

Local Control and Accountability Plan **FY27**

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

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

Plan Summary FY2025-26

Note: The terms low-income (LI) students and socioeconomically disadvantaged (SED) students refer to the same group of students. Low-income students are referred to as Socioeconomically Disadvantaged students within the Dashboard.

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 636 students for the FY26 school year. As of April 2026, there are 779 children on the LAS waiting list.

LAS Demographics

For FY26, LAS demographic data constitutes 77% Unduplicated, 67% Low-Income, 39% English Learners and 9% qualifying for Special Education services. About 93% of the students are Latino, 1% Black/African Americans, 4% White, 2% Asian, and 1% Two or more races. Additionally, there is 1 (0.2%) Foster youth and a total of 6 (1%) 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 22nd 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.

DUAL IMMERSION 90/10 MODEL: PERCENTAGES OF DAILY INSTRUCTION

Grade Level	Percentage of Instruction in Spanish	Percentage of Instruction in English
Transitional Kinder	95%	5%
Kindergarten – First	90%	10%
Second	80%	20%
Third	70%	30%
Fourth	60%	40%
Fifth	50%	50%
Sixth – Eighth*	30-40%	60-70%

*Middle School language of instruction varies per subject

CA Dashboard Excerpt:

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.

Reflections: Annual Performance

***Reminder: Please note the school's unique educational program and the importance of academic performance comparative analysis at the End of Stage 3: Full Biliteracy by Gr8.**

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

External Accountability CA Dashboard

Summary of the FY25 LAS Dashboard Report with Subgroup Academic Performance by Achievement Rank (Assisted by Chat GPT)

Part 1: California Dashboard Comparison: 2024 to 2025

Overall Performance

The Language Academy of Sacramento demonstrated academic growth between 2024 and 2025. ELA improved from Orange to Yellow, Mathematics maintained a Yellow performance level while improving, and English Learner Progress improved from Yellow to Green. New Growth Indicators introduced in 2025 showed Accelerated growth in both ELA and Mathematics. However, Chronic Absenteeism and Suspension Rates increased, indicating a need for continued attention to student engagement and school climate.

English Language Arts (ELA)

ELA improved schoolwide from **-24.5 points below standard in 2024 to -19.3 points below standard in 2025.**

Subgroup performance improved across most reported groups:

Student Group	2024	2025
English Learners	-57.0	-45.5
Long-Term English Learners	-62.8	-55.3
Socioeconomically Disadvantaged	-43.3	-32.4
Hispanic	-29.1	-23.2
Students with Disabilities	-128.0	-116.1

Students with Disabilities remain the lowest-performing subgroup despite improvement. English Learners, Long-Term English Learners, Hispanic students, and Socioeconomically Disadvantaged students all demonstrated meaningful gains.

Mathematics

Mathematics improved schoolwide from **-34.3 points below standard in 2024 to -31.0 points below standard in 2025.**

Student Group	2024	2025
English Learners	-67.3	-53.4
Long-Term English Learners	-87.9	-99.3
Socioeconomically Disadvantaged	-48.8	-46.3
Hispanic	-37.6	-34.4
Students with Disabilities	-132.5	-131.0

Most student groups improved in Mathematics. Long-Term English Learners were the only reported subgroup showing a decline.

English Learner Progress Indicator (ELPI)

English Learner Progress improved from Yellow to Green.

Student Group	2024	2025
English Learners	46.8%	51.4%
Long-Term English Learners	51.2%	57.1%

Both English Learners and Long-Term English Learners exceeded state performance levels in 2025.

Chronic Absenteeism

Chronic Absenteeism increased from **9.7% in 2024 to 11.0% in 2025**.

Student Group	2024	2025
English Learners	12.4%	15.1%
Hispanic	9.9%	11.4%
Long-Term English Learners	13.0%	19.1%
Socioeconomically Disadvantaged	11.5%	12.4%
Students with Disabilities	11.7%	19.5%

The largest increases occurred among Students with Disabilities (+7.8 percentage points) and Long-Term English Learners (+6.1 percentage points).

Suspension Rate

Suspension rate increased from **0.5% in 2024 to 0.8% in 2025**.

Student Group	2024	2025
English Learners	0.3%	1.1%
Hispanic	0.5%	0.8%
Long-Term English Learners	1.9%	4.3%
Socioeconomically Disadvantaged	0.4%	1.1%
Students with Disabilities	1.5%	1.3%

Suspension increased from **0.5% in 2024 to 0.8% in 2025**, causing the Dashboard color to decline from Blue to Yellow. Despite this increase, suspension rates remain below state averages.

2025 Growth Indicators

The 2025 Dashboard introduced Growth Indicators, which showed strong progress across most student groups.

ELA Growth

Student Group	Status	% Improved
English Learners	Accelerated	84.0%
Long-Term English Learners	Accelerated	78.3%
Hispanic	Accelerated	84.3%
Socioeconomically Disadvantaged	Accelerated	84.4%
Students with Disabilities	Moderate	77.5%

Mathematics Growth

Student Group	Status	% Improved
English Learners	Accelerated	75.9%
Long-Term English Learners	Accelerated	69.6%
Hispanic	Accelerated	77.7%
Socioeconomically Disadvantaged	Accelerated	76.4%
Students with Disabilities	Accelerated	72.5%

These results indicate that students are making academic growth even when achievement levels remain below state standards.

Part 2: FY25 CA Dashboard

Academic Performance Overview

Subject	Overall Status	Performance Change
English Language Arts (ELA)	Yellow (19.3 points below standard)	Increased (+5.2 points)
Mathematics	Yellow (31 points below standard)	Increased (+3.3 points)
English Learner Progress	Green (51.4% making progress)	Increased (4.7%)

**Subgroup Academic Performance by Achievement Rank
English Language Arts (ELA)**

Subgroup	Performance Level	Distance from Standard	Change
All Students	Yellow	-19.3 points	+5.2 points
Students with Disabilities	Orange	-116.1 points	Improved (+11.9 points)
Hispanic	Yellow	-23.2 points	Improved (+5.9 points)
Long-Term English Learners	Yellow	-55.3 points	Improved (+7.4 points)
Socioeconomically Disadvantaged	Yellow	-32.4 points	Improved (+10.9 points)
English Learners	Yellow	-45.5 points	Improved (+11.5 points)

Mathematics

Subgroup	Performance Level	Distance from Standard	Change
All Students	Yellow	-31 points	Increased (+3.3 points)
Students with Disabilities	Red	-131 points	Maintained (+1.6 points)
Long-Term English Learners	Orange	-99.3 points	Declined (-11.4 points)
English Learners	Yellow	-53.4 points	Increased (+14 points)
Hispanic	Yellow	-34.4 points	Increased (+3.2 points)
Socioeconomically Disadvantaged	Yellow	-46.3 points	Maintained (+2.5 points)

Academic Engagement

Indicator	FY25	Performance	Change
Chronic Absenteeism	Orange	(11% chronically absent)	Increased (1.3%)
Suspension Rate	Yellow	(0.8% suspended at least one day)	Increased (0.3%)

Subgroup Chronic Absenteeism

Subgroup	Performance Level	Absenteeism Rate	Change
Students with Disabilities	Orange	19.5%	Increased (7.5%)
English Learners	Orange	15.1%	Increased (2.8%)
Long-Term English Learners	Orange	19.1%	Increased (6.2%)
Socioeconomically Disadvantaged	Orange	12.4%	Increased (1%)

Subgroup	Performance Level	Absenteeism Rate	Change
Hispanic	Orange	11.4%	Increased (1.5%)

Subgroup Suspension Rate

Subgroup	Performance Level	Suspension Rate	Change
Students with Disabilities	Yellow	1.3%	Maintained (-0.2%)
Long-Term English Learners	Orange	4.3%	Increased (2.4%)
English Learners	Orange	1.1% ¹	Increased (0.7%)
Hispanic	Yellow	0.8%	Increased (0.3%)
Socioeconomically Disadvantaged	Orange	1.1%	Increased (0.7%)

Local Indicators: Standards & School Climate

Indicator	FY24	FY25	Change
Teachers, Materials, & Facilities	Standard Met	Standard Met	No Change
Implementation of Standards	Standard Met	Standard Met	No Change
Parent & Family Engagement	Standard Met	Standard Met	No Change
Local Climate Survey	Standard Met	Standard Met	No Change

Student & Parent Feedback

Survey Topic	FY24	FY25	Change
Students who like their school	92%	92%	No Change
Students who feel safe at school	88%	87%	-1%
Parents recommending the school	97%	98%	+1%

Key Takeaways

Strengths

- ELA improved across all reported student groups.

- English Learner Progress increased from 46.8% to 51.4%.
- Long-Term English Learner Progress increased from 51.2% to 57.1%.
- Most student groups demonstrated Accelerated growth in ELA and Mathematics.
- English Learners, Hispanic students, and Socioeconomically Disadvantaged students continue to perform above state averages on several academic measures.

Areas for Continued Focus

- Chronic Absenteeism increased across all major student groups.
- Students with Disabilities continue to experience the largest academic gaps.
- Long-Term English Learners declined in Mathematics achievement.
- Suspension rates increased and should continue to be monitored.

Overall, Dashboard results show positive academic growth while identifying attendance, school climate, Students with Disabilities, and Long-Term English Learner mathematics performance as priority areas for continued improvement.

Internal Accountability: MAP Growth

The Language Academy of Sacramento (LAS) Local Assessment Name: An approved CA state-verified assessment per AB1505: Northwest Evaluation Association (NWEA) MAP Growth: ELA, SLA, and Mathematics and MAP Fluency in Spanish and English.

The data below represents the MAP Growth FY25 Gr8 (LAS End of Stage 3 in Biliteracy Trajectory) School Conditional Growth Index (CGI) Spring to Spring Term data for core subject areas: Math and ELA. CGI values express 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), with zero as equivalent to one grade level growth, 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, 2023).

The document provides Conditional Growth Index (CGI) data for FY25 LAS MAP Growth during the Spring Window for the Grade 8 cohort. It highlights performance in reading (in English and Math (in Spanish for Grades 1-4 and in English for Grades 5-8) across different student groups:

Key Context

- The **Conditional Growth Index (CGI)** measures student growth relative to expected growth.
- A CGI between **-0.2 and +0.2** is approximately equivalent to one year of expected growth.

