22: 55%) and (FY23: 77%)

G3.0A All Students: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from *Gr5 SBAC ELA baseline (Refer to TABLE 16.1-TABLE 16.5

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

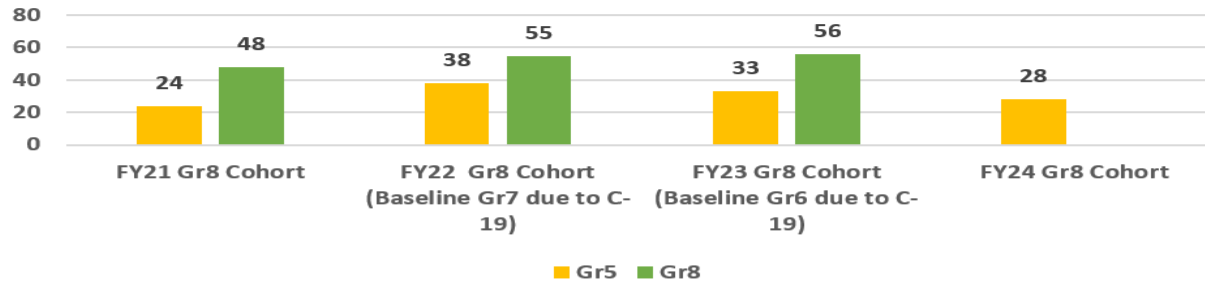
G3.0C All Students and Subgroups: By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be comparable/higher than the state, district, and neighboring schools (Refer to TABLE 14 and TABLE 15)

	LAS FY21: Gr8	State FY21: Gr8	District FY21: Gr8	Neighbor Schools FY21: Gr8

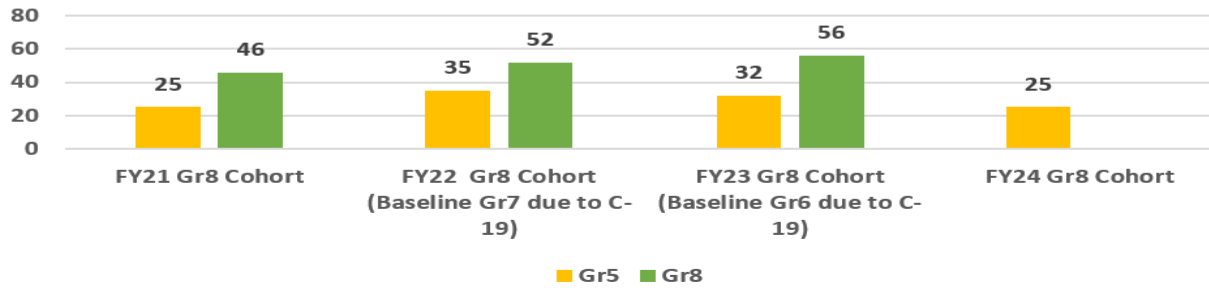
<i>All FY21 Gr8 Cohort Students</i>	48%	47%	<i>No Data C-19</i>	<i>No Data C-19</i>
<i>Latinx</i>	46%	36%	<i>No Data C-19</i>	<i>No Data C-19</i>
<i>English Learner (EL)</i>	33%	7%	<i>No Data C-19</i>	<i>No Data C-19</i>
<i>RFEP</i>	55%	53%	<i>No Data C-19</i>	<i>No Data C-19</i>
SPED	*	*	<i>No Data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

Graphs below FY24:

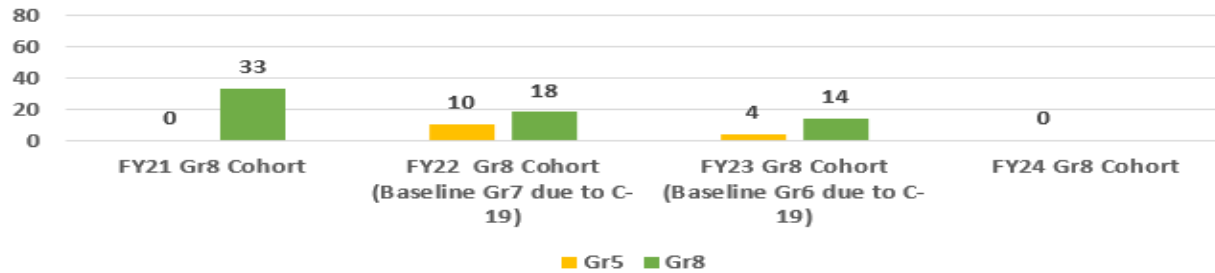
SBAC ELA Gr5 to Gr8 Trajectory: All Cohort



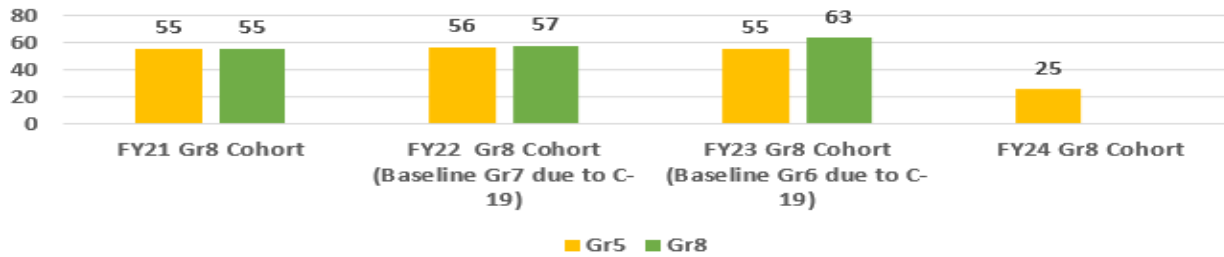
SBAC ELA Gr5 to Gr8 Trajectory: Latinx



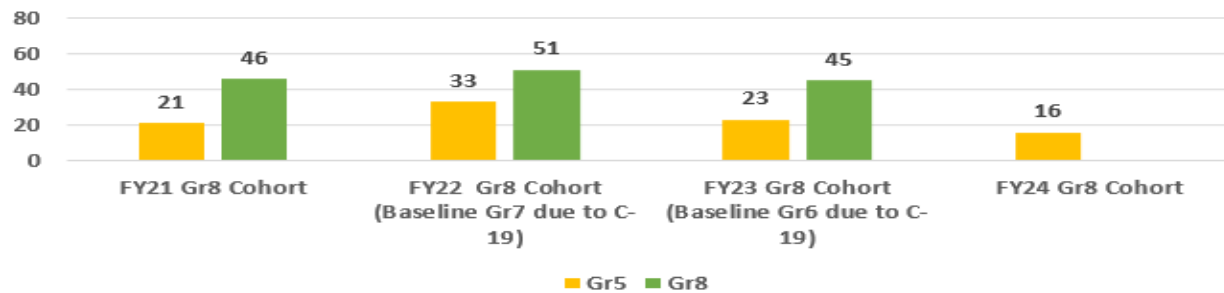
SBAC ELA Gr5 to Gr8 Trajectory: EL



SBAC ELA Gr5 to Gr8 Trajectory: RFEP



SBAC ELA Gr5 to Gr8 Trajectory: SED



Internal Accountability: FY24 TBD

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 baseline FY21.

G3.21B Subgroups:

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

TABLE 17

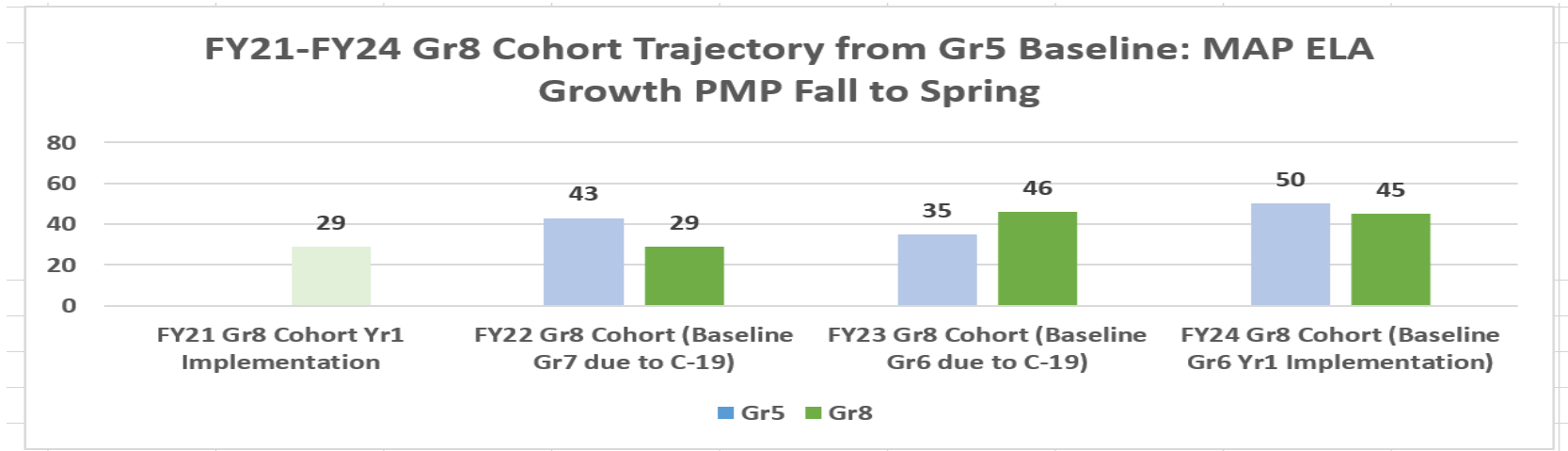
FY24 MAP Growth PMP Fall to Spring Analysis
062424

ELA Gr4-Gr8

PMP	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
FY24 Gr8					45					
FY23 Gr8				44						
FY22 Gr8					52					
FY21 Gr8				43						
FY24 Gr7					52					
FY23 Gr7			33							
FY22 Gr7					50					
FY21 Gr7			35							
FY24 Gr6				47						
FY23 Gr6					59					
FY22 Gr6		29								
FY21 Gr6										
FY24 Gr5					55					
FY23 Gr5			36							
FY22 Gr5		20								

FY21 Gr5										
FY24 Gr4		28								
FY23 Gr4			39							
FY22 Gr4		23								
FY21 Gr4										

TABLE 18.1 and TABLE 18.2



AP.G1.3

FY24: TBD MAP Growth Spanish Reading based on Student Growth Summary Report – *Percent Met Projection* (PMP) Column

SLA: MAP
Growth
Spanish
Reading

G3.21 LAS Benchmark MAP Growth Spanish Reading

G3.21A By End of Stage 3 Gr8, cohort will show an upward trajectory from its Gr5 MAP baseline FY22.

G3.21B Subgroups: LAS Benchmark MAP Growth Spanish Reading

By End of Stage 3 Gr8 ELLs, cohort will show an upward trajectory from its Gr5 MAP baseline FY22.