- **Positive values** indicate growth above expectations; **negative values** indicate growth below expectations.

Reading (English)

Student Group	CGI
All Grade 8 Students	0.60
Latino	0.68
Socioeconomically Disadvantaged (SED)	0.40
RFEP	1.80
English Learners (EL)	-1.07
Long-Term English Learners (LTEL)	-1.07
Special Education (SPED)	-2.07

Reading Highlights

- Overall Grade 8 reading growth (**0.60**) exceeded expected growth.
- **RFEP students (1.80)** showed exceptionally strong growth.
- **Latino (0.68)** and **SED (0.40)** students also outperformed expected growth.
- **EL and LTEL students (-1.07)** showed substantially lower-than-expected growth.
- **SPED students (-2.07)** experienced the largest reading growth deficit.

Math

Student Group	CGI
All Grade 8 Students	2.73
Latino	2.78
Socioeconomically Disadvantaged (SED)	2.69
RFEP	2.17
English Learners (EL)	3.83
Long-Term English Learners (LTEL)	3.83
Special Education (SPED)	3.12

Math Highlights

- Math performance was exceptionally strong across all student groups.
- The overall Grade 8 cohort achieved a **CGI of 2.73**, far exceeding expected growth.

- **EL and LTEL students (3.83)** demonstrated the strongest growth of any subgroup.
- **SPED students (3.12)** also showed substantial gains.
- Every reported subgroup significantly exceeded expected growth in math.

Major Takeaways

1. **Math is a clear strength** for the Grade 8 cohort, with all groups substantially outperforming growth expectations.
2. **Reading outcomes are mixed:**
 - Strong results for RFEP, Latino, SED, and the overall cohort.
 - Significant concerns for EL, LTEL, and especially SPED students.
3. The largest achievement gap appears in **Reading**, where EL/LTEL and SPED students are not keeping pace with expected growth despite strong performance in Math.

This suggests that targeted literacy interventions for EL/LTEL and SPED students may be a priority area while maintaining the highly effective math practices currently in place.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance. (DA for FY24; not applicable for FY25 and FY26)

During FY24, LAS began receiving Differentiated Assistance from SCOE to address performance gaps in ELA, Math, and Chronic Absenteeism for Students with Disabilities (SWD). Throughout FY24, the LAS Leadership Team engaged in ongoing Improvement Science training with SCOE and collaborated with its SELPA to refine strategies for improvement. Key focus areas include understanding SWD performance in the 90-10 dual language immersion model, emphasizing data disaggregation for the Gr8 Cohort, and educating stakeholders on interpreting SWD progress.

Mid-year FY24, LAS launched a targeted initiative to address chronic absenteeism, training staff on effective family discussions during spring conferences. Data analysis efforts include tracking SBAC and MAP Growth results, as well as monitoring grading patterns for at-risk SWD. Additionally, LAS introduced a year-end SWD celebration and a student survey on SPED services to enhance engagement. These actions aim to improve academic performance, attendance, and overall student involvement.

Comprehensive Support and Improvement (Not applicable)

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Not Applicable

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not Applicable

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not Applicable

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement (PLEASE SEE DETAILED INFORMATION BELOW)
[Identify applicable partner(s) or group(s) here]	[Describe the process for engaging the identified educational partner(s) here]

Insert or delete rows, as necessary.

SUMMARY: 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.

EDUCATION PARTNERS AND PROCESS FOR ENGAGEMENT

WHAT – WHEN - WHERE:

ITEM 1: LAS Community Survey Distribution

April 21 – May 6, 2026

LAS

ITEM 2: LCAP available on LAS Website for Feedback

By June 10, 2026

Online at: www.lasac.info

LCAP Educational Partner Outreach and Consultation Dates 2025 -26 :
Educational Partner Group and Meeting Dates

Governing Board Meetings and Retreat

2025 : 9/25, 12/11,
2026 : 01/29, 02/27, 03/21, 04/30, 05/28, 06/25

Parent Council/ELAC/SSC Meetings

2025 : 09/03, 10/01, 11/05, 12/03
2026 : 01/07, 02/04, 03/04, 04/08, 05/06, 06/08, 06/25

Staff Meeting and PD Meetings

2025 : 9/11, 9/18, 9/25, 10/9, 10/30, 11/13, 11/20, 12/11,
2026 : 1/8, 1/15, 1/22, 1/29, 2/12, 2/19, 2/26, 3/19, 3/26, 4/16, 4/23, 4/30, 5/14, 5/21, 5/28, 6/4, 6/17

CDT Committee Meetings

2025 : 9/4, 10/2, 11/6, 12/11
2026 : 2/5, 3/5, 4/9, 5/7

Student Council Meetings

2025 : 10/2, 11/6. 12/11

2026 : 2/5, 3/5, 4/9, 5/7

SELPA Meetings

2025 : 10/21

2026 : 1/14, 2/11, 4/16

ITEM 3: LAS Public Hearing

Public comments are welcome at all monthly

Governing Board Meetings

Friday, June 8, 2026 and June 25, 2026 @ 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 description of how the adopted LCAP was influenced by the feedback provided by educational partners.

LAS has a structured governance model to keep educational partners informed about health and safety mandates, legislation, infrastructure, and funding. Regular meetings with stakeholders ensure transparency, feedback collection, and strategic planning.

Key LCAP milestones (Historical -Present):

- Increased awareness of LCFF funding and its role in budgeting.
- Ongoing small group discussions capturing “What I Know” and “What I Want to Know” statements.
- Collection of 2,112 total feedback comments, shared publicly in English and Spanish (FY16-FY26).
- Emerging themes: Academic Performance **(AP)** and Academic Engagement **(AE)**, especially attendance and chronic absenteeism.

CA Dashboard Category	FY26 KNOW (Current Understanding)	FY26 WANT TO KNOW (Information/Needs)
1. Academic Performance	• Academic Achievement & Growth • English Learner & Biliteracy Support (reclassification, Seal of Biliteracy,	• Academic Achievement & Student Outcomes • English Learner & Biliteracy Supports • Curriculum & Instruction (when focused

CA Dashboard Category	FY26 KNOW (Current Understanding)	FY26 WANT TO KNOW (Information/Needs)
	multilingual learner outcomes) • Student Support Services related to academic intervention and achievement • LCAP, Data & Funding Awareness when focused on academic outcomes and subgroup performance	on improving achievement) • Data Transparency & Accountability related to achievement, subgroup performance, and progress toward goals
2. Academic Engagement	• School Climate & Student Engagement elements related to attendance and participation • Family Engagement & Communication • Community Pride & Shared Responsibility • LCAP, Data & Funding Awareness when focused on attendance and engagement metrics	• Family Engagement & Communication • Discussion about attendance and student engagement • Interest in workshops, webinars, and family learning opportunities • Questions about MTSS and intervention effectiveness as they relate to student participation and support
3. Conditions & Climate	• School Climate & Student Engagement elements related to school culture, satisfaction, suspensions, bullying, SEL, and behavioral supports • Student Support Services (counseling, self-regulation supports, calming spaces) • Charter Renewal & Accountability (school governance and organizational health) • Curriculum, Instruction & Collaboration (staff systems and collaboration)	• Student Support & School Climate (bullying, SEL, mental health supports, recognition systems) • Charter School Identity & Renewal (governance, accountability, transparency) • Staff Collaboration & Professional Development • Data Transparency & Accountability related to school effectiveness and accountability measures

Quick Rule of Thumb

- **Academic Performance** = Achievement results (ELA, Math, English Learner progress, subgroup outcomes).
- **Academic Engagement** = Attendance, participation, family engagement, connection to learning.
- **Conditions & Climate** = School culture, safety, behavior, SEL, mental health, staff systems, governance, and organizational effectiveness.

Key Themes from LAS Stakeholder Feedback

FY26 KNOW

Charter Identity & Mission

- Stakeholders strongly value LAS as a bilingual dual-immersion charter school focused on biliteracy, critical thinking, and student success.
- Many participants explained that LAS became a charter school to protect and expand bilingual education opportunities.

- Families and staff emphasized that the school’s mission is closely connected to serving multilingual learners and the Sacramento community.

Charter Renewal & Accountability

- Many comments focused on the 2026 charter renewal process and the importance of meeting renewal requirements.
- Participants understood that renewal depends on academic performance, engagement, school climate, governance, and financial accountability.
- Stakeholders expressed concern that failure to renew the charter could lead to school closure.

Academic Achievement & Growth

- Staff and families highlighted positive trends in English Language Arts (ELA) and math achievement.
- Many comments described an “upward trajectory” in student growth across grade levels and cohorts.
- Stakeholders noted strong performance compared to district and state averages, especially in math.
- Some concerns remained about achievement dips in grades 4–5 and the long-term effects of COVID-19 learning disruptions.

English Learner & Biliteracy Support

- Stakeholders emphasized the importance of bilingualism, biliteracy, and English learner success.
- Many comments referenced research showing that dual-language learners may take 5–7 years to achieve full academic proficiency in both languages.
- Families and staff discussed reclassification goals, Seal of Biliteracy pathways, and the importance of supporting multilingual learners throughout all grade levels.

School Climate & Student Engagement

- Stakeholders reported positive school culture and high satisfaction among students and families.
- Participants celebrated low suspension rates, improved attendance, and strong survey results.
- Some concerns included chronic absenteeism, bullying, and the need for additional social-emotional and behavioral supports.

Curriculum, Instruction & Collaboration

- Teachers discussed major efforts to improve literacy instruction, writing rubrics, and curriculum alignment across grade levels.
- Staff highlighted collaboration, calibration of grading practices, and integration of reading, writing, science, and social studies.
- Many comments praised programs such as Joyful Literacy, Bridges Math, intervention supports, and culturally relevant curriculum materials.

Student Support Services

- Staff described efforts to improve support for students with disabilities, struggling learners, and students needing intervention services.
- Counseling teams discussed calming spaces, self-regulation supports, and possible new SEL curriculum options.
- Stakeholders valued data-driven intervention systems and collaboration between teachers, specialists, and support staff.