TABLE 19

**FY24 MAP Growth PMP Fall to Spring Analysis
062424**

SLA Gr4-Gr8

PMP	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
FY24 Gr8				41						
FY23 Gr8			33							
FY22 Gr8		27								
FY21 Gr8	19									
FY24 Gr7		22								
FY23 Gr7				40						
FY22 Gr7		27								
FY21 Gr7	16									
FY24 Gr6		21								
FY23 Gr6			31							
FY22 Gr6	15									
FY21 Gr6										

FY24 Gr5				45							
FY23 Gr5		25									
FY22 Gr5		25									
FY21 Gr5											
FY24 Gr4			38								
FY23 Gr4		23									
FY22 Gr4			34								
FY21 Gr4											

TABLE 20.1 and TABLE 20.2

Metric	Baseline (FY21 for Closing Cycle FY22-24 and FY24 for Beginning Cycle: FY25-27)
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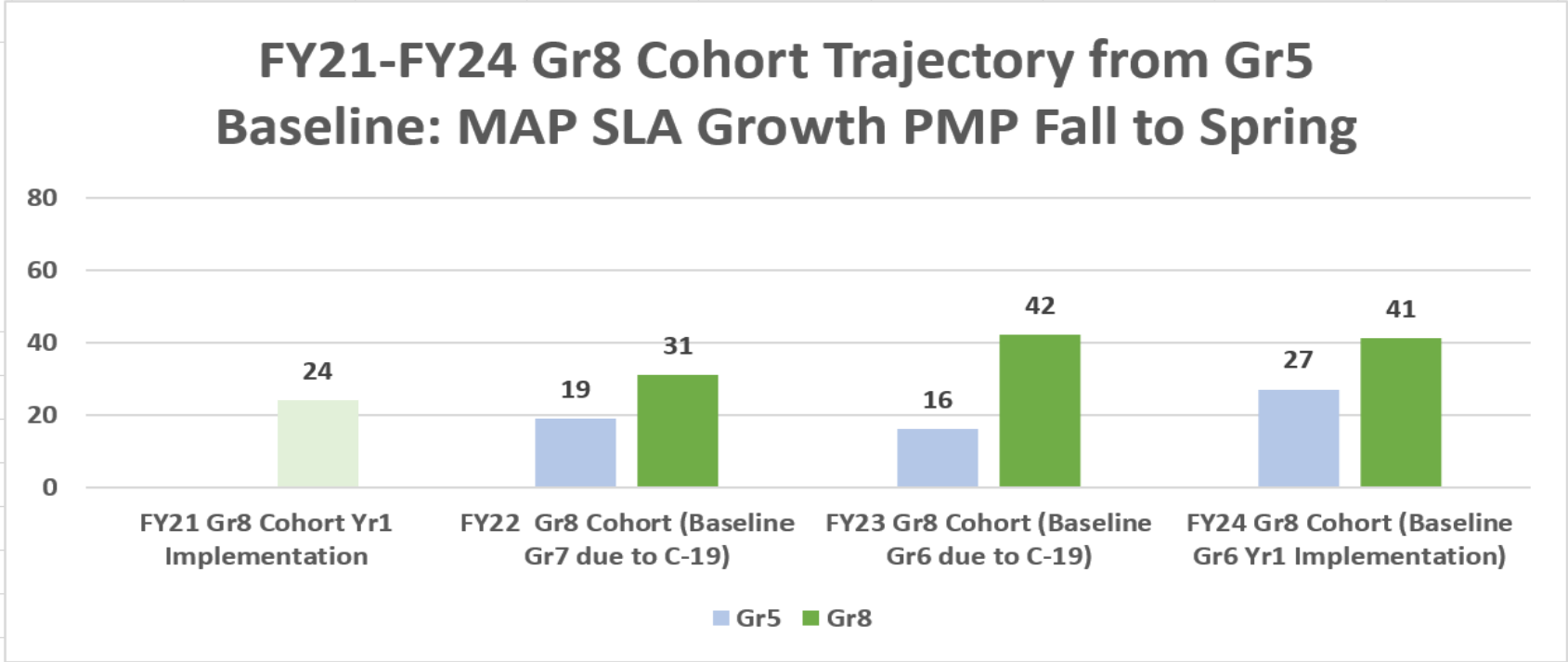
AP.G1.3 External Accountability: (FY24 Data TBD- August, 2024)

ELA: State SBAC and Verifiable Data MAP Growth

Overview of LAS History of Academic Performance (AP):

There is a predictable upward trajectory of student academic performance from primary to middle school years as illustrated in TABLE 10 and TABLE 11.

TABLES 12 and TABLE 13 show how this fact remains true even after the interruption in FY20 Covid-19 school closure. LAS resiliently bounced back for each Gr8 Cohort thereafter.



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

External Accountability:

By the End of Stage 3 Gr8 achievement goals:

External Accountability

G4.0 FY23 SBAC 33% of Gr8 Cohort 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

FY21 Gr8 Cohort Comparative Math Data: Gr5 vs Gr8

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. Refer to TABLE 15

Internal Accountability

G4.0 LAS Benchmark MAP Growth Mathematics

G4.2 Subgroups: LAS Benchmark MAP Growth Mathematics

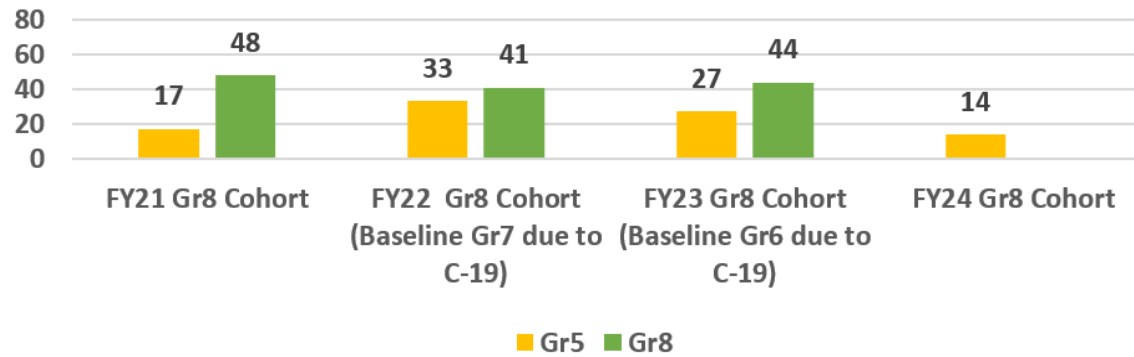
By End of Stage 3 Gr8 ELLs, cohort will show an upward trajectory from its Gr5 MAP baseline FY21.

G4.1 By End of Stage 3 Gr8, cohort will show an upward trajectory from its Gr5 MAP baseline FY21.

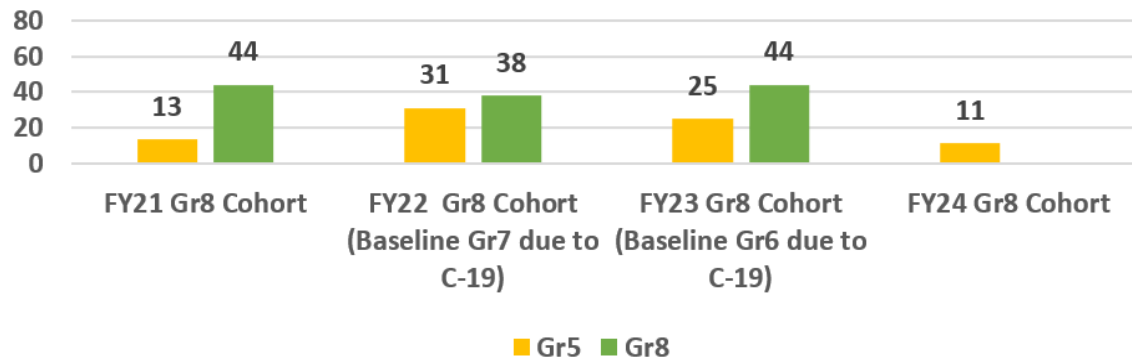
For further reference, review the following:

- TABLE 5
- TABLE 11
- TABLE 13
- TABLE 15
- TABLES 22.1-21.5

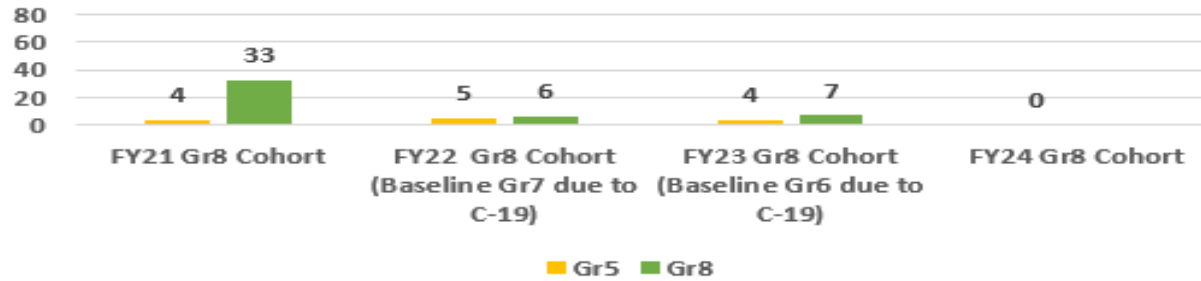
SBAC Math Gr5 to Gr8 Trajectory: All Cohort



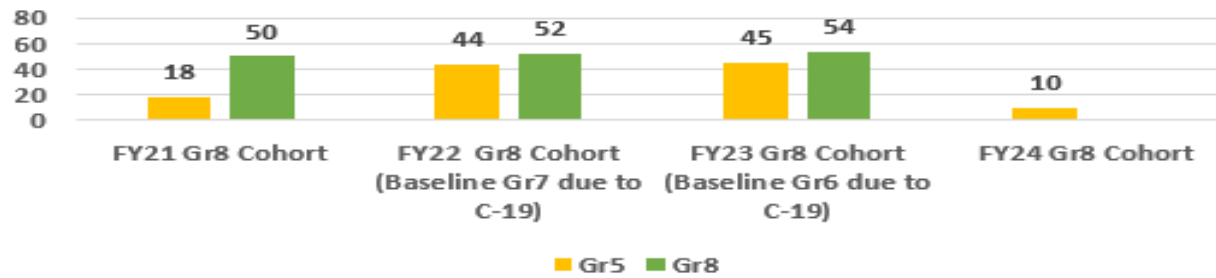
SBAC Math Gr5 to Gr8 Trajectory: Latinx



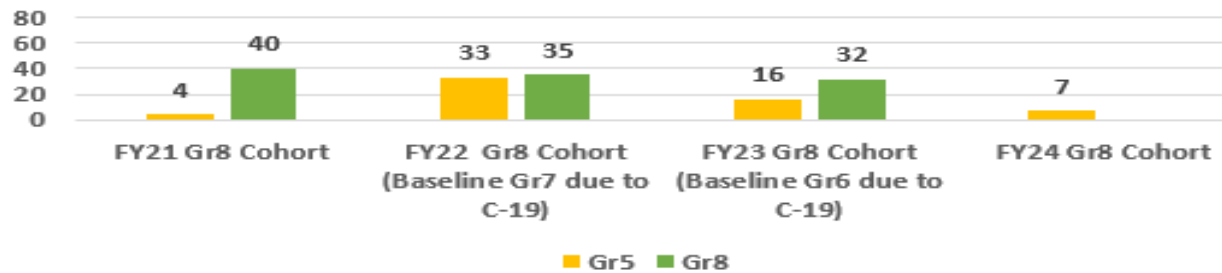
SBAC Math Gr5 to Gr8 Trajectory: EL



SBAC Math Gr5 to Gr8 Trajectory: RFEP



SBAC Math Gr5 to Gr8 Trajectory: SED



Internal Accountability:

MAP Growth Mathematics Summary Report – *Percent Met Projection (PMP) Column*

TABLE 22

FY24 MAP Growth PMP Fall to Spring Analysis
062424

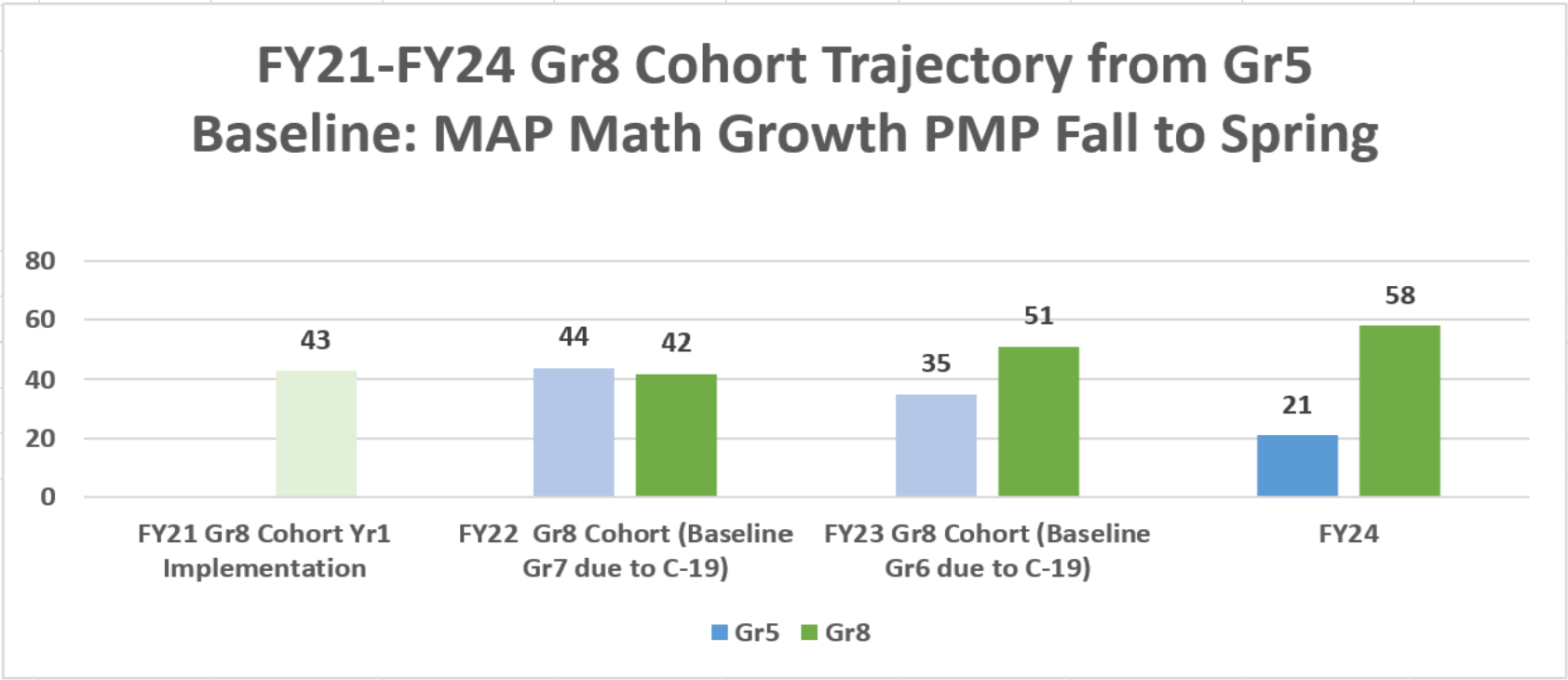
MATH		Gr4-Gr8								
PMP	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
FY24 Gr8					58					
FY23 Gr8				47						
FY22 Gr8					51					
FY21 Gr8				44						
FY24 Gr7					55					
FY23 Gr7					55					
FY22 Gr7						68				
FY21 Gr7			35							
FY24 Gr6							76			
FY23 Gr6				48						
FY22 Gr6		23								
FY21 Gr6		21								

FY24 Gr5					50					
FY23 Gr5				46						
FY22 Gr5		22								
FY21 Gr5	18									
FY24 Gr4			39							
FY23 Gr4			38							
FY22 Gr4		25								
FY21 Gr4	14									

TABLE 23.1 and TABLE 23.2

Metric	Baseline (FY21 for Closing Cycle FY22-24 and FY24 for Beginning Cycle: FY25-27)
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<p>AP.G1.3</p> <p>ELA: State SBAC and Verifiable Data MAP Growth</p>	<p>External Accountability: (FY24 Data TBD- August, 2024)</p> <p>Overview of LAS History of Academic Performance (AP):</p> <p>There is a predictable upward trajectory of student academic performance from primary to middle school years as illustrated in TABLE 10 and TABLE 11.</p> <p>TABLES 12 and TABLE 13 show how this fact remains true even after the interruption in FY20 Covid-19 school closure. LAS resiliently bounced back for each Gr8 Cohort thereafter.</p>
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AP.G1.5
ELL/LTEL:
State SBAC,
ELPAC, and
Verifiable
Data MAP
Growth
Reading and
Math

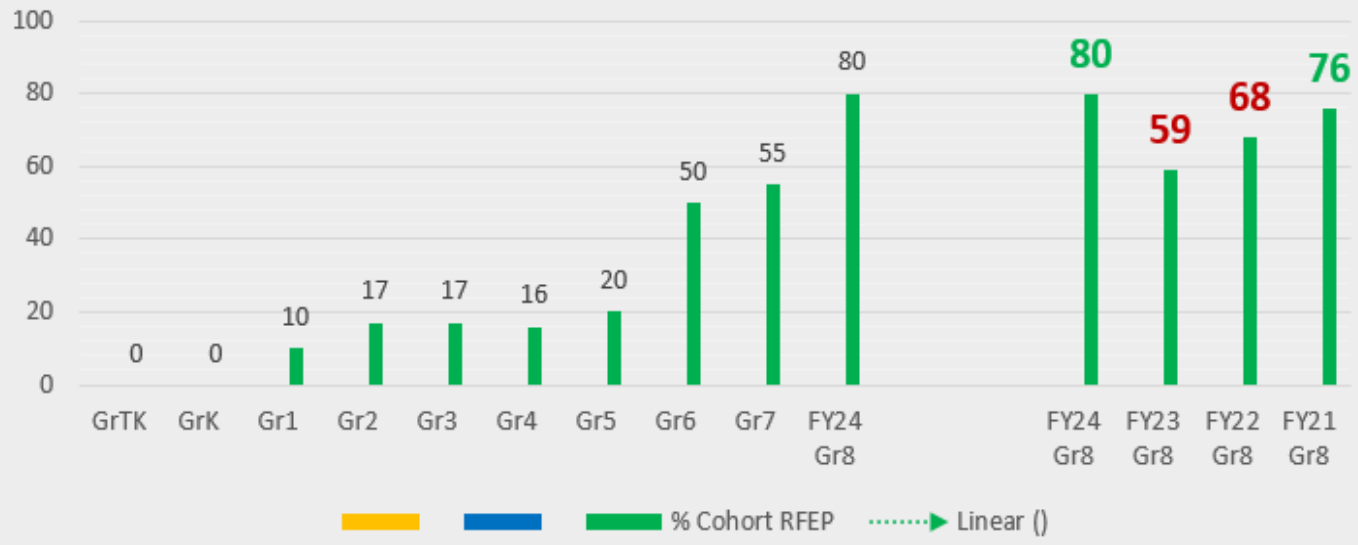
External Accountability:

FY24 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)

TABLE 24 (Same as TABLE 6)

**FY24 LAS English Learner (EL) Progress to Reclassification:
PART 2 Percentage of Cohort RFEF
(LAS Goal: 70% of Cohort RFEF by EOY Gr8)**



Internal Accountability:

G5.1 LAS MAP English Reading and Math – FY24 MAP Growth Subgroup Data

Measure 4: Increases in Student Achievement (Local Assessments) (School Leader)

Charter School Directions: Refer to school growth reports in the assessment platform. This is not a record of students on, near, or below standards. This is a record of **the average growth students** at your school made during the year. *(Based on MAP School Profile Growth and Achievement Report)*

OVERALL AND GROUPS	FY24 LAS MAP Growth Spring Window Gr8 Cohort Conditional Growth Index (CGI)	FY24 LAS MAP Growth Spring Window Gr8 Cohort Conditional Growth Percentile (CGP)
All Students - Overall Reading in ENGLISH (*LAS is a DLE 90:10 Program)		
Latino	0.24	60th
SED	0.13	55th
RFEP	-0.31	38th
EL	1.21	89th
SPED	3.45	99th
All Students - Overall Math (*LAS is a DLE 90:10 Program: Gr1-Gr4 Math is in SPANISH; Gr5-Gr8 is in ENGLISH)		
Latino	1.74	96 th
SED	1.67	95 th
RFEP	1.56	94 th
EL	1.14	87 th
SPED	0.87	81 st

Metric	Baseline (FY21 for Closing Cycle FY22-24 and FY24 for Beginning Cycle: FY25-27)
<p>AP.G1.3</p> <p>ELA: State SBAC and Verifiable Data MAP Growth</p>	<p>External Accountability: (FY24 Data TBD- August, 2024)</p> <p>Overview of LAS History of Academic Performance (AP):</p> <p>There is a predictable upward trajectory of student academic performance from primary to middle school years as illustrated in TABLE 10 and TABLE 11.</p> <p>TABLES 12 and TABLE 13 show how this fact remains true even after the interruption in FY20 Covid-19 school closure. LAS resiliently bounced back for each Gr8 Cohort thereafter.</p>