Family Engagement & Communication

- Families and staff stressed the importance of parent involvement, surveys, ELAC participation, and communication with stakeholders.
- Several comments requested more workshops, webinars, translated resources, and clearer explanations of school systems and expectations.
- English-only families expressed a need for additional support helping students with bilingual learning at home.

LCAP, Data & Funding Awareness

- Many participants demonstrated growing understanding of the LCAP and LCFF funding process.
- Stakeholders recognized that the LCAP connects school goals, student outcomes, accountability metrics, and funding decisions.
- Common themes included improving academic performance, reducing absenteeism and suspensions, and monitoring subgroup outcomes through data analysis.

Community Pride & Shared Responsibility

- Many comments reflected pride in LAS, appreciation for staff leadership, and commitment to the school's mission.
- Stakeholders repeatedly emphasized that improving LAS is a shared responsibility among staff, families, students, administrators, and community members.

FY26 Want to Know

Charter School Identity & Renewal

- Questions about why LAS operates as a charter school
- Interest in understanding the charter renewal process
- Concerns about what happens if the charter is not renewed
- Requests for clearer explanations of governance, accountability, and oversight
- Desire for more transparency about school goals and commitments

Academic Achievement & Student Outcomes

- Concerns about CAASPP performance in Math and ELA
- Questions about subgroup achievement and achievement gaps
- Interest in improving outcomes for:
 - English learners
 - Long-term English learners
 - Students with disabilities
 - Students performing below grade level
- Requests for stronger intervention systems and academic supports
- Questions about cohort growth and long-term student progress

Curriculum & Instruction

- Discussion about literacy and math curriculum alignment
- Interest in improving writing instruction and common rubrics
- Requests for additional instructional resources and intervention materials
- Questions about how curriculum changes impact student achievement
- Need for stronger vertical alignment across grade levels

Student Support & School Climate

- Concerns about bullying and student behavior
- Interest in strengthening social-emotional learning (SEL)
- Requests for calm spaces and mental health supports
- Discussion about attendance and student engagement
- Questions about MTSS systems and intervention effectiveness
- Interest in recognizing student success more consistently

English Learner & Biliteracy Supports

- Questions about English learner progress and reclassification
- Interest in strengthening bilingual education opportunities
- Requests for more opportunities for students to practice Spanish
- Discussion about Seal of Biliteracy goals
- Need for supports for families who primarily speak English

Family Engagement & Communication

- Requests for simpler, easier-to-understand LCAP summaries
- Desire for improved communication with families
- Interest in workshops, webinars, and informational sessions
- Questions about funding and how resources are allocated
- Requests for better public understanding of LAS programs and services

Staff Collaboration & Professional Development

- Need for more teacher collaboration time
- Requests for professional development in literacy and math instruction
- Interest in sharing best practices across grade levels
- Discussion about improving instructional consistency
- Need for clearer systems and structures to support staff

Data Transparency & Accountability

- Requests for clearer presentation of school data
- Questions about how success is measured
- Desire for more transparency regarding subgroup performance
- Interest in tracking progress toward school goals
- Need for clearer explanations of metrics and outcomes

Goals and Actions

Goal 1: Academic Performance (AP)

Goal #	Description	Type of Goal
<p>Goal 1: AP Metrics: 1.0-6.0 Actions: 1-25</p>	<p><i>This section reflects the LAS goals as stated in the LAS Charter Petition (2019-2024, Ext. 2027) approved on March 21, 2019.</i></p> <p>Goal 1: ACADEMIC PERFORMANCE (AP) AP 1.1, 1.2, 1.3, 4.1, 4.2, 4.3 High Achievement in Language Arts: English (ELA) and Spanish (SLA) AP 2.1, 2.2, 2.3, 5.1, 5.2, 5.3 High Achievement in Mathematics AP 3.1 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>	<p>Maintenance Goal</p>

State Priorities addressed by this goal.

1. Basic Services (Priority 1)
 - Qualified and appropriately assigned teachers
 - Access to standards-aligned instructional materials
 - Safe and well-maintained school facilities
2. Implementation of State Standards (Priority 2)
 - Effective implementation of Common Core State Standards (CCSS)
 - Support for English Language Learners (ELLs)
4. Student Achievement (Priority 4)
 - Performance on state assessments (CAASPP, ELPAC)
 - * English Learner reclassification rates

- 7. Access to a Broad Course of Study (Priority 7)
 - Availability of courses beyond core subjects (arts, CTE, world languages, etc.)
- 8. Outcomes in Broad Course of Study (Priority 8)
 - Student performance in a well-rounded curriculum, including science, social studies, and the arts

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 and always, within the context of dual language immersion educational program research. Annually and accordingly, we then align our resources: personnel and non-personnel, and ensure expert implementation of strategic actions and programs to address identified needs.

Measuring and Reporting Results

<p>Goal 1 Metric # 1.0-6.0</p>	<p>Metric</p>	<p>Baseline FY23 *Gr8 Cohort baseline change from Gr5 to Gr6 due to Covid 19</p>	<p>Year 1 Outcome FY24 Gr8 Cohort baseline change from Gr5</p>	<p>Year 2 Outcome FY25 Gr8 Cohort baseline change from Gr5</p>	<p>Annual Target for Outcome: 3Year LCAP CYCLE Year 1: FY24 Year 2: FY25 Year 3: FY26</p>	<p><i>NOTE: LAS is a charter school completing LCAP targets annually</i> Current Difference from Baseline FY23 vs Year 2 FY25</p>
<p>Goal 1 Metric 1.0 AP 1.1 (ELA- External)</p>	<p>SBAC: Gr8 Cohort Percent of Students at Met/Exceeded Gr8 Cohort Trajectory <u>All:</u> By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from *Gr5 SBAC baseline</p>	<p>Gr8 Cohort Trajectory <u>All:</u> All: 33% to 56% Data Year: FY23 Data Source: Data Quest; Gr8 Cohort Data vs *Gr6 Baseline</p>	<p>Gr8 Cohort Trajectory <u>All:</u> All: 28% to 62% Data Year: FY24 Data Source: Data Quest; Gr8 Cohort Data vs Gr5 Baseline</p>	<p>Gr8 Cohort Trajectory <u>All:</u> All: 29% to 52% Data Year: FY25 Data Source: Data Quest; Gr8 Cohort Data vs Gr5 Baseline</p>	<p>Target: Upward Trajectory Data Year: FY25 Data Source: Data Quest; Gr8 Cohort Data vs Gr5 Baseline</p>	<p>Met Goal</p>

<p>Goal 1 Metric 1.0 AP 1.2 (ELA-External)</p>	<p>SBAC: Gr8 Cohort Percent of Students at Met/Exceeded Gr8 Cohort Trajectory Subgroups: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC baseline</p>	<p>Gr8 Cohort Trajectory Subgroups: Latinx: 32% to 56% EL: 4% to 14% RFEP: 55% to 63% LTEL: *less than 11 students SPED: *less than 11 students LI: 23% to 45% Data Year: FY23 Data Source: Data Quest; Gr8 Cohort Data vs *Gr6 Baseline</p>	<p>Gr8 Cohort Trajectory Subgroups: Latinx: 25% to 60% EL: 0% to 29% RFEP: 25% to 70% LTEL: *less than 11 students SPED: *less than 11 students LI: 16% to 54% Data Year: FY24 Data Source: Data Quest; Gr8 Cohort Data vs Gr5 Baseline</p>	<p>Gr8 Cohort Trajectory Subgroups: Latinx: 25% to 49% EL: 11% to 7% RFEP: 42% to 68% LTEL: SPED: LI: 18% to 50% Data Year: FY25 Data Source: Data Quest; Gr8 Cohort Data vs Gr5 Baseline</p>	<p>Target: Upward Trajectory Data Year: FY25 Data Source: Data Quest; Gr8 Cohort Data vs Gr5 Baseline</p>	<p>Met Goal</p>
--	---	--	---	---	--	-----------------

<p>Goal 1 Metric 1.0 AP 1.3 (ELA-External)</p>	<p>SBAC: Gr8 Cohort Percent of Students at Met/Exceeded</p> <p>Gr8 Cohort Comparative</p> <p><u>All and Subgroups:</u> By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be comparable/higher than the state, and district</p>	<p>Gr8 Cohort Comparative</p> <p><u>LAS vs District and State:</u></p> <p>All: 56% vs 46% and 39%</p> <p>Subgroups:</p> <p>Latinx: 56% vs 35% and 29%</p> <p>EL: 14% vs 5% and 3%</p> <p>RFEP: 63% vs 51% and 60%</p> <p>LTEL: *less than 11 students</p> <p>SPED: *less than 11 students</p> <p>LI: 45% vs 35% and 29%</p> <p>Data Year: FY23</p> <p>Data Source: Data Quest</p>	<p>Gr8 Cohort Comparative</p> <p><u>LAS vs District and State:</u></p> <p>All: 62% vs 46% and 38%</p> <p>Subgroups:</p> <p>Latinx: 60% vs 36% and 28%</p> <p>EL: 29% vs 7% and 3%</p> <p>RFEP: 70% vs 51% and 53%</p> <p>LTEL: *less than 11 students</p> <p>SPED: *less than 11 students</p> <p>LI: 54% vs 35% and 27%</p> <p>Data Year: FY24</p> <p>Data Source: Data Quest</p>	<p>Gr8 Cohort Comparative</p> <p><u>LAS vs District and State:</u></p> <p>All: 52% vs 48% and 38%</p> <p>Subgroups:</p> <p>Latinx: 49% vs 38% and 32%</p> <p>EL: 7% vs 5% and 4%</p> <p>RFEP: 68% vs 53% and 56%</p> <p>LTEL:</p> <p>SPED: 8% vs 13% and 12%</p> <p>LI: 50% vs 37% and 29%</p> <p>Data Year: FY25</p> <p>Data Source: Data Quest</p>	<p>Target: LAS is comparable/higher than the state and district</p> <p>Data Year: FY25</p> <p>Data Source: Data Quest</p>	<p>Met Goal except for SPED</p>
--	---	--	--	--	--	---------------------------------

<p>Goal 1 Metric 2.0 AP 2.1 (Math-External)</p>	<p>SBAC: Gr8 Cohort Percent of Students at Met/Exceeded Gr8 Cohort Trajectory <u>All:</u> By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from *Gr5 SBAC baseline</p>	<p>Gr8 Cohort Trajectory <u>All:</u> All: 27% to 44% Data Year: FY23 Data Source: Data Quest; Gr8 Cohort Data vs *Gr6 Baseline</p>	<p>Gr8 Cohort Trajectory <u>All:</u> All: 14% to 55% Data Year: FY24 Data Source: Data Quest; Gr8 Cohort Data vs Gr5 Baseline</p>	<p>Gr8 Cohort Trajectory <u>All:</u> All: 12% to 42% Data Year: FY25 Data Source: Data Quest; Gr8 Cohort Data vs Gr5 Baseline</p>	<p>Target: Upward Trajectory Data Year: FY25 Data Source: Data Quest</p>	<p>Met Goal</p>
<p>Goal 1 Metric 2.0 AP 2.2 (Math-External)</p>	<p>SBAC: Gr8 Cohort Percent of Students at Met/Exceeded Gr8 Cohort Trajectory <u>Subgroups:</u> By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC baseline</p>	<p>Gr8 Cohort Trajectory <u>Subgroups:</u> Latinx: 25% to 44% EL: 4% to 7% RFEP: 45% to 54% LTEL: *less than 11 students SPED: *less than 11 students LI: 16% to 32% Data Year: FY23 Data Source: Data Quest; Gr8 Cohort Data vs *Gr6 Baseline</p>	<p>Gr8 Cohort Trajectory <u>Subgroups:</u> Latinx: 11% to 54% EL: 0% to 7% RFEP: 10% to 67% LTEL: *less than 11 students SPED: *less than 11 students LI: 7% to 50% Data Year: FY24 Data Source: Data Quest; Gr8 Cohort Data vs Gr5 Baseline</p>	<p>Gr8 Cohort Trajectory <u>Subgroups:</u> Latinx: 12% to 41% EL: 0% to 0% RFEP: 26% to 53% LTEL: NA to less than 11 students SPED: less than 11 students to 17% LI: 2% to 35% Data Year: FY25 Data Source: Data Quest; Gr8 Cohort Data vs Gr5 Baseline</p>	<p>Target: Upward Trajectory Data Year: FY25 Data Source: Data Quest</p>	<p>Met Goal</p>

<p>Goal 1 Metric 2.0 AP 2.3 (Math-External)</p>	<p>SBAC: Gr8 Cohort Percent of Students at Met/Exceeded</p> <p>Gr8 Cohort Comparative</p> <p>All and Subgroups (Percent of Students at Met/Exceeded): 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>Gr8 Cohort Comparative:</p> <p>LAS vs District and State:</p> <p>All: 44% vs 30% and 24%</p> <p>Subgroups:</p> <p>Latinx: 44% vs 18% and 15%</p> <p>EL: 7% vs 3% and 4%</p> <p>RFEP: 54% vs 31% and 36%</p> <p>LTEL: *less than 11 students</p> <p>SPED: *less than 11 students</p> <p>LI: 32% vs 19% and 16%</p> <p>Data Year: FY23</p> <p>Data Source: Data Quest</p>	<p>Gr8 Cohort Comparative:</p> <p>LAS vs District and State:</p> <p>All: 55% vs 32% and 24%</p> <p>Subgroups:</p> <p>Latinx: 54% vs 20% and 16%</p> <p>EL: 7% vs 4% and 3%</p> <p>RFEP: 67% vs 32% and 35%</p> <p>LTEL: *less than 11 students</p> <p>SPED: *less than 11 students</p> <p>LI: 50% vs 21% and 15%</p> <p>Data Year: FY24</p> <p>Data Source: Data Quest</p>	<p>Gr8 Cohort Comparative:</p> <p>LAS vs District and State:</p> <p>All: 38% vs 37% And 31%</p> <p>Subgroups:</p> <p>Latinx: 41% vs 22% and 18%</p> <p>EL: 0% vs 5% and 3%</p> <p>RFEP: 53% vs 35% and 38%</p> <p>LTEL: *less than 11 students</p> <p>SPED: 17% vs 8% and 8%</p> <p>LI: 35% vs 23% and 17%</p> <p>Data Year: FY25</p> <p>Data Source: Data Quest</p>	<p>Target: LAS is comparable/higher than the state and district</p> <p>Data Year: FY25</p> <p>Data Source: Data Quest</p>	<p>Met Goal except for EL</p>
---	--	---	---	--	---	-------------------------------

<p>Goal 1 Metric 3.0 AP 3.1 (ELL-External)</p>	<p>Gr8 Cohort ELL Reclassification Gr8 Cohort reclassification rate is at 65% or higher by the End of Stage 3 (Gr8)</p>	<p>Gr8 Cohort ELL Reclassification Rate: 59% / 44% Data Year: FY23 Data Source: Data Quest, Infinite Campus</p>	<p>Gr8 Cohort ELL Reclassification Rate: 80% / 69% Data Year: FY24 Data Source: Data Quest, Infinite Campus</p>	<p>Gr8 Cohort ELL Reclassification Rate: 75% / 55% Data Year: FY25 Data Source: Data Quest, Infinite Campus</p>	<p>Target: 65% or higher Data Year: FY25 Data Source: Data Quest, Infinite Campus</p>	<p>Met Goal</p>
<p>Goal 1 Metric 4.0 AP 4.1 (ELA-Internal)</p>	<p>MAP Growth: Gr8 Cohort CGI of zero or above Gr8 Cohort All: By End of Stage 3 Gr8, the Gr8 cohort will show a MAP Growth CGI equivalent of meeting one year growth (CGI: Zero or higher)</p>	<p>CGI: 0.35 Data Year: FY23 Data Source: MAP Growth - Sp2022 to Sp2023</p>	<p>CGI: 0.15 Data Year: FY24 Data Source: MAP Growth - Sp2023 to Sp2024</p>	<p>CGI: 0.60 Data Year: FY25 Data Source: MAP Growth - Sp2024 to Sp2025</p>	<p>Target: CGI: Zero or higher Data Year: FY25 Data Source: MAP Growth - Sp2024 to Sp2025</p>	<p>Met Goal</p>
				<p>FY26 Gr 8 CGI: 0.26 Sp2025 to Sp2026</p>		

<p>Goal 1 Metric 4.0 AP 4.2 (ELA-Internal)</p>	<p>MAP Growth: Gr8 Cohort CGI of zero or above Gr8 Cohort Trajectory <u>All</u>: By End of Stage 3 Gr8, the Gr8 cohort will show a positive growth CGI equivalent of meeting one year growth (CGI: Zero or higher) and/or improvement from their Gr6 score.</p>	<p>MAP Growth: Gr8 Cohort CGI of zero or above CGI: 0.93 and 0.35 Data Year: FY23 Data Source: MAP Growth - Sp2022 to Sp2023 and Sp2020-Sp2021</p>	<p>MAP Growth: Gr8 Cohort CGI of zero or above CGI: 1.92 and 0.15 Data Year: FY24 Data Source: MAP Growth - Sp2023 to Sp2024 and Sp2021 to Sp2022</p>	<p>MAP Growth: Gr8 Cohort CGI of zero or above CGI: 3.64 and 0.60 Data Year: FY25 Data Source: MAP Growth - Sp2024 to Sp2025 and Sp2022 to Sp2023</p>	<p>Target: CGI: Zero or higher Data Year: FY25 Data Source: MAP Growth - Sp2024 to Sp2025 and Sp2022 to Sp2023 2</p>	<p>Met Goal</p>
<p>Goal 1 Metric 4.0 AP 4.3 (ELA-Internal)</p>	<p>Gr8 Cohort Growth <u>Subgroups:</u> By End of Stage 3 Gr8, the Gr8 cohort subgroups will show a positive growth CGI equivalent of meeting one year growth (CGI: Zero or higher) and/or improvement from their Gr6 score.</p>	<p>Gr8 Cohort Growth <u>Subgroups:</u> Latinx: 0.14 Not available for below: EL: RFEP: LTEL: SPED: LI: Data Year: FY23 Data Source: MAP Growth - Sp2022 to Sp2023</p>	<p>Gr8 Cohort Growth <u>Subgroups:</u> Latinx: 0.24 EL: 1.21 RFEP: -0.31 LTEL: NA SPED: 3.45 LI: 0.13 Data Year: FY24 Data Source: MAP Growth - Sp2023 to Sp2024</p>	<p>Gr8 Cohort Growth <u>Subgroups:</u> Latinx: 0.68 EL: -1.07 RFEP: 1.80 LTEL: -1.07 SPED: -2.07 LI: 0.40 Data Year: FY25 Data Source: MAP Growth - Sp2024 to Sp2025</p>	<p>Target: CGI: Zero or higher Gr8 Cohort Growth <u>Subgroups:</u> Data Year: FY25 Data Source: MAP Growth - Sp2024 to Sp2025</p>	<p>Met Goal (except with EL, LTEL, and SPED subgroup)</p>

<p>Goal 1 Metric 5.0 AP 5.1 (Math-Internal)</p>	<p>All: Gr8 Cohort By End of Stage 3 Gr8, the Gr8 cohort will show a MAP Growth CGI equivalent of meeting one year growth (CGI: Zero or higher)</p>	<p>CGI: 1.01 Data Year: FY23 Data Source: MAP Growth - Sp2022 to Sp2023</p>	<p>CGI: 1.77 Data Year: FY24 Data Source: MAP Growth - Sp2023 to Sp2024</p>	<p>CGI: 2.73 Data Year: FY25 Data Source: MAP Growth - Sp2024 to Sp2025</p>	<p>Target: CGI: Zero or higher Data Year: FY25 Data Source: MAP Growth - Sp2024 to Sp2025</p>	<p>Met Goal</p>
				<p>FY26 CGI=0.52</p>		
<p>Goal 1 Metric 5.0 AP 5.2 (Math-Internal)</p>	<p>All: Gr8 Cohort By End of Stage 3 Gr8, the Gr8 cohort will show a positive growth CGI equivalent of meeting one year growth (CGI: Zero or higher) and/or improvement from their Gr6 score.</p>	<p>CGI: 0.57 and 1.01 Data Year: FY23 Data Source: MAP Growth - Sp2022 to Sp2023 and Sp2020-Sp2021</p>	<p>CGI: 4.69 and 1.77 Data Year: FY24 Data Source: MAP Growth - Sp2023 to Sp2024 and Sp2021 to Sp2022</p>	<p>CGI: 2.91 and 2.73 Data Year: FY25 Data Source: MAP Growth - Sp2024 to Sp2025 and Sp2022 to Sp2023</p>	<p>Target: CGI: Zero or higher Data Year: FY25 Data Source: MAP Growth - Sp2024 to Sp2025 and Sp2022 to Sp2023</p>	<p>Met Goal</p>