Metric	Baseline (FY21)	Year 1 Outcome (FY22)	Year 2 Outcome (FY23)	Year 3 Outcome (FY24)	Desired Outcome for 2023–24 *Based on Baseline (FY21 for Closing Cycle FY22-24 and FY24 for Beginning Cycle: FY25-27)
<p>AP.G1.3</p> <p>ELA: State SBAC and Verifiable Data MAP Growth</p>	<p>Upward trajectory and comparable data (TABLES above)</p>	<p>Goals Met except for FY22 Gr8 MAP Growth Cohort All and Latinx subgroup</p>	<p>Goals Met</p>	<p>Goals Met *FY23 CA Dashboard SWD= Red</p>	<p>External Accountability:</p> <p>By the End of Stage 3 Gr8 achievement goals:</p> <p><u>G3.0 SBAC 39% of students who met/exceeded ELA standards-</u></p> <p><u>G3.0A</u> All Students: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from Gr5 SBAC ELA baseline</p> <p><u>G3.0B</u> Subgroups: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC ELA baseline</p> <p><u>G3.0C</u> 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</p> <p>Internal Accountability:</p> <p>MAP Growth English Reading based on Student Growth Summary Report – <i>Percent Met Projection (PMP) Column</i></p> <p><i>*(PMP = The percentage of students whose end-term RIT scores met or exceeded their individual growth projections)</i></p> <p><u>G3.21 LAS Benchmark MAP Growth English Reading-</u> Baseline FY21: End of Stage 3 Gr8, PMP= 29%</p>

					<p><u>G3.21A</u> By End of Stage 3 Gr8, cohort will show an upward trajectory from its Gr5 MAP</p> <p><u>G3.21B</u> Subgroups: <u>LAS Benchmark MAP Growth English Reading-</u> Baseline FY21: End of Stage 3 Gr8 ELLs, PMP= 40%</p> <p>By End of Stage 3 Gr8 ELLs, cohort will show an upward trajectory from its Gr5 MAP baseline FY21.</p> <p><u>TBD G3.31 SWD Subgroup LAS IEP</u></p>
AP.G1.3 SLA: MAP Growth Spanish Reading	Upward trajectory and comparable data (TABLES above)	Goals Met	Goals Met	Goals Met	<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= 31%</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</u> Subgroups: <u>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>
AP.G1.4 MATH: State SBAC and Verifiable Data MAP Growth Math	Upward trajectory and comparable data (TABLES above)	Goals Met except for FY22 Gr8 MAP Growth Cohort All and Latinx subgroup	Goals Met	Goals Met *FY23 CA Dashboard SWD= Red	<p>External Accountability:</p> <p>By the End of Stage 3 Gr8 achievement goals:</p> <p><u>G4.0 SBAC 33% of students who met/exceeded Math standards-</u></p> <p><u>G4.0A</u> All Students: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from Gr5 SBAC Math baseline</p>

					<p><u>G4.0B</u> Subgroups: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC Math baseline</p> <p><u>G4.0C</u> 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</p> <p>Internal Accountability:</p> <p>MAP Growth Mathematics Summary Report – Percent Met Projection (PMP) Column</p> <p><u>G4.0 LAS Benchmark MAP Growth Mathematics</u>- Baseline FY21: End of Stage 3 Gr8, PMP= 43%</p> <p><u>G4.1</u> By End of Stage 3 Gr8, cohort will show an upward trajectory from its Gr5 MAP baseline FY21.</p> <p><u>G4.2</u> Subgroups: <u>LAS Benchmark MAP Growth Mathematics</u>- Baseline FY21: End of Stage 3 Gr8 ELLs, PMP= 53%</p> <p>By End of Stage 3 Gr8 ELLs, cohort will show an upward trajectory from its Gr5 MAP baseline FY21.</p>
AP.G1.5 ELL/LTEL: State SBAC, ELPAC, and Verifiable Data MAP Growth Reading and Math	70% RFEP (76%)	Goal Not Met (68%)	Goal Not Met (59%)	TBD	<p>External Accountability:</p> <p>Based on FY21 Data G5.0 <u>Cohort reclassification rate</u> of 70% or higher by the End of Stage 3 Gr8. <i>New Baseline FY25: 65% based on last two years RFEP data</i></p> <p>(See EL and RFEP applicable goals above: 3.0B, 3.0C, 3.1B, 3.2B and 4.0B, 4.0C, 4.1B, 4.2B)</p> <p>Internal Accountability: TBD</p> <p><u>G5.1 LAS MAP English Reading Benchmark</u>- See above MAP Growth English Reading baseline and goal for ELLs</p>

					G5.2 LAS MAP Math- See above MAP Growth Mathematics baseline and goal for ELLs
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Actions

Note: FY21 MAP Growth Data is from *NWEA Assessment Summary* (from Illuminate Data) vs. FY22 and FY23 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 Literacy during the FY24.

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

Action #	Title	Description	Total Funds (FY25)	Contributing
AP.G1.3a	ELA	<p>Continue to monitor student progression towards biliteracy, including development of academic English proficiency of English learners using SBAC and ELPAC indicators</p> <p>Analyze ELA achievement data by schoolwide, grade level and subgroups</p> <p>Continued study on most recent bilingual immersion research and its efficacy for students, particularly the identified subgroups (TGr1: consultation, PD) (Gr2-3; who is doing this research/ 90/10 model) (Gr4-5: latest research)</p> <p><i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments: New: FY24 LAS qualified for Differentiated Assistance for SPED Academics based on FY23 SPED DFS</i></p>	<p>OC 1000-3000, 5000 series) \$6,305,224</p> <p>SPED, LCFF (Base, EPA, S&C) Title 1</p>	Y
AP.G1.4a	SLA	<p>Continue administration of Spanish language assessment in reading (K-8) and in math (K-4) (TGr1: TK-8 and TK-4) Gr2-3: TK-8) SPED: add TK)</p> <p>Analyze SLA achievement data by schoolwide, grade level and subgroups</p>	See above	N

AP G1.5a	MATHEMATICS	<p>Analyze Math achievement data by schoolwide, grade level and subgroups</p> <p>Continued study on most recent bilingual immersion research and its efficacy for students, particularly the identified subgroups</p> <p>Analysis of schoolwide and subgroup data from MAP Math Benchmark</p> <p><i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments: New: FY24 LAS qualified for Differentiated Assistance for SPED Academics based on FY23 SPED DFS</i></p>	See above	N
AP.G1.6a	English Language Learners/LTEs	<p>ELL/LTEs: Continue to monitor student progression towards biliteracy, including development of academic English proficiency of English learners using SBAC and ELPAC indicators (<i>Gr4-5 and MS: change RFEP % goal from 70% to 65% - average of FY22 and FY23 RFEP data</i>)</p>	See above	N

AP G1.7a	Schoolwide	<p>Keep updated teacher credential status to ensure all teaching personnel are highly qualified and properly credentialed</p> <p>All core subjects instruction are based on Common Core State Standards</p> <p>Subgroups: Provide identified additional support for subgroups as identified by achievement data- i.e. technology assistance, other support materials</p> <p>For FY24, LAS is currently receiving technical assistance in the form of Differentiated Assistance from the Sacramento County Office of Education (SCOE) in the following performance areas for the Students with Disabilities (SWD) subgroup: ELA, Math, and Chronic Absenteeism. Throughout the year, LAS Leadership Team attended on-going meetings with SCOE staff to learn about Improvement Science and its application in addressing the root causes of the identified performance areas of improvement. Moreover, the LAS SPED Team consulted with its SELPA, The El Dorado County Office of Education Charter, for a series of three meetings to discuss the on-going LAS actions and implementation to address these areas of improvement for SWD subgroup. In summary, LAS has become even more laser focused on: 1) understanding the context of the academic performance trajectory and expectation for SWD in a 90-10 dual language immersion program, 2) the importance of data disaggregation for Gr8 Cohort's SWD, and 3) teaching the public on how to interpret academic progress for SWD enrolled in a dual language immersion program. Moreover, LAS with expediency, implemented a school-wide call for action mid-year to identify SWD who are at-risk of being Chronically Absent as well as those who already have the status and conducted a staff training on how to discuss the importance of attendance for these families during the spring Parent Teacher Conferences. LAS has disaggregated both external accountability data for Gr8 Cohort SWD SBAC results and internal accountability data Gr8 Cohort MAP Growth results, as well as started a longitudinal research on the grading patterns for the Gr8 Cohort SWD: 1) # of students with D or F in ELA and Math, and 2) # of students with a cumulative G.P.A. of 1.9 or lower. In terms of student engagement, for the first time this spring, SWD will have an end of the year breakfast sponsored by the SPED Team to celebrate the closing of the school year as well as student participation on survey</p>	<p><i>See detailed budget below for items that increase and improve services to ELs and SED</i></p>	Y
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	<p>of SPED specific services. Hopefully, these actions will lead to continued upward trajectory of Gr8 Cohort SWD in ELA and Math performance, as well as increased school engagement and attendance.</p> <p>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/LTEs. (TGr1: TBD) (Gr4-5: Cohort specific)</p> <p>Continue expanded learning opportunities or interventions will be available to identified subgroup needs: Before, after school, winter, or summer session</p> <p>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</p>		
	<i>Increased services: Literacy Coach and intervention (TGr1: primary/intermediate coaches?)</i>	<i>See APG1.3a above</i>	<i>Y</i>
	<i>Increased services: (One Year Only) Part-time teacher on special assignment</i>	<i>OC 1100: \$35,000 ESSER</i>	<i>Y</i>
	<i>Increased services: (One Year Only) 3 PT Instructional Aides</i>	<i>OC 2100: \$188,087 LCFF, ESSER</i>	<i>Y</i>
	<i>Increased services: Intervention Tutors (School year)</i>	<i>OC 1102: \$398,080 ESSER</i>	<i>Y</i>
	<i>Increased services: Extensive Summer School Personnel (FY22, FY23, FY24, FY25)</i>	<i>OC 1920, 3300, 3500, 3600, 4355: \$500,000 Title 1, ESSER 3</i>	<i>Y</i>
	<i>Improved services: Professional development (i.e. ELD, ERWC, Foundational Literacy, Amplify Science, MAP Growth and MAP Fluency, Responsive Classrooms, SEL)</i>	<i>OC 5210, 5215, 5220, 5863: \$90,450</i>	<i>Y</i>

			<i>ELOP</i>	
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Goal Analysis [FY24]

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. LAS looks forward to analyzing the comparative spring SBAC and MAP Growth results for the FY23 and FY24 and to planning consequent actions to address emerging needs. In the last two years, LAS has had to restructure literacy coaching capacity due to staff exit, creating a change in expenditure line. Otherwise,,there has been a collective effort to mobilize and increase support in personnel in all aspects of teaching and learning – i.e. professional development, instructional support staff and additional tutoring as well as in curriculum and instructional materials investments in new electronic devices and improved internet access to primary grades.