<p>Goal 1 Metric 5.0 AP 5.3 (Math-Internal)</p>	<p>Gr8 Cohort Growth Subgroups: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show a positive growth CGI equivalent of meeting one year growth (CGI: Zero or higher) and/or improvement from their Gr6 score.</p>	<p>Gr8 Cohort Growth Subgroups: Latinx: 1.10 Not available for below: EL: RFEP: LTEL: SPED: LI: Data Year: FY23 Data Source: MAP Growth - Sp2022 to Sp2023</p>	<p>Gr8 Cohort Growth Subgroups: Latinx: 1.74 EL: 1.14 RFEP: 1.56 LTEL: N/A SPED: 0.87 LI: 1.67 Data Year: FY24 Data Source: MAP Growth - Sp2023 to Sp2024</p>	<p>Gr8 Cohort Growth Subgroups: Latinx: 2.78 EL: 3.83 RFEP: 2.17 LTEL: 3.83 SPED: 3.12 LI: 2.69 Data Year: FY25 Data Source: MAP Growth - Sp2024 to Sp2025</p>	<p>Target: CGI: Zero or higher Gr8 Cohort Growth Subgroups: Data Year: FY25 Data Source: MAP Growth - Sp2024 to Sp2025</p>	<p>Met Goal</p>
<p>Goal 1 Metric 6.0 AP 6.1 (SLA)</p>	<p>Version 1: MAP Growth Spanish Reading: CGI is not available from the publisher <i>LAS</i> will remove this goal for FY25 LCAP Version 2: MAP Fluency Spanish Reading; By the end of Gr5, 90% of students will be proficient in Spanish reading fluency.</p>	<p>MAP Fluency Spanish Reading; By the end of Gr5 Data Year: FY23 Data Source: MAP Fluency Sp2023</p>	<p>MAP Fluency Spanish Reading; By the end of Gr5 Data Year: FY24 Data Source: MAP Fluency Sp2024</p>	<p>MAP Fluency Spanish Reading; By the end of Gr5 Data Year: FY25 Data Source: MAP Fluency Sp2025</p>	<p>Target: By EOY Gr5, 90% of above will be proficient</p>	<p>Met Goal</p>

Insert or delete rows, as necessary.

Goal 1: Goal Analysis for LCAP FY25-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

In the recent years at LAS, there has been a collective effort to 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. Action 17.W Teacher Leader Program, Action 18 Continued TK Implementation, including adding a second TK classroom in FY26 and Action 23.W FT Support Service are examples of LAS’ effort to build local leadership capacity where “teachers research, lead and teach other teachers” in various professional learning groups: Literacy, ELD, Math, and Interventions. With staff departures in FY25, Action 20.W Increase Service PT Teacher in Special Assignment was removed and more emphasis on ensuring any new staff addressed teacher substitute need first. Actions 3 and 8: Continue Immersion Research, needs to be addressed more deeply in the upcoming year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

During FY25, major differences between budgeted expenditures and estimated actual expenditures are evident in Object Codes: 1000 and 2000 as the LAS Board approved an additional retroactive salary increase for certificated staff (9%) and classified staff (TBD). In FY26, LAS has established an annual additional stipend for teachers with Masters Degree.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Based on LAS Gr8 Cohort (End of Stage 3: Full Biliteracy) comparative data with the local district (Sacramento City Unified) and state (CA), LAS Gr8 Cohort overall outperformed in the percentage of students who met/exceeded standards. Internally, MAP Growth implementation has been insightful and efficacious in assessing growth in ELA, SLA, and Math. Results in both external and internal academic accountability measures confirm that actions for this goal, despite inevitable changes in staffing, are working effectively in tandem.

A description of any changes made to the planned goal, metrics, target 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 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 these recent years 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. That said, after careful consideration and numerous dialogue with the publisher (NWEA) this year, Goal 1 Metric 6.0 (AP 6.2 SLA) MAP Growth Spanish will not be included for the FY26, since the publisher declared that due to the lack of norming size needed to create a CGI rating (growth measurement in Spanish), it does not see it being available in the future. Starting FY26, the metric for this goal will be replaced by MAP Fluency data, particular to the End of the Year Grade 5, with the goal of 90% or higher Spanish Reading Fluency for the cohort.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Goal 1 Action # 1-25 L= Limited W= Schoolwide	Title	Description <i>**For FY24, LAS received 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.</i>	FUNDING SOURCE(S); Total funds	Contributing
Goal 1 Action 1	ELA	Continue to monitor student progression towards biliteracy, including development of academic English proficiency of English learners using SBAC and ELPAC indicators	LCFF (Base, S&C), Other State (EPA, AMIM Art & Music, ELOP, In-Lieu, State Lottery, Mandated Cost Reimbursement), Federal (Title 1)	N
Goal 1 Action 2		Analyze ELA achievement data by schoolwide, grade level and subgroups <i>**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.</i>	See Goal 1 Action1	
Goal 1 Action 3		Continued study on most recent bilingual immersion research and its efficacy for students, particularly the identified subgroups**	See Goal 1 Action1	

Goal 1 Action 4		<i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments: **FY24 LAS qualified for Differentiated Assistance for SPED Academics based on FY23 SPED DFS. FY26***Added Speech Therapist FT Staff on Oct. 2025.</i>	LCFF (Base), Other State (In-Lieu, SPED Entitlement, Federal (SPED IDEA)	
Goal 1 Action 5	SLA	Continue administration of Spanish language assessment in reading (K-8) and in math (K-4)	See Goal 1 Action1	N
Goal 1 Action 6		Analyze SLA achievement data by schoolwide, grade level and subgroups	See Goal 1 Action1	
Goal 1 Action 7	MATHEMATICS	Analyze Math achievement data by schoolwide, grade level and subgroups <i>**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.</i>	See Goal1 Action1	N
Goal 1 Action 8		Continued study on most recent bilingual immersion research and its efficacy for students, particularly the identified subgroups	See Goal 1 Action1	
Goal 1 Action 9		Analysis of schoolwide and subgroup data from MAP Math Benchmark**	See Goal 1 Action1	
Goal 1 Action 10		<i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments: **FY24 LAS qualified for Differentiated Assistance for SPED Academics based on FY23 SPED DFS</i>	See Goal 1 Action1	
Goal 1 Action 11.L (1of3)	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 <i>**FY24 Change RFEP Gr8 Cohort Goal from 70% to 65% (Average: of FY22 and FY23 RFEP data)</i>	LCFF (S&C: 1of3), See Goal 1, Action 1, Action 17.W	Y (EL)

Goal 1 Action 12.W (2of5)	Schoolwide	Keep updated teacher credential status to ensure all teaching personnel are highly qualified and properly credentialed	LCFF (Base)	Y (LI, EL, FY)
Goal 1 Action 13		All core subjects instruction is based on Common Core State Standards		N
Goal 1 Action 14.L (2of3)		Subgroups: Provide identified additional support for subgroups as identified by achievement data- i.e. technology assistance, other support materials	LCFF (S&C: 2of3)	Y (LI)
Goal 1 Action 15.L (3of3)		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.	LCFF (Base, S&C: 3of3)	Y (EL)
Goal 1 Action 16.W (2of2) <i>LREBG</i>	FY26: Moved to Goal 3, Action 8	Continue expanded learning opportunities or interventions will be available to identified subgroup needs: Before, after school, winter, or summer session	<i>FY26: Moved to Goal 3, Action 8</i>	Y (LI, EL, FY)
Goal 1 Action 17.W (2of5)		<i>New amended verbiage:</i> Implement teacher leader program for teaching and learning opportunities and schoolwide programmatic finetuning using funding for learning recovery. <i>New-Continuation of ELD Task Force work, Math Leads for Math Pilot Program Support.</i>	Other State (EEF)	Y (LI, EL, FY)
Goal 1 Action 18		Continue implementation of TK program and adherence to changing age enrollment mandates	LCFF (Base), Other State (UPK/TK)	N
Goal 1 Action 19.W (1of5)		Increased services: Literacy Coach and intervention	LCFF (S&C)	Y (LI, EL, FY)
Goal 1 Action 20.W		(Remove for FY26) Increased services: (One Year Only) Part-time teacher on special assignment	REMOVED	Y (LI, EL, FY)

Goal 1 Action 21.W (3of5)		Increased services: (One Year Only) 8 PT Instructional Aides	LCFF(S&C), Other State (In- Lieu)	Y (LI, EL, FY)
Goal 1 Action 22.W (1of2) LREBG		Increased services: Intervention Tutors (School year)	Other State (LREBG)	Y (LI, EL, FY)
Goal 1 Action 23.W (4of5)		New Increased services: FT Support Services (Student assessments and intervention)	LCFF (S&C), Other State (In- Lieu)	Y (LI, EL, FY)
Goal 1 Action 24.W (2of2) LREBG	FY26: Moved to Goal 3, Action 9	Increased services: Extensive Student Support Personnel (<i>FY24: Intervention Core Day and Intervention Summer, FY25: Intervention Core Day</i>) Expansive Student Support Personnel and Materials (<i>FY26: Intervention Core Day, Library Staff, Library Resources, Textbooks</i>)	<i>FY26: Moved to Goal 3, Action 9</i>	Y (LI, EL, FY)
Goal 1 Action 25.W (2of5)		Improved services: Professional development (i.e. ELD, ERWC, Foundational Literacy, Amplify Science, ELD Amplify, Bridges Math, MAP Growth and MAP Fluency, Responsive Classrooms, SEL)	LCFF (Base), Federal (Title 1, Title 2)	Y (LI, EL, FY)

Insert or delete rows, as necessary.

Goal 2.0: Academic Engagement (AE)

Goal #	Description	Type of Goal
Goal 2: AE Metrics: 7.0-8.0 Actions: 1-11	<i>This section reflects the LAS goals as stated in the LAS Charter Petition (2019-2024, Ext. 2027) approved on March 21, 2019.</i> Goal 2: ACADEMIC ENGAGEMENT (AE) AE 7.1, 7.2 High Attendance Rate AE 8.1, 8.2 Low Chronic Absenteeism	Focus Goal

State Priorities addressed by this goal.

- 5. Student Engagement (Priority 5)
 - Attendance rates and chronic absenteeism

An explanation of why the LEA has developed this goal.

Although LAS has 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 and the FY25 EOY attendance rate is 95%; up from FY23's 94% - an increase of about 1%; hence, meeting LAS' ADA goal of 95%. LAS is looking forward to continuing to analyze how attendance has been affected due to the many iterations of pandemic schooling interruption.

Measuring and Reporting Results

Goal 2 Metric # 7.0-8.0	Metric	Baseline FY23	Year 1 Outcome FY24	Year 2 Outcome FY25	Annual Target for Outcome: 3Year LCAP CYCLE Year 1: FY24 Year 2: FY25 Year 3: FY26	<i>NOTE: LAS is a charter school completing LCAP targets annually</i> Current Difference from Baseline FY23 vs Year 2 FY25
Goal 2 Metric 7.0 AE 7.1	Attendance Rate: All	<u>All:</u> 94% Data Year: FY23 Data Source: Infinite Campus, Data Quest	<u>All:</u> 95% Data Year: FY24 Data Source: Infinite Campus, Data Quest	<u>All:</u> 95% Data Year: FY25 Data Source: Infinite Campus, Data Quest	Target: 95% or higher Data Year: FY23 Data Source: Infinite Campus, Data Quest	Met Goal
Goal 2 Metric 7.0 AE 7.2	Attendance Rate: Subgroups	<u>Subgroups:</u> Latinx: 93% EL: 92% RFEP: 94% LTEL: NA SPED: 91% LI: 93% Data Year: FY23 Data Source: Infinite Campus, Data Quest	<u>Subgroups:</u> Latinx: 95% EL: 94% RFEP: 96% LTEL: NA SPED: 94% LI: 95% Data Year: FY24 Data Source: Infinite Campus, Data Quest	<u>Subgroups:</u> Latinx: 95% EL: 94% RFEP: 96% LTEL: 94% SPED: 94% LI: 95% Data Year: FY25 Data Source: Infinite Campus, Data Quest	Target: Within 2% margin from the school goal Data Year: FY23 Data Source: Infinite Campus, Data Quest	Met Goal

<p>Goal 2 Metric 8.0 AE 8.1</p>	<p>Chronic Absenteeism Rate: All</p>	<p>All: 16% Data Year: FY23 Data Source: Infinite Campus, Data Quest</p>	<p>All: 9.7% Data Year: FY24 Data Source: Infinite Campus, Data Quest</p>	<p>All: 11% Data Year: FY25 Data Source: Infinite Campus, Data Quest</p>	<p>Target: Less than 3% <i>or decreasing trajectory each year (New FY26)</i> Data Year: FY23 Data Source: Infinite Campus, Data Quest <i>FY26: Amend goal to reflect new charter goal for the next LCAP cycle</i></p>	<p>Did not meet goal</p>
<p>Goal 2 Metric 8.0 AE 8.2</p>	<p>Chronic Absenteeism Rate: Subgroups</p>	<p>Subgroups: Latinx: 16.4% EL: 18.5% RFEP: NA LTEL: NA SPED: 22.9% LI: 18.5% Data Year: FY23 Data Source: Infinite Campus, Data Quest</p>	<p>Subgroups: Latinx: 9.9% EL: 12.4% RFEP: NA LTEL: 13% SPED: 11.9% LI: 11.5% Data Year: FY24 Data Source: Infinite Campus, Data Quest</p>	<p>Subgroups: Latinx: 11.4% EL: 15.1% RFEP: NA LTEL: 19.1% SPED: 19.5% LI: 12.4% Data Year: FY25 Data Source: Infinite Campus, Data Quest</p>	<p>Target: Within 2% margin from the school goal Data Year: FY23 Data Source: Infinite Campus, Data Quest <i>FY26: Amend goal to reflect new charter goal for the next LCAP cycle</i></p>	<p>Partially met goal; did not meet goal for EL, and LTEL</p>

Insert or delete rows, as necessary.

Goal 2 Goal Analysis for LCAP FY25-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall, the actions for Goal 2 remain consistent in both declaration and implementation. Historically, LAS has learned that schooling interruptions and distance learning due to the global pandemic have dramatically changed the definition of attendance and engagement. Since FY23 and into the present, expanded counseling services with an additional part-time staff (Action 11.W) and greatly increased ASES and Enrichment programs (Action 8 and 9) aka Jaguar Academy, both in quality offerings and staff quantity. Lastly, Action 6: Implementation of Artist-In-Residence Teacher, has increased the overall moral and engagement of both students and staff as quality art work displays cover the classrooms and shared spaces.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In FY25, there were no major differences in expenditures in Goal 2 aside from revenue sources from ESSER to LREBG, for example for core day intervention tutoring. In FY26, the 5000 object codes related to vendor services funds were moved to 2000 object codes for classified salary adjustments for ELOP staff.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Based on preliminary attendance data and stakeholder survey satisfaction data, the LAS community has done an effective and 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 last two years with 95.28% FY24 and 95.40% FY25 ADA, meeting the budget assumptions for both fiscal years. Collectively, all actions in Goal 2 continue to advance student engagement at LAS.

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

Since FY23, LAS returned to setting attendance goals per pre-Covid-19 times – changing the historical 97% ADA goal to more realistic 95%. For FY26, LAS has added the goal of having an annual “decreasing trajectory” for school-wide chronic absenteeism as well as for its’

pertinent subgroups. LAS has consciously expanded its ASES and Enrichment programs aka Jaguar Academy, with hope that student engagement will continue to improve for the upcoming years. Aside from items mentioned above, there are no additional changes for this goal.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Goal 2 Action # 1-11 L= Limited W= Schoolwide	Title	Description	FUNDING SOURCE(S); Total Funds	Contributing
Goal 2 Action 1.W (2of5)	Attendance and Reengagement Support	Continue to closely monitor student attendance trends: schoolwide and for identified subgroups (via Illuminate (Infinite Campus) SIS) <i>**FY24: 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. 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.</i>	LCFF (Base), Other State (ELOP, In-Lieu, SPED Entitlement, State Lottery)	Y (LI, EL, FY)
Goal 2 Action 2		Continue coordinated effort with Parent Council, Parent Association, Student Council groups for collective emphasis on strong attendance rate	LCFF (Base)	N
Goal 2 Action 3.W (2of5)		Continue close monitoring of subgroups and areas of need via MTSS process; <i>**FY24 LAS qualified for Differentiated Assistance for SPED Chronic Absenteeism based on FY23 SPED CA Dashboard Data</i>		Y (LI, EL, FY)
Goal 2 Action 4.W (5of5)		Wrap around health and mental health supports provided to subgroups with identified need		Y (LI, EL, FY)
Goal 2 Action 5.W (5of5)		Continued support and training for Bully Prevention and Conflict Resolution and nuances of underlying effect of privilege, oppression, and micro-aggression		Y (LI, EL, FY)

Goal 2 Action 6		New: Implementation of art class during core-day with FT artist-in-residence teacher.	Other State (In-Lieu, Prop 28 Arts)	N
Goal 2 Action 7		Continue review of annual student survey data for improvement areas		N
Goal 2 Action 8	ASES Program	Continuation of ASES program	Other State (In-Lieu, ELOP, ASES)	N
Goal 2 Action 9	Enrichment Program	Continuation of Enrichment program	LCFF (Base), Other State (ELOP, Prop 28 Arts)	N
Goal 2 Action 10	SEL Support	FT Counselor	Other State (SPED Reimbursement), Federal (SPED IDEA)	N
Goal 2 Action 11.W (5of5)	SEL Support	Increase services: Additional PT Counselor	LCFF (S&C), Other State (SPED Entitlement)	Y (LI, EL, FY)

Insert or delete rows, as necessary.

Goal 3.0: Conditions and Climate (CC)

Goal #	Description	Type of Goal
<p>Goal 3: CC Metrics: 9.0-14.0 Actions: 1-10</p>	<p><i>This section will reflect the LAS goals as stated in the LAS Charter Petition (2019-2024, Ext. 2027) approved on March 21, 2019.</i> Goal 3: CONDITIONS AND CLIMATE CC 9.1, 9.2 Low Suspension Rate CC 10.1 Educational Partners Participation Survey CC 10.2 High Rating/Satisfaction Data for Climate Survey Questions CC 11.1 Volunteer and Voter Participation for Board Elections CC 12.1 Teacher Quality CC 13.1 Instructional and Curriculum Materials CC 14.1 Facility Quality</p>	<p>Broad Goal</p>

State Priorities addressed by this goal.

- 1. Basic Services (Priority 1)
 - Qualified and appropriately assigned teachers
 - Access to standards-aligned instructional materials
 - Safe and well-maintained school facilities
- 3. Parental Involvement (Priority 3)
 - Engagement of parents/guardians in decision-making
 - Opportunities for parental input and participation
- 6. School Climate (Priority 6)
 - Suspension and expulsion rates
 - Surveys on student, parent, and staff perceptions of safety and connectedness

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. This goal focuses on the collaborative effort of all LAS's educational partners: students, families, and staff, to ensure students are engaged in productive and kind behaviors conducive to learning and that all-surround aspects of the community, including resources and facilities support this overall goal.