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

Major differences between budgeted expenditures and estimated actual expenditures are evident in 1) despite a change in literacy coaching capacity due to staff exit two years ago, there has been an increase in staffing -particularly in instructional support -i.e., learning hubs, intervention support, enrichment, 2) increase in digital platform needs for teaching and learning, including purchase of MAP Growth, MAP Fluency, and MAP Accelerator and 3) one-time stipend retention incentive for all staff: credentialed and classified

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 has expanded the use of this assessment school-wide in addition to MAP Fluency to address the monitoring of student progress towards mastery of foundational reading skills. (See previous feature on LCAP Success Highlights)

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. Moreover, LAS added MAP Fluency assessment this year to monitor schoolwide progress towards mastery of foundational literacy. 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.
Focus Goal	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. These recent years, attendance in general has been tumultuous with distance learning redefining attendance protocols in FY21, FY22 adherence to independent study for quarantine protocols, and in FY23, adjustment to full time in-person learning without strict Covid-19 protocols such as masking and personal distance requirements. The FY24 EOY attendance rate is 95.28%; up from FY23’s 94.09% - an increase of 1.19%; hence, meeting LAS’ ADA goal of 95%. LAS is looking forward to continue to analyze how attendance has been affected due to the many iterations of pandemic schooling interruption.

Based on (Illuminate) Infinite Campus, CALPADS, CA Dashboard, DataQuest Attendance Data

	METRIC NAME		Metrics Update EOY		Metrics Update MOY		Notes
			Based on FY23 Data	FY23	Based on FY24 MidYr Data	Mid FY24	
	1) Question: Did LAS meet its attendance rate goal of 95% or above?		No	94%	Yes	95%	Did not meet EOY FY23
	2) Question: Did LAS subgroups meet its attendance goal of being within 2% from the school goal?	Latinx	Yes	93%	Yes	95%	
		English Learners	No	92%	Yes	95%	Did not meet EOY FY23
		RFEP	Yes	94%	Yes	96%	
		SPED	No	91%	Yes	94%	Did not meet EOY FY23
		SED	Yes	93%	Yes	95%	
	3) Question: Did LAS meet its chronic absenteeism goal of less than 3%?		No	16%	TBD	TDB	FY24 TBD; data will be based on CA Dashboard FY24 results; Note 1: LAS Overall Historical Data: Pre-Covid-19= Average 3%, FY21=5.9%, FY22=13.6% and FY23=16.1%;
	4) Question: Did LAS subgroups meet its chronic absenteeism goal of being within 2% from the school goal?	Latinx	No	16.4%	TBD	TDB	TBD; data will be based on CA Dashboard FY24 results
		English Learners	No	18.5%	TBD	TDB	TBD; data will be based on CA Dashboard FY24 results
		RFEP	Not available	Not available	Not available	Not available	Not available; data is not included in the CA Dashboard
		SPED	No	22.9%	TBD	TDB	TBD; data will be based on CA Dashboard FY24 results; Note 3: LAS SPED Historical Data: FY21=8%,
		SED	No	18.5%	TBD	TDB	TBD; data will be based on CA Dashboard FY24 results

Metric	Baseline (FY21 for Closing Cycle FY22-24 and FY24 for Beginning Cycle: FY25-27)
AE.G2 Illuminate and CALPADS Attendance Data	<p>All Students</p> <p>FY24 Goal Met 95%</p> <p>FY23 Goal not met 94%</p> <p>FY22: (96% attendance rate per recent change in law)</p> <p>FY21 (Covid-19 School Closures): Preliminary Data Attendance Rate of 97% with 3% chronic absenteeism</p> <p>FY17 and FY18 Historical Data: 97% and 97% Subgroups: EOY FY23 and MOY FY24 (see table above)</p> <ol style="list-style-type: none"> 1) EOY FY23: Goals Met, except for SWD and ELs 2) MOY FY24: Goals Met, for SWD TBD <p>Absenteeism (chronic): Schoolwide FY23: Goal Not Met; Subgroups FY23 Goal Not Met</p> <p>Dropout for middle school at zero rate</p>

Metric		Baseline (FY21 for Closing Cycle FY22-24 and FY24 for Beginning Cycle: FY25-27)			
Metric	Baseline (FY21)	Year 1 Outcome (FY22)	Year 2 Outcome (FY23)	Year 3 Outcome (FY24)	Desired Outcome for 2023–24 *Based on Baseline (FY21 for Closing Cycle FY22-24 and FY24 for Beginning Cycle: FY25-27)
AE.G2 Illuminate and CALPADS Attendance Data	97% ADA and 3% Chronic Absenteeism	Goals Met	Goal Not Met 94%	Goal Met 95%	<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>

Actions

Action #	Title	Description	Total Funds (FY25)	Contributing
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<p>AE.G2.1a</p>	<p>Attendance and Reengagement Support</p>	<p>Continue to closely monitor student attendance trends: schoolwide and for identified subgroups (via Infinite Campus SIS)</p> <p>For FY24, LAS is currently receiving technical assistance in the form of Differentiated Assistance from the Sacramento County Office of Education (SCOE) in the following performance areas for the Students with Disabilities (SWD) subgroup: ELA, Math, and Chronic Absenteeism. Throughout the year, LAS Leadership Team attended on-going meetings with SCOE staff to learn about Improvement Science and its application in addressing the root causes of the identified performance areas of improvement. Moreover, the LAS SPED Team consulted with its SELPA, The El Dorado County Office of Education Charter, for a series of three meetings to discuss the on-going LAS actions and implementation to address these areas of improvement for SWD subgroup. In summary, LAS has become even more laser focused on: 1) understanding the context of the academic performance trajectory and expectation for SWD in a 90-10 dual language immersion program, 2) the importance of data disaggregation for Gr8 Cohort’s SWD, and 3) teaching the public on how to interpret academic progress for SWD enrolled in a dual language immersion program. Moreover, LAS with expediency, implemented a school-wide call for action mid-year to identify SWD who are at-risk of being Chronically Absent as well as those who already have the status and conducted a staff training on how to discuss the importance of attendance for these families during the spring Parent Teacher Conferences. LAS has disaggregated both external accountability data for Gr8 Cohort SWD SBAC results and internal accountability data Gr8 Cohort MAP Growth results, as well as started a longitudinal research on the grading patterns for the Gr8 Cohort SWD: 1) # of students with D or F in ELA and Math, and 2) # of students with a cumulative G.P.A. of 1.9 or lower. In terms of student engagement, for the first time this spring, SWD will have an end of the year breakfast sponsored by the SPED Team to celebrate the closing of the school year as well as student participation on survey of SPED specific services. Hopefully, these actions will lead to continued upward trajectory of Gr8 Cohort SWD in ELA and Math performance, as well as increased school engagement and attendance.</p> <p>Continue coordinated effort with Parent Council, Parent Association, Student Council groups for collective emphasis on strong attendance rate</p>	<p>OC 2000 and 5000 series</p> <p>\$422,113</p> <p>SPED, LCFF</p>	<p>Y</p>
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Action #	Title	Description	Total Funds (FY25)	Contributing
		<p>Continue close monitoring of subgroups and areas of need via MTSS process (Focus: ATSI SWD Subgroup)</p> <p>Wrap around health and mental health supports provided to subgroups with identified need (Focus: ATSI SWD Subgroup)</p> <p>Continued support and training for Bully Prevention and Conflict Resolution and nuances of underlying effect of privilege, oppression, and micro-aggression</p> <p>Continue review of annual student survey data for improvement areas (Focus: ATSI SWD Subgroup)</p>		
	<i>ASES Program</i>	<i>Increased services: Continuation of ASES program</i>	<i>OC 2905, 3000 series, 4354</i> <i>\$242,718</i> <i>LCFF, ASES</i>	<i>Y</i>
	<i>Enrichment Program</i>	<i>Increased services: Continuation of Enrichment program</i>	<i>OC 2905,2908,5827, 5852</i> <i>\$1,000,763</i> <i>ELOP</i>	<i>Y</i>
	<i>SEL Support</i>	<i>Increase services: Additional PT Counselor</i>	<i>OC 5880</i> <i>\$32,000</i> <i>ESSER</i>	<i>Y</i>

Goal Analysis [FY24]

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. In FY23, LAS had all students in person without Covid-19 protocols and hence, the closest to “normal” schooling experience in four years. That said, student engagement needed to be magnified to ensure stability in student attendance. Since FY23 and into FY24, expanded counseling services with an additional part-time staff and also greatly increased ASES and Enrichment programs both in quality offerings and staff quantity.

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

The material difference between Budgeted Expenditures and Estimated Actual Expenditures is mostly reflected on shifting allocations toward in-person professional development training, fieldtrips, after-school enrichment from the precious years 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. Additional counseling support expanded in the past two years. Additional expenditures is evident in both the ASES and Enrichment programs – a necessity to create a welcoming in-person learning and holistic schooling experience. Lastly, staff members who directly work in monitoring attendance data received a one-time retention incentive stipend; hence, increasing the actual expenditures this year.

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. Lastly, LAS has been able to modestly end the year with 95.28% ADA fir FY24; an increase from previous year.

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.

FY19-20 and FY20-21 were truly unique attendance gathering settings; neither can be used for parallel comparison since both years are very different scenarios. 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. In FY23, LAS returned to setting attendance goals per pre-Covid-19 times – changing the historical 97% ADA goal to more realistic 95%. LAS has consciously expanded its ASES and Enrichment programs with hope that student engagement will continue to improve for the upcoming years.

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.
Broad Goal	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.

Goal 3 Conditions and Climate

**CC.G3 (Illuminate) Infinite Campus, CA Dashboard, Data Quest, CALPADS
Suspension and Expulsion Data and LAS Stakeholder Survey Data**

METRIC NAME		Metrics Update EOY		Metrics Update MOY		Notes
		Based on FY23 Data	FY23	Based on FY24 MOY Data	Mid FY24	
1) Question: Did LAS meet its suspension rate goal of lower than 2%?		No	2.2%	TBD	TDB	Note 4: LAS Suspension Historical Data: FY21=0.2%, FY22=2.8% and FY23=2.2%
2) Question: Did LAS subgroups meet its suspension rate goal of being within 2% from the school goal?	Latinx	Yes	1.9%	TBD	TDB	
	English Learners	Yes	1.7%	TBD	TDB	
	RFEP	Not available	Not available	Not available	Not available	
	SPED	No	5.6%	TBD	TDB	
	SED	Yes	2.1%	TBD	TDB	
4) Question: Did LAS meet its survey participation goal of 90% or above?		Yes	95%	TBD	TDB	EOY Surveys to be administered in April
5) Question: Did LAS meet its survey result goal of 90% or above for the following statements?	Students "I like my school."	Yes	93%	TBD	TDB	
	Family "I would recommend the school to others."	Yes	98%	TBD	TDB	
	Staff "I would recommend the school to others."	Yes	96%	TBD	TDB	
6) Question: Did LAS meet its volunteer and voter participation goal of maintaining or increasing its historical percentage?		No	82% voter participation 11/2022 Board Election	No	79% voter participation 10/2023 Board Election	Goal for voter participation is 85%
7) Question: Did LAS meet its Teacher Quality goal?		Yes		Yes		FY24 LAS MS Immersion Program Design is unique; it is LAS intent to be in alignment with the Teacher Quality expectations and also maintain the integrity of the program.
8) Question: Did LAS meet its state expectation on Instructional and Curriculum Materials?		Yes		Yes		FY24 K-Gr5 Science Adoption: Amplify; K-Gr5 Science ELD Project; MS AELD ERWC ELD; Gr4-5 Math Bridges (Pilot)
9) Question: Did LAS meet its state expectation on Facility Quality per new health and safety COVID-19 mitigation standards?		Yes		Yes		

Metric

Baseline (FY21 for Closing Cycle FY22-24 and FY24 for Beginning Cycle: FY25-27)

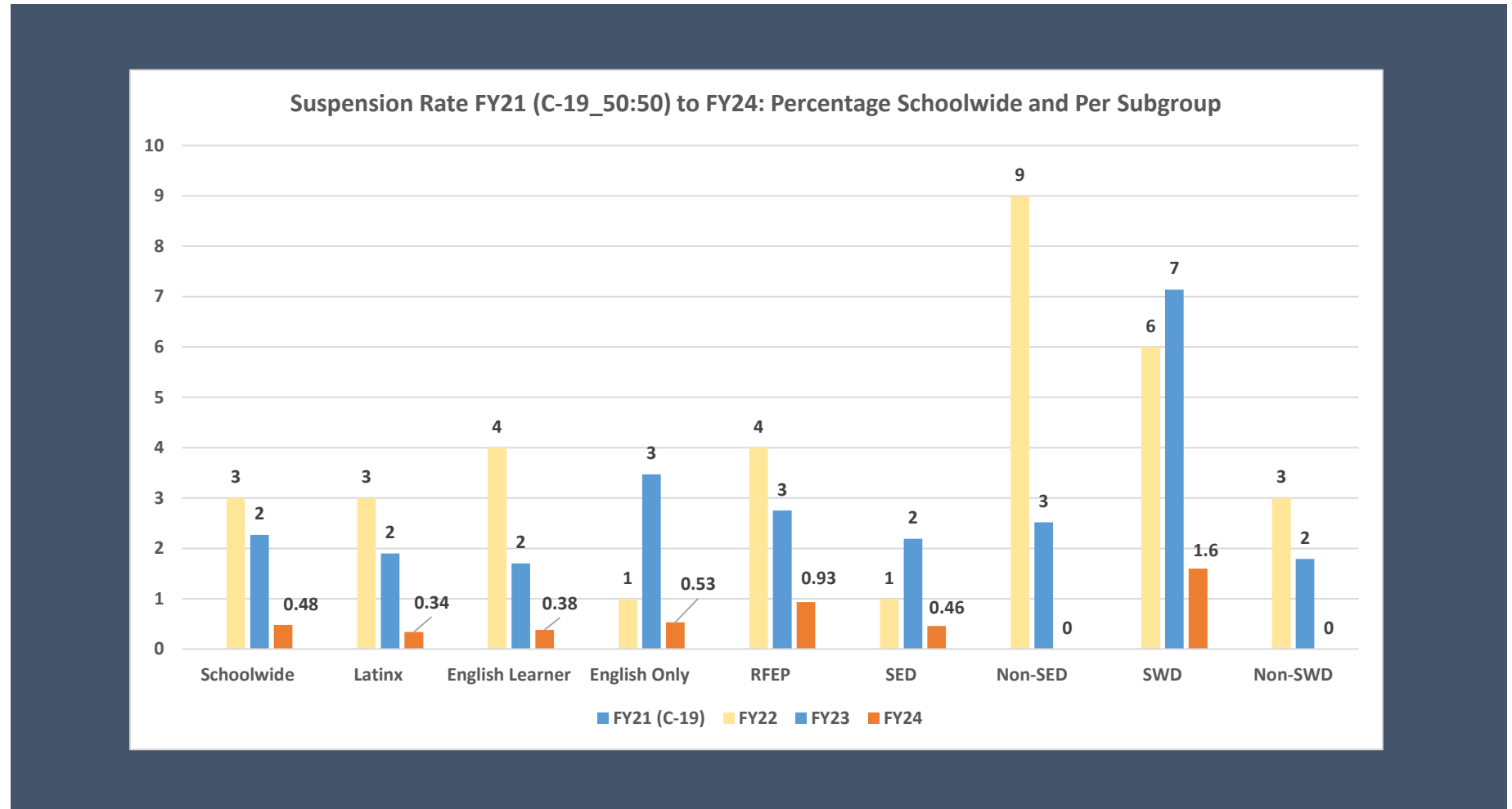
CC.G3.2

Illuminate
and
CALPADS
Data

G2.0 Suspension rate lower than 2%

G2.1 LAS subgroups suspension rate will be within a 2% margin from the schoolwide low suspension goal.

TABLE 25



Metric	Baseline (FY21 for Closing Cycle FY22-24 and FY24 for Beginning Cycle: FY25-27)
<p>CC.G3.6</p> <p>LAS:</p> <p>Stakeholder Satisfaction</p> <p>(Annual stakeholder survey data)</p>	<p><i>High participation rate: 90% or higher</i></p> <p><i>FY21 data: 95% Gr3-8 student participation</i></p> <p><i>(FY22: TK-Gr8 97% student participation)</i></p> <p><i>(FY23: TK-Gr8 97% student participation)</i></p> <p><i>(FY24: TK-Gr8 97% student participation)</i></p> <p><u>G6.0 Student Annual Survey Data:</u></p> <p>90% or higher of students will agree with the statement, “I like my school.” FY21 data: 92% (FY22: 90%) (FY23: 93%) (FY24: 92%)</p> <p><u>G6.1 Family Annual Survey Data:</u></p> <p>90% or higher of families will agree with the statement, “I would recommend the school to others.” FY21 data: 96% (FY22: 99%) (FY23: 98%) (FY24: 97%)</p> <p><u>G6.2 Staff Annual Survey Data:</u></p> <p>90% or higher of staff will agree with the statement, “I would recommend the school to others.” FY21 data: 100% (FY22: 98%) (FY23: 96%) (FY24: 94%)</p>

Metric	Baseline (FY21 for Closing Cycle FY22-24 and FY24 for Beginning Cycle: FY25-27)
<p>CC.G3.7</p> <p>LAS: <i>Volunteerism</i></p> <p>LAS: <i>Voter participation</i></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>FY21 data: 10/2020 Board election, 29% voter participation</p> <p>FY22 Board Election (11/2021): 80% voter participation</p> <p>FY23 Board Election (Nov, 2022): 82%</p> <p>FY24 Board Election (Oct, 2023): 79% (Did not meet goal of 85% voter participation)</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>	<p>FY21-24: Goal Met</p> <p>Maintain state expectation on Teacher Quality</p>
<p>CC.G3.8b</p> <p><i>Local Indicator</i></p>	<p>FY21-24: Goal Met</p> <p>Maintain state expectation on Instructional and Curriculum Materials</p>
<p>CC.G3.8c</p> <p><i>Local Indicator</i></p>	<p>FY21-24: Goal Met</p> <p>Maintain state expectation on Facility Quality per new health and safety COVID-19 mitigation standards</p>

Metric	Baseline (FY21)	Year 1 Outcome (FY22)	Year 2 Outcome (FY23)	Year 3 Outcome (FY24)	Desired Outcome for 2023–24 * Based on Baseline (FY21 for Closing Cycle FY22-24 and FY24 for Beginning Cycle: FY25-27)
CC.G3.2 Illuminate and CALPADS Data TABLE #	Goals Met (Distance Learning Provision)	Goals Met except Schoolwide and SWD subgroup rate	Goal Met except SWD subgroup rate	TBD	G2.0 Suspension rate lower than 2% G2.1 LAS subgroups suspension rate will be within a 2% margin from the schoolwide low suspension goal.
CC.G3.6 LAS: Stakeholder Satisfaction (Annual stakeholder survey data)	90% + participation	Goals Met	Goals Met	Goals Met	<i>High participation rate: 90% or higher</i> G6.0 Student Annual Survey Data: 90% or higher of students will agree with the statement, “I like my school.” G6.1 Family Annual Survey Data: 90% or higher of families will agree with the statement, “I would recommend the school to others.” G6.2 Staff Annual Survey Data: 90% or higher of staff will agree with the statement, “I would recommend the school to others.”

Metric	Baseline (FY21)	Year 1 Outcome (FY22)	Year 2 Outcome (FY23)	Year 3 Outcome (FY24)	Desired Outcome for 2023–24 *Based on Baseline (FY21 for Closing Cycle FY22-24 and FY24 for Beginning Cycle: FY25-27)
CC.G3.7 <i>LAS: Volunteerism</i> <i>LAS: Voter participation</i>	FY21 Board Election (10/2020) 29%	Goal Met	Goal Met	Goal Not Met	Maintain or increase current data of annual total number of volunteer hours FY21 data: Not available due to COVID-19 mandates Maintain or increase current percentage of voter participation in governance elections <i>(LCAP Reported Items: Annual percentage of voter participation in governance elections)</i> Governance membership lists and representations
CC.G3.8a <i>Local Indicator</i>	As stated	Goal Met	Goal Met	Goal Not Met	Maintain state expectation on Teacher Quality (Per SARC: LAS has 0.50 Out of Field Teacher)
CC.G3.8b <i>Local Indicator</i>	As stated	Goal Met	Goal Met	Goal Met	Maintain state expectation on Instructional and Curriculum Materials
CC.G3.8c <i>Local Indicator</i>	As stated	Goal Met	Goal Met	Goal Met	Maintain state expectation on Facility Quality per new health and safety COVID-19 mitigation standards

Actions

Action #	Title	Description	Total Funds (FY25)	Contributing
CC.G3.2a	AE: Low Suspension	<p>Continue high level of student engagement academically and socio-emotionally</p> <p>Continue to closely monitor student suspension trends: schoolwide and for identified subgroups</p> <p>Continue close monitoring of subgroups and areas of need via MTSS process (Focus: ATSI SWD Subgroup)</p> <p>Focus: ATSI SWD Subgroup: Begin EOY FY23 administration of yearly SWD student satisfaction survey</p> <p>Continue to closely monitor student expulsion trends: schoolwide and for identified subgroups</p>	<p>SPED, LCFF</p> <p><i>(duplicate from Goal2- AE.G2.1a)</i></p>	Y
CC.G3.6a	AE: Survey Participation	Continue administering stakeholder survey data annually and monitor for areas of improvement		N
CC.G3.7	<p><i>LAS: Volunteerism</i></p> <p><i>LAS: Voter participation</i></p>	Improved services: Childcare for Parent Meetings: ELAC, SSC, Board, Parent Council, Parent Association, Parent Orientations	<p>OC 2925</p> <p>\$1,360</p> <p>Title 1</p>	Y

Action #	Title	Description	Total Funds (FY25)	Contributing
		Improved services: Parent Trainings (Topics: Charter, LCAP, Parent Involvement). Continue expanded Parent As Partners (PAP) Workshops addressing topics such as Socio-Emotional Learning (SEL) Monthly Series, Parenting, EL Reclassification Pathway, LGBTQ+ Information and Art, Vaping and Tobacco Prevention, Science Night, Parent and Child Painting Night, Night with a Published Author.	OC 5804 \$7,620 Title 1	Y
CC.G3.8b <i>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>	OC 4200, 4201, 4320, 4325, 4420 \$71,100 LCFF, ESSER	Y
CC.G3.8c <i>Local Indicator</i>	Facility Quality per new health and safety	Improved services: Maintain state expectation on Facility Quality per new health and safety COVID-19 mitigation standards	OC 5000 \$1,388,530 LCFF, ASES	Y

Goal Analysis [FY24]

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 and in FY23, return to full in-person learning without strict Covid-19 mandates. Although suspension rate shows an

overall improvement from last year, LAS remains vigilant in creating community interdependency and responsibility to lower the rate even more. In FY23 and FY24, LAS had a limited parent volunteer opportunities but increased parent learning via PAP events.