Measuring and Reporting Results

Goal 3 Metric # 9.0-14.0	Metric	Baseline FY23	Year 1 Outcome FY24	Year 2 Outcome FY25	Annual Target for Outcome: 3Year LCAP CYCLE Year 1: FY24 Year 2: FY25 Year 3: FY26	<i>NOTE: LAS is a charter school completing LCAP targets annually</i> Current Difference from Baseline FY23 vs Year 2 FY25
Goal 3 Metric 9.0 CC 9.1	Low Suspension Rate: All	<u>All:</u> 2.2% Data Year: FY23 Data Source: Infinite Campus, Data Quest	<u>All:</u> 0.5% Data Year: FY24 Data Source: Infinite Campus, Data Quest	<u>All:</u> 1.1% Data Year: FY25 Data Source: Infinite Campus, Data Quest	Target: Lower than 2% Data Year: FY23 Data Source: Infinite Campus, Data Quest	Met Goal
Goal 3 Metric 9.0 CC 9.2	Low Suspension Rate: Subgroups	<u>Subgroups:</u> Latinx: 1.9% EL: 1.7% RFEP: NA LTEL: NA SPED: 5.6% LI: 2.1% Data Year: FY23 Data Source: Infinite Campus, Data Quest	<u>Subgroups:</u> Latinx: 0.5% EL: 0.3% RFEP: NA LTEL: NA SPED: 1.5% LI: 0.4% Data Year: FY24 Data Source: Infinite Campus, Data Quest	<u>Subgroups:</u> Latinx: 1% EL: 1.2% RFEP: 2.8% LTEL: 1.2% SPED: 1.6% LI: 1.5% Data Year: FY25 Data Source: Infinite Campus, Data Quest	Target: Within 2% margin from the school goal Data Year: FY23 Data Source: Infinite Campus, Data Quest	Met Goal

<p>Goal 3 Metric 10.0 CC 10.1</p>	<p>Educational Partners Participation Survey</p>	<p><u>Participation:</u> Families 95% Data Year: FY23 Data Source: Survey Monkey Results</p>	<p><u>Participation:</u> Families 93% Data Year: FY24 Data Source: Survey Monkey Results</p>	<p><u>Participation:</u> Families 96% Data Year: FY25 Data Source: Survey Monkey Results</p>	<p>Target: 90% or above participation Data Year: FY23 Data Source: Survey Monkey Results</p>	<p>Met Goal</p>
<p>Goal 3 Metric 10.0 CC 10.2</p>	<p>High rating/Satisfaction Data for Climate Survey Questions</p>	<p><u>CC 3.4.A</u> 93% Students: <i>"I like my school."</i> <u>CC 3.4.B</u> 98% Families: <i>"I would recommend the school to others."</i> <u>CC 3.4.C</u> 96% Staff: <i>"I would recommend the school to others."</i> Data Year: FY23 Data Source: Survey Monkey Results</p>	<p><u>CC 3.4.A</u> 92% Students: <i>"I like my school."</i> <u>CC 3.4.B</u> 97% Families: <i>"I would recommend the school to others."</i> <u>CC 3.4.C</u> 97% Staff: <i>"I would recommend the school to others."</i> Data Year: FY24 Data Source: Survey Monkey Results</p>	<p><u>CC 3.4.A</u> 92% Students: <i>"I like my school."</i> <u>CC 3.4.B</u> 98% Families: <i>"I would recommend the school to others."</i> <u>CC 3.4.C</u> 97% Staff: <i>"I would recommend the school to others."</i> Data Year: FY25 Data Source: Survey Monkey Results</p>	<p>Target: 90% of above Data Year: FY23 Data Source: Survey Monkey Results</p>	<p>Met Goal</p>

Goal 3 Metric 11.0 CC 11.1	Volunteer and Voter Participation for Board Elections	<u>Voter Participation:</u> 82% Parent - Board Election 11/2022 Data Year: FY23 Data Source: Local Data	<u>Voter Participation:</u> 79% Parent - Board Election 10/2023 Data Year: FY24 Data Source: Local Data	<u>Voter Participation:</u> No Parent - Board Election: Appointed Member Data Year: FY25 Data Source: Local Data	Target: 85% Data Year: FY23 Data Source: Local Data	NA
Goal 3 Metric 12.0 CC 12.1	Teacher Quality: Credentialed Teachers Authorize on a Permit/Waiver	Zero Data Year: *FY22 Data Source: SARC	NA Data Year: FY23 Data Source: SARC	X TBD Data Year: FY24 Data Source: SARC	Target: Zero Data Year: *FY22 Data Source: SARC	TBD
Goal 3 Metric 13.0 CC 13.1	Instructional and Curriculum Materials Quality	100% Data Year: FY23 Data Source: Local Indicator Report	100% Data Year: FY24 Data Source: Local Indicator Report	100% Data Year: FY25 Data Source: Local Indicator Report	Target: 100% Access to Quality Data Year: FY23 Data Source: Local Indicator Report	Met Goal
Goal 3 Metric 14.0 CC 14.1	Facility Quality	<u>Rating: Good</u> Data Year: FY23 Data Source: Local Indicator Report, SARC	<u>Rating: Good</u> Data Year: FY24 Data Source: Local Indicator Report, SARC	<u>Rating: Good</u> Data Year: FY25 Data Source: Local Indicator Report, SARC	Target: Good-Overall Rating Data Year: FY23 Data Source: Local Indicator Report, SARC	Met Goal

Insert or delete rows, as necessary.

Goal 3 Goal Analysis for LCAP FY25-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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 continues to show an overall improvement, LAS remains vigilant in creating community interdependency and responsibility to lower the rate even more. The last few years, LAS had a limited parent volunteer opportunities but this has changed for the current year. This is particularly true as more chaperones sign up for fieldtrips (Action 4)

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

During FY25, the anticipated difference between Budgeted Expenditures and Estimated Actual Expenditures will reflect the retroactive salary increase consideration for both certificated and classified staff, including those who have a direct operational responsibility in the success of the conditions and climate of the school. In FY26, the most noteworthy differences pertinent to Goal 3 are: 1) Services and other operations (projected to be \$12.8K higher- fundraising and printing costs), 2) Books and supplies (projected to be \$21.6k higher), and 3) Anticipated curriculum purchase (projected \$100k higher).

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Based on educational partners survey satisfaction data, the LAS continues to do an exemplary job responding efficiently and efficaciously to the incredible challenges presented 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. Thus, all actions in Goal 3 will be maintained as effective means to meet the school goals.

A description of any changes made to the planned goal, metrics, target 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. LAS will continue its established high standards on facility maintenance and care. The work continues to evolve in terms of emerging needs, but LAS remains steadfast in addressing them as they arise.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Goal 3 Action # 1-10 L= Limited W= Schoolwide	Title	Description	FUNDING SOURCE(S); Total Funds	Contributing
Goal 3 Action 1.W (2of5)	AE: Low Suspension	Continue high level of student engagement academically and socio-emotionally	See Goal2 Action1	Y (LI, EL, FY)
Goal 3 Action 2.W (2of5)		Continue to closely monitor student suspension trends: schoolwide and for identified subgroups		Y (LI, EL, FY)
Goal 3 Action 3.W (2of5)		Continue close monitoring of subgroups and areas of need via MTSS process <i>**FY24: Focus: ATSI SWD Subgroup: Begin EOY FY24 administration of yearly SWD student satisfaction survey</i>		Y (LI, EL, FY)
Goal 3 Action 4		New: Continue high student engagement via fieldtrips	LCFF (Base), Local Funds (Fundraising and Grants, Local Funds)	N
Goal 3 Action 5	AE: Survey Participation	Continue administering stakeholder survey data annually and monitor for areas of improvement		N
Goal 3 Action 6	LAS: Volunteerism/Participation	Improved services: Childcare for Parent Meetings: ELAC, SSC, Board, Parent Council, Parent Association, Parent Orientations	Federal (Title 1)	N

Goal 3 Action 7		Improved services: Parent Trainings	LCFF (Base), Other State (Mandated Cost Reimbursement), Federal (Title 1)	N
Goal 3 Action 8 <i>(FY26: Moved from Goal 1 Action 16.W (2of2) LREBG)</i>	Instructional/Curriculum Materials	Improved services: Expanded books, reference materials, library resources, educational software, computer replacements, technology support services	LCFF (Base), Other State (LREBG, SPED Entitlement, State Lottery), Federal (Title 1)	N
Goal 3 Action 9 <i>(FY26: Moved from Goal 1 Action 24.W (2of2) LREBG)</i>	Library	Continue PT librarian service	Other State (LREBG, In-Lieu), Federal (Title 1)	N
Goal 3 Action 10	Facility Quality per new health and safety COVID-19 mitigation standards	Improved services: Maintain state expectation on Facility Quality per new health and safety COVID-19 mitigation standards and custodial support. New: Rehabilitation of TK, Primary (further align with TK requirements, larger room, new playground, ADA, Toilet, drinking fountains), bathroom updates per code: students and adults.	LCFF (Base), Other State (In- Lieu, State Lottery, ELOP)	N

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for LCAP FY24-25

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,655,090	\$146,526

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
25%	0%	0	25%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>Goal 1 AP Action 19.W</p>	<p>Action: LCFF S&C Literacy Coaching</p> <p>Need: Increase the percentage of students making progress in SLA, ELA and Math.</p> <p>Feedback Alignment: LAS Board, Parent Council, Parent Association, ELAC, Student Council, CDT Committee</p> <p>Scope: LEA-wide</p>	<p>Expanded literacy coaching is <i>principally directed to English Learners and low-income students</i> to close foundational literacy gaps identified in MAP Fluency assessments. These services benefit the entire school as part of a Tier 1 intervention strategy.</p>	<p>SBAC: ELA, Math MAP Growth MAP Fluency</p>