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

The most remarkable difference between Budgeted Expenditures and Estimated Actual Expenditures is due to the one time retention incentive stipend to all LAS staff, including those who have a direct operational responsibility in the success of the conditions and climate of the school.

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

This statement continues to be true for FY24: 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 [FY25]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$1,601,168	\$143,682

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
26%	0%	0	26%

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. (Note: In FY22 and FY23 LAS Foster Youth enrollment has been zero; for FY24 there is one student in this status). Based on FY22 SBAC, there is clearly a learning loss/recovery opportunity in English reading and mathematics. There is a significant discrepancy between the overall ELA achievement of ELLs (12%) vs. EOs (53%) and SED (20%) vs. Not SED students (41%) and in Math, ELLs (9%) vs. EOs (47%) and SED (12%) vs. Not SED students (36%). 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.

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

FY24

Intervention Summary

Cycle 1 / Ciclo 1	Cycle 2 / Ciclo 2	Cycle 3 / Ciclo 3	Cycle 4 / Ciclo 4
141 students/ estudiantes	138 students/ estudiantes	132 students/ estudiantes	131 students/ estudiantes
Total Students in Intervention for <u>FY23/24</u>	SED	RFEP	EL
263	221	29	159
Cycles	Foundational Skills Overall Growth	Comprehension Overall Growth	Overall Growth
Cycle 1	89%	97%	93%
Cycle 2	70%	100%	86%
Cycle 3	70%	97%	86%
Cycle 4	<i>TBD</i>	<i>TBD</i>	<i>TBD</i>

Math Teacher-Led After-School Intervention Summary

Grade:	K	1st	4th	6th	7th	8th	TOTAL
Students:	12	10	11	17	16 + 5	11	82

Grade	Overall Growth
K	<i>Literacy 100%, Math 83%</i>
1st	<i>Literacy 80%, Math 60%</i>
4th	73%
6th	82%
7th	100% , 40%
8th	100%

FY23

TK-MS: 14 Staff: 297 Students (EL: 176 (59%), RFEP: 35 (12%) and SED: 243 (82%))

As of May, 2023 Results: 96% average achievement growth

FY22

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.

The LAS Multi-Tier Systems of Support (MTSS) includes both academic and social-emotional supports. Academic supports informed by growth assessments such as MAP Growth (in Spanish and English depending on grade level) and MAP Reading Fluency are administered several times per year to ensure that student needs are monitored and connected with appropriate academic tiered supports. Moreover, tiered social-emotional supports with onsite counselors and school psychologist are also provided to identify students in need. Through the MTSS process, 9% of the student body received a team approach analysis of individual student performance deemed at risk in FY24. Of the students served via MTSS, 63% are ELs and 78% are socio-economically disadvantaged. In FY24, 41% of students regularly served by the school counselor have IEPs. In addition to assessing 23 students for special education, the school psychologist completed 6 suicide risk assessments and the school counselor completed 2 for a total of 8 suicide risk assessments. Overall, the school psychologist served about 50 students referred by self/parents/teachers due to academic/behavior/social-emotional concerns. The school counselors served about 70 students referred by self/parents/teachers due to behavior/social-emotional concerns.

In summary, the FY24 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 unduplicated students: foster youth, ELs and low-income students as preliminarily indicated in MAP Growth and MAP Fluency 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.

FY25 TBD LAS expects 26% projected percentage to increase or improve services for ELs, SED students and foster youth for the FY25. Based on SBE formula calculator, LAS's LCFF Supplemental and Concentration Grant is projected to be \$1,601,168.

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: MAP Growth and MAP Fluency in order to do a better job in monitoring the literacy progression of all students TK-8. Several 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. FY24 is LAS 3rd year of MAP Growth implementation for Reading in both English and Spanish. For FY24, LAS has recently adopted AMPLIFY as its Next Generation Science Standards based curriculum for TK- Gr5 with intention to build ELD units around science based-themes.

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.

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 \$143,682 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.

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 (48%): 1:6 Foster Youth (0%):	SED/LI (74%): 1:9
Staff-to-student ratio of certificated staff providing direct services to students	EL (48%): 1:5 Foster Youth (0%)	SED/LI (74%): 1:8

1B) FY25 Total Planned Expenditures Table v062424 3PM

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel
Totales	Fondos LCFF	Otros fondos estatales	Fondos locales	Fondos federales	Fondos totales	Total del personal	Total no-personal
Totals/Totales	\$7,874,446	\$2,561,817	\$83,300	\$291,695	\$10,811,258	\$7,077,316	\$3,733,942

Goal	Action #	Title	Description: FY24 Action/Service Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Objetivo	Acción #	Título de la acción	Descripción	Grupo de estudiantes	Fondos LCFF	Otros fondos estatales	Fondos locales	Fondos federales	Total de fondos
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	\$5,873,651	\$371,898		\$59,675	\$6,305,224
			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					
			Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments	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					
			Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments	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>Maintain service: Literacy Coach and intervention</i>	EL, SED, Foster Youth					
			<i>Increased services: (One Year Only) Teacher on special assignment; release time for literacy, math, and core-day intervention leads</i>	EL, SED, Foster Youth					\$35,000
			<i>Increased services: (One Year Only) 3 PT Instructional Aides</i>	EL, SED, Foster Youth					\$188,087
			<i>Increased services: Intervention Tutors (School year)</i>	EL, SED, Foster Youth	199,040			\$199,040	\$398,080
			<i>Increased services: Extensive Summer School Personnel /Program (FY22, FY23, FY24)</i>	EL, SED, Foster Youth		\$500,000			\$500,000
			<i>Improved services: Professional development (i.e. ELD, ERWC, Foundational Literacy, Amplify Science, MAP Growth and MAP Fluency, Responsive Classrooms, SEL)</i>	EL, SED, Foster Youth		\$90,450			\$90,450
AE: Academic Engagement Goal 2 Actions									
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	\$422,113				\$422,113
			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 (Fieldtrips, fundraising)	All			\$83,300		
		<i>ASES Program</i>	<i>Increased services: Continuation of ASES program</i>	All		\$238,718		\$4,000	\$242,718
		<i>Enrichment Program</i>	<i>Increased services: Continuation of Enrichment program (FY25 New: ELOP = \$1M)</i>	All		\$1,000,763			\$1,000,763
		<i>SEL Support</i>	<i>Increase services: (One Year Only) Additional 0.8 PT Counselor</i>	All					\$32,000
CC= Conditions and Climate Goal 3 Actions									
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				\$1,360	\$1,360
			Improved services: Parent Trainings (Topics: Charter, LCAP, Parent Involvement). Continue expanded Parent As Partners (PAP) Workshops addressing topics such as Socio-Emotional Learning (SEL) Monthly Series, Parenting, EL Reclassification Pathway, LGBTQ+ Information and Art, Vaping and Tobacco Prevention, Science Night, Parent and Child Painting Night, Night with a Published Author.	All				\$7,620	\$7,620
G3	CC.G3.8b Local Indicator	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>	All	\$371,100				\$71,100
G3	CC.G3.8c Local Indicator	Facility Quality per new health and safety standards	Improved services: Maintain state expectation on Facility Quality per new health and safety COVID-19 mitigation standards *Note: Object Code 6900: Capital Outlay Depreciation = \$822,128 Object Code 7438: Other Outflow Debt Interest = \$80,628	All	\$1,008,542	\$359,988		\$20,000	\$1,388,530
					\$7,874,446	\$2,561,817	\$83,300	\$291,695	\$10,683,045

2B) FY25 Contributing Actions Table v062424 3PM

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&C Plus: Additional 15% Concentration Grant = 143,682</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
1) Base LCFF proyectada	2) Proyección de subvenciones complementarias y/o de concentración de la LCFF	3) Porcentaje proyectado para aumentar o mejorar los servicios para el próximo año escolar (2 dividido por 1)	Porcentaje de transferencia de LCFF del año anterior)	Porcentaje total para aumentar o mejorar los servicios para el próximo año escolar (Columna 3 + % transferido)	4) Total de gastos contributivos previstos (fondos LCFF)	5) Porcentaje total previsto de servicios mejorados (%)	Porcentaje previsto para aumentar o mejorar los servicios para el próximo año escolar (Columna 4 dividida por 1, más 5)	Totales por tipo	Total de fondos LCFF
\$6,224,049	\$1,601,049	26%	0%	26%	\$1,567,940	0%	26%	Total:	\$7,874,446
								LEA-wide Total/Total de la LEA:	\$7,874,446
								Limited Total/ Total limitado:	\$1,601,168
								Schoolwide Total/Total de la escuela (base plus \$49K for TK):	\$6,273,278

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	\$1,348,882	0%
			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	\$117,286	0%
			<i>Increased services: Intervention Tutors (School year)</i>	Yes	Limited to Unduplicated Groups	EL, SED, Foster Youth		
			<i>Increased services: Extensive Summer School Personnel (FY22, FY23, FY24, FY25)</i>	Yes	Limited to Unduplicated Groups	EL, SED, Foster Youth		
			<i>Improved services: Professional development (i.e. ELD, ERWC, Foundational Literacy, Amplify Science, MAP Growth and MAP Fluency, Responsive Classrooms, SEL)</i>	Yes	Limited to Unduplicated Groups	EL, SED, Foster Youth		

G3	<i>CC.G3.8b Local Indicator</i>	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.	Yes	LEA wide	All	\$135,000	
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3B) FY24 Annual Update Table v062424 3PM

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$10,020,323	\$10,353,534

Last Year's Goal #	Last Year's Action #	Title	Description: FY24 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	\$6,796,589	\$6,497,318
			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	\$0	\$43,557
			<i>Increased services: (One Year Only) Teacher on special assignment; release time for additional literacy coaching in middle school</i>	Yes	\$223,094	\$298,878
			<i>Increased services: (One Year Only) 3 PT Instructional Aides</i>	Yes	\$38,384	\$54,404
			<i>Increased services: Intervention Tutors (School year)</i>	Yes	337,737	\$428,673
			<i>Increased services: Extensive Summer School Personnel (FY22, FY23, FY24, FY25)</i>	Yes	\$308,140	\$406,840
			<i>Improved services: Professional development (i.e. ELD, ERWC, Foundational Literacy, Amplify Science, MAP Growth and MAP Fluency, Responsive Classrooms, SEL)</i>	Yes	\$112,969	\$135,330
AE: Academic Engagement Goal 2 Actions						
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)		\$338,680	\$489,030
			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	\$215,480	\$388,424
		<i>Enrichment Program</i>	<i>Increased services: Continuation of Enrichment program</i>	Yes	\$96,252	\$96,252
		<i>SEL Support</i>	<i>Increase services: (One Year Only) Additional 0.8 PT Counselor</i>	Yes	\$30,625	\$30,625
CC= Conditions and Climate Goal 3 Actions						
G3	CC.G3.2a	AE: Low Suspension	Continue high level of student engagement academically and socio-emotionally		\$243,860	
			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: <i>Volunteerism</i>	Improved services: Childcare for Parent Meetings: ELAC, SSC, Board, Parent Council, Parent Association, Parent Orientations	Yes	\$1,360	\$0

			Improved services: Parent Trainings (Topics: Charter, LCAP, Parent Involvement). Continue expanded Parent As Partners (PAP) Workshops addressing topics such as Socio-Emotional Learning (SEL) Monthly Series, Parenting, EL Reclassification Pathway, LGBTQ+ Information and Art, Vaping and Tobacco Prevention, Science Night, Parent and Child Painting Night, Night with a Published Author.	Yes	\$5,600	\$3,000
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	\$513,964	\$687,739

G3	<i>CC.G3.8c Local Indicator</i>	Facility Quality per new health and safety standards	Improved services: Maintain state expectation on Facility Quality per new health and safety COVID-19 mitigation standards *Note: Object Code 6900: Capital Outlay Depreciation = \$508,172 Object Code 7438: Other Outflow Debt Interest = \$77,520	Yes	\$757,589	\$793,464
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\$10,020,323 \$10,353,534

4B) FY24 Contributing Actions Annual Update Table v062424 3PM

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)
\$1,592,834	\$1,592,834	\$1,592,834	\$0	26%	26%	0%

Last Year's Goal #	Last Year's Action #	Title	Description: FY23 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	\$1,315,654	\$1,315,654	0%	0%
			Analyze ELA achievement data by schoolwide, grade level and subgroups				0%	0%
			Continued study on most recent bilingual immersion research and its efficacy for students, particularly the identified subgroups				0%	0%
			<i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments</i>				0%	0%
G1	AP.G1.4a	SLA	Continue administration of Spanish language assessment in reading (K-8) and in math (2-4)		See above		0%	0%
			Analyze SLA achievement data by schoolwide, grade level and subgroups				0%	0%
G1	AP G1.5a	MATHEMATICS	Analyze Math achievement data by schoolwide, grade level and subgroups		See above		0%	0%
			Continued study on most recent bilingual immersion research and its efficacy for students, particularly the identified subgroups				0%	0%
			Analysis of schoolwide and subgroup data from MAP Math Benchmark				0%	0%
			<i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments</i>				0%	0%
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		0%	0%
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		0%	0%
			All core subjects instruction are based on Common Core State Standards				0%	0%

			Subgroups: Provide identified additional support for subgroups as identified by achievement data- i.e. technology assistance, other support materials				0%	0%
			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.				0%	0%
			Continue expanded learning opportunities or interventions will be available to identified subgroup needs: Before, after school, winter, or summer session				0%	0%
			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				0%	0%
			<i>Increased services: Literacy Coach and intervention</i>	Yes			0%	0%
			<i>Increased services: (One Year Only) Teacher on special assignment; release time for additional literacy coaching in middle school</i>	Yes			0%	0%
			<i>Increased services: (One Year Only) 3 PT Instructional Aides</i>	Yes			0%	0%
			<i>Increased services: Intervention Tutors (School year)</i>	Yes	\$337,737	\$337,737	0%	0%
			<i>Increased services: Extensive Summer School Personnel (FY22, FY23, FY24, FY25)</i>	Yes		\$0	0%	0%
			<i>Improved services: Professional development (i.e. ELD, ERWC, Foundational Literacy, Amplify Science, MAP Growth and MAP Fluency, Responsive Classrooms, SEL)</i>	Yes			0%	0%

5) FY25 LCFF Carryover Table v062424 3PM

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 6,158,146	\$ 1,601,168	0.00%	26.00%	\$ 1,601,168	0.00%	26.00%	\$0.00 - No Carryover	0.00% - No Carryover

The Language Academy of Sacramento (LAS)

LCAP Part 3: CA Dashboard Local Indicators Data and Summary

Board Approved v062724

OVERVIEW: Local Performance Indicator Quick Guide

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

- Annually measure its progress in meeting the requirements of the specific LCFF priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

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

Performance Standards

The performance standards for the local performance indicators are:

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

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

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

The Language Academy of Sacramento (LAS)

LCAP Part 3: CA Dashboard Local Indicators Data and Summary

Board Approved v062724

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

LAS Priority 1 Data:

Indicator	Response
<ul style="list-style-type: none">• Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions (Per SARC for FY22 Total: Out of Field Teacher)	0.50

<ul style="list-style-type: none"> • Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home 	0
<ul style="list-style-type: none"> • Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) 	0

Additional Comment:

To date, the access to technology for students’ school wide is 1:1 ratio. All students have access to their own copies of instructional materials as well as to exemplary instruction with qualified classroom teachers. As of 2015, LAS completed a state of the art gymnasium and two story structure for middle school. As of 2023, 94% of LAS teachers have two years or more classroom teaching experience and 91% have five or more years of teaching experience. FY24: TBD

Implementation of State Academic Standards (LCFF Priority 2)

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

LAS Priority 2 Data and Summary:

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

- Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

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

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

- Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

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

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

3. Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

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

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

Other Adopted Academic Standards

4. Rate the LEA’s progress implementing each of the following academic standards adopted by the state board for all students.

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

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

Support for Teachers and Administrators

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

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

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

Parent and Family Engagement (LCFF Priority 3)

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

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

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

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

For each statement in the table below:

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
 - 1 – Exploration and Research Phase
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

LAS Priority 3 Data and Summary:

Building Relationships

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

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

Dashboard Narrative Box (Limited to 3,000 characters)

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

During the mandated school closures and implementation of full distance learning and into FY22/FY23/FY24 in-person return, LAS depended on its existing strong, well-established relationship with students and their families to keep the teaching and learning momentum.

Constant bilingual communication via: on-going surveys, REMIND app, LAS newsletters, daily 360 family outreach to ensure attendance, regular material distributions dates, and parent ZOOM meetings/orientation, families felt welcomed and connected during the year despite the distance learning context.

Families who needed an extra outreach received it in conjunction with the MTSS/IPT and office support and administrative staff. Lastly, LAS continues to develop its Anti-Racist professional development implementation where staff and families received on-going interactive workshop on the subject, including within the context of socio-emotional learning.

Building Partnerships for Student Outcomes

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

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

Dashboard Narrative Box (Limited to 3,000 characters)

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

There is always room for improvement in ensuring families and students have functioning understanding of the basic metrics of student learning and effective strategies to implement in school and at home.

LAS ensured that it had a fully functioning Parent Council who reviewed the Parent Involvement Policy during the year and who was fully aware of the rapid changes in teaching and learning. Moreover, LAS utilized LLMF monies in the fall FY21 and additional ARPA funds in FY22 to develop concurrent teacher and parent professional development workshops via the Parents as Partners Program on the expectations of learning priority standards via various digital platforms: ZOOM, SeeSaw, Google Classroom, etc. as well as the importance of socio-emotional learning and parenting in the midst of a pandemic. Participation of families, particularly those at risk of disengagement, were prioritized.

Seeking Input for Decision Making

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

Seeking Input	1	2	3	4	5
9. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.					5
10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
11. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	

Seeking Input	1	2	3	4	5
12. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.					5

Dashboard Narrative Box (Limited to 3,000 characters)

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

LAS conducts annual stakeholder surveys: staff, families, and students. This system allows for constant system of triangulated reflection on what's working and what needs to be improved, including the lines of communication and connections among all members of the LAS community. (Refer to relevant data provided)

*PARENT INVOLVEMENT AND ITS ROLE IN SUPPORTING THE FULFILLMENT OF LAS MISSION Survey Data 1 (May, 2024): 93% of families completed the annual school survey. Survey Data 2: 97% of families stated that they would recommend the school to others. PARENT VOLUNTEER HOURS (Pre-COVID closures, June, 2018): 4930.50 hrs/yr with 62% of families participating. GOVERNING BOARD ELECTIONS VOTER PARTICIPATION: FY15: 8/2015: 69% 10/2015: 47% FY16: Improved 5/2016: 70% 6/2016=74% FY17: 6/2017 = 62% FY18: 5/2018 = 57%, FY21: 10/2020 = *29% (Lowest Record due to COVID-19 Closure) 11/2021 = 80%, FY22: 11/2022: 82% (*Highest record), FY23 and FY24 TBD.*

School Climate (LCFF Priority 6)

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

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (*if applicable*) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

LAS Priority 6 Data Summary:

Excerpt from LAS LCAP Annual Update (Board, June 2023) STUDENT ENGAGEMENT AND BUILDING CONFIDENCE AND LIFE SKILLS: DATA 1 - Attendance Rate Goal 95% DATA 2 - 97% of TK-Gr8 students participated in the student survey completion DATA 3 - Q1: 92% stated, "I like my school." Q2: 98% stated in agreement that yes, "It's important for me to read and write in Spanish.Q3: 98% stated yes to the statement, "It's important for me to read and write in English." Q4: 88% stated yes to, "I feel safe at school."

PARENT INVOLVEMENT AND ITS ROLE IN SUPPORTING THE FULFILLMENT OF LAS MISSION Survey Data 1 (May, 2024): 93% of families completed the annual school survey. Survey Data 2: 97% of families stated that they would recommend the school to others.

Meaning:

The key learnings based on the survey data are: high sense of community connectedness and consistency in historical rating. Although there has been a slight drop in overall attendance, LAS maintains to meet its ADA goal of 95%. Increase in Chronic Absenteeism greatly affected the students with disabilities (SWD) subgroup- a pattern that is also apparent statewide. Overall, LAS survey results continues its historical trend of around 90% or higher results where students committedly share the charter mission of biliteracy and sharing the sense of "liking the school" and "feeling safe at school." The parent survey results mirror the overall sentiment of the student survey data.

Use:

As mentioned above, there is an overwhelming agreement from students and their families about the value of belonging/connectedness in a learning community such as LAS. This has been the historical trend and continues to be true to this day. The focus these past two years has been addressing school engagement in terms of attendance and more specifically, chronic absenteeism, with students with disabilities (SWD) subgroup. LAS continues to partner with the

county of education in addressing the shaping and implementation of strategies on this focus area via the continuous improvement science framework.

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

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

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

LAS Priority 7 Summary:

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

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

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

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