<p>Goal 1 AP Action 12.W Action 15.L Action 25.W</p>	<p>Action: LCFF S&C Certificated Staff Need:</p>	<p>Provide weekly structured common planning time (CPT) and professional development (PD) Fridays for vertical, horizontal, and whole staff continued peer collaboration on approaches to improving student achievement. Collaboration meeting focus includes: 1) student data analysis, 2) writing assessment calibration, 3) ELD unit/lesson design for Designated and Integrated ELD, 4) instructional planning for differentiation: teaching and assessment. All the above is <i>principally directed to English Learners and low-income students</i> to close foundational literacy gaps identified in MAP Fluency assessments.</p>	<p>SBAC: ELA, Math MAP Growth MAP Fluency</p>
<p>Goal 2 AE Action 1.W Action 3.W</p>	<p>Increase the percentage of students making progress in SLA, ELA and Math to meet the End of Stage 3 Gr8 Cohort achievement trajectory</p>		
<p>Goal 3 CC Action 1.W Action 2.W Action 3.W</p>	<p>Feedback Alignment: LAS Board, Parent Council, Parent Association, ELAC, Student Council, CDT Committee Scope: LEA-wide</p>		

<p>Goal 1 AP Action 21.W</p>	<p>Action: LCFF S&C Part Time Instructional Aides (3x)</p> <p>Need: Increase the percent of students making progress in SLA, ELA and Math.</p> <p>Feedback Alignment: LAS Board, Parent Council, CDT Committee</p> <p>Scope: LEA-wide</p>	<p>Part time instructional aides are focused in primary grades and although benefitting the school's overall, they are principally directed to English Learners and low-income students to close foundational literacy gaps identified in MAP Fluency assessments.</p>	<p>MAP Growth MAP Fluency</p>
<p>Goal 1 AP Action 23,W</p>	<p>Action: LCFF S&C Full Time Support Services Staff (1x)</p> <p>Need: Increase the capacity for effective schoolwide assessments (ELPAC, foundational literacy) and ensure multi-grade intervention</p> <p>Feedback Alignment: ELAC, CDT Committee</p> <p>Scope: LEA-wide</p>	<p>Increase the capacity for effective schoolwide assessments (ELPAC, foundational literacy) and ensure multi-grade intervention. This has a schoolwide application; however, it is principally directed to English Learners and low-income students to close foundational literacy gaps identified in MAP Fluency assessments. These services benefit the entire school as part of a Tier 1 intervention strategy.</p>	<p>SBAC: ELA, Math MAP Growth MAP Fluency</p>

<p>Goal 2 AE Action 4 Action 5 Action 11.W</p>	<p>Action: LCFF S&C Part Time Counselor (1x)</p> <p>Need: Increase staff to support students' sense of connectedness to the school community.</p> <p>Feedback Alignment: Parent Council, Parent Association, ELAC, Student Council</p> <p>Scope: LEA-wide</p>	<p>Increase capacity for wrap around health and mental health supports provided to subgroups with identified need. Although these services benefit the entire school they are principally directed to English Learners and low-income students.</p>	<p>LAS End of the Year: Educational Partner Surveys</p>
--	---	---	---

<p>Goal 1 AP Action 22.W</p>	<p>Action: This is a LREBG action (LCAP FY25, FY26 and FY27)</p> <p>Intervention Program: Core Day</p> <p>Need: Increase the percent of students making progress in SLA, ELA and Math</p> <p>Feedback Alignment: LAS Board, Parent Council, Parent Association, ELAC, Student Council, CDT Committee</p> <p>Scope: LEA-wide</p>	<p>To meet the unique academic needs of unduplicated pupils, LAS will implement increased targeted intervention program focusing on English Learners, low-income students, and foster youth. The program is principally directed at these students because assessment data indicates that they experience higher rates of learning loss in foundational literacy and math skills.</p> <p>This action is the most effective because research supports structured small-group interventions as a best practice for accelerating learning recovery for ELs and low-income students (CDE, 2023). Effectiveness will be monitored through MAP Growth assessments and reclassification rates.</p>	<p>Intervention Pre/Post MAP Growth MAP Fluency Gr8 Cohort RFEP Data</p>
<p>FY25 Only Goal 1 AP Action 16.W Action 24.W</p>	<p><i>Action: This is a LREBG action (LCAP FY25 Only)</i> <i>Extensive Summer School Personnel</i></p> <p>Need: <i>Increase the percentage of students making progress in SLA, ELA, and Math</i></p> <p><i>Feedback Alignment: LAS Board, Parent Council, Parent Association, ELAC, Student Council, CDT Committee</i></p> <p>Scope: LEA-wide</p>	<p><i>To meet the unique academic needs of unduplicated pupils, LAS will implement an extensive summer school program focusing on English Learners, low-income students, and foster youth. The program is principally directed at these students because assessment data indicates that they experience higher rates of learning loss in foundational literacy and math skills.</i></p> <p><i>This action is the most effective because research supports structured small-group interventions as a best practice for accelerating learning recovery for ELs and low-income students (CDE, 2023). Effectiveness will be monitored through MAP Growth assessments and reclassification rates.</i></p>	<p><i>Summer School Intervention Pre/Post MAP Growth MAP Fluency Gr 8 Cohort RFEP Data</i></p>

<p>FY26 & FY27 Only Goal 3 CC Action 8</p>	<p>Action: This is a LREBG action (LCAP FY26 and FY27) Need: Increase in expenditures for purchase of core instructional materials newly adopted by the State Board Education.</p> <p>Feedback Alignment: LAS Board, Parent Council, Parent Association, ELAC, Student Council, CDT Committee</p> <p>Scope: LEA-wide</p>	<p>To meet the unique academic needs of unduplicated pupils, LAS will ensure to use newly state board adopted core curricula that are aligned with the charter goal mission and fully implement these to increase achievement for all, particularly the subgroups: English Learners, low-income students, and foster youth. The program is principally directed at these students because assessment data indicates that they experience higher rates of learning loss in foundational literacy and math skills.</p> <p>This action is the most effective because research supports that utilization of vetted, state approved curricula is a best practice for accelerating learning recovery for ELs and low-income students (CDE, 2023). Effectiveness will be monitored through MAP Growth assessments and reclassification rates.</p>	<p>Professional Development Calendar and Trainings for Core Instructional Materials</p>
--	--	--	---

<p>Goal 3 FY26 & FY27 Only CC Action 9</p>	<p>Action: This is a LREBG action (LCAP FY26 and FY27) Part Time Librarian Need: Full Functioning Library: Librarian and Library Materials Feedback Alignment: LAS Board, Parent Council, Parent Association, ELAC, Student Council, CDT Committee Scope: LEA-wide</p>	<p>To meet the unique academic needs of unduplicated pupils, LAS will have a fully functioning library; staff and materials with intention to create an environment welcoming of subgroups: English Learners, low-income students, and foster youth. The program is principally directed at these students because assessment data indicates that they experience higher rates of learning loss in foundational literacy and math skills. This action is the most effective because research supports rich print environments such as a library is a component of a best practice for accelerating learning recovery for ELs and low-income students (CDE, 2023). Effectiveness will be monitored through MAP Growth assessments and reclassification rates.</p>	<p>Intervention Pre/Post MAP Growth MAP Fluency Gr8 Cohort RFEP Data</p>
--	--	---	--

Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1 AP Action 11L	Action: LCFF S&C English Language Learners progress monitoring toward biliteracy and academic English proficiency Need: Increase the percentage of EL students making progress in SLA, ELA and Math Feedback Alignment: Parent Council, ELAC, CDT Committee Scope: Limited to Unduplicated Student Group(s): 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 <i>**FY24 Change RFEP Gr8 Cohort Goal from 70% to 65% (Average: of FY22 and FY23 RFEP data)</i>	SBAC: ELA, Math ELPAC EL Gr8 Cohort Reclassification Rate

Insert or delete rows, as necessary.

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

FY26 LAS expects **TBD**% projected percentage to increase or improve services for ELs, SED students and foster youth for the FY26. Based on SBE formula calculator, LAS’s LCFF Supplemental and Concentration Grant is projected to be \$1,620,427.

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 (literacy coaching, staff collaboration time, instructional aides, and assessment support services, to support the learning recovery needs primarily of ELs and SED students; 1B) (AP): Increase in quantity of services primarily 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 as well as adding a part time counselor to expand wrap around mental health support primarily for unduplicated students; lastly, 2B) Provide training for all staff focused on creating empathy and understanding for students in the school’s unduplicated groups.

Additional Concentration Grant Funding

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 \$132,936 will 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	Not applicable to charter schools	Not applicable to charter schools
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

- Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).
- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

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

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted

by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC Section 42238.024(b)(1) (California Legislative Information)* requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.

- This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.

- This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.

- **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose

meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

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

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who

provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. *This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.*
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”

- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional

percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

- This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

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

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

The Language Academy of Sacramento (LAS)

LCAP Part 3: CA Dashboard Local Indicators Data and Summary

Draft v052826

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

Draft v052826

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

LAS Priority 1 Data:

Indicator	Response
• Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions (Per SARC for FY24 Total: Misassignments)	3.6
• Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home	0
• Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)	0

Additional Comment:

To date, the access to technology for students' 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. In FY26, 92% of LAS teachers have two years or more classroom teaching experience and 72% have five or more years of teaching experience.

Implementation of State Academic Standards (LCFF Priority 2)

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

LAS Priority 2 Data and Summary:

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

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

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

- 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)					5
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)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
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				4	
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 to present time 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 /Parent Square 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 Family and Community Engagement (FACE), formerly known as 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, 2026): 94% of families completed the annual school survey. Survey Data 2: 98% 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: FY19: 5/2019= 76%FY21: 10/2020 = *29% (Lowest Record due to COVID-19 Closure), FY22: 11/2021 = 80%, FY23: 11/2022: 82% (*Highest record), FY24: 10/2023=79% and FY26: 11/2025 = 72% and 1/2026 = 79%..*

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, May, 2026) STUDENT ENGAGEMENT AND BUILDING CONFIDENCE AND LIFE SKILLS: DATA 1 - Attendance Rate Goal 95% DATA 2 - 94% of TK-Gr8 students participated in the student survey completion DATA 3 - Q1: 96% stated, "I like my school." Q2: 98% stated in agreement that yes, "It's important for me to read and write in Spanish. Q3: 97% stated yes to the statement, "It's important for me to read and write in English." Q4: 92% stated yes to, "I feel safe at school."

PARENT INVOLVEMENT AND ITS ROLE IN SUPPORTING THE FULFILLMENT OF LAS MISSION Survey Data 1 (May, 2026): 94% of families completed the annual school survey. Survey Data 2: 98% of families stated that they would recommend the school to others.

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.