

# COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
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**Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.**

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

- 1) Changes to program offerings: LAS is a TK-8, 90-10 model dual language Spanish immersion charter school. Our instructional team has remained steadfast in following the language of instruction for core subject matters, even during the school closure that started on March 16, 2020. At the initial stage of the closure, students received a two-week learning packet of review materials and in some cases, a hybrid of online assignments via google classroom that students were already familiar with during live, classroom-based instruction. The second stage of the closure dictated urgent actions to prepare for full implementation of distance learning. LAS expediently assessed the technology needs of students and distributed technology equipment to all families who requested support. *Data: 9 out of 10 family survey participants stated: 1) They received the help they needed with technology device, 2) They had reliable technology device, and 3) They had reliable access to internet.* Concurrently, LAS evaluated the staff readiness and professional development needs to roll out a distance learning (DL) program. *Data: 8 out of 10 staff survey participants felt they have gained confidence in their work in the past months and the small group ZOOM meetings with School Leadership were valuable. 9 out of 10 felt that their team work (grade level, etc.) has been invaluable.* As a professional community, LAS developed its guiding principles for the DL design. The LAS PACT.O (Progress, Attendance, Communication, Teamwork, and Opportunities) memorializes distance learning teaching and learning agreements per grade level team and support teams addressing various topics from developmentally appropriate cognitive learning to creating safe spaces for socio-emotional support and growth. *Data: 9 out of 10 participated in the LAS PACT.O composition.* In its third stage, LAS distributed stakeholder surveys for students and families to reflect on their distance learning experiences. *Data: Based on a 1-5 scale, 9 out of 10 TK, Gr3, and Gr4 families marked 3 or higher with 5 being that their student was extremely successful with distance learning, while 8 out of 10 families from the other grade levels felt the same.*
- 2) Major impacts of closures to students and families: 1) Schedule disruption: Misalignment of family work requirements vs. students at home during school closure, 2) Widened educational gaps: Illumination of equity and access gaps in distance teaching and learning, particularly in marginalized populations, 3) Mental health impact: Consequences of COVID-19 public health crisis – a) shelter-in-place and social distancing mandate, b) school and business closures, c) economic and financial uncertainties, d) lack of vaccine and resolution to stop the spread of the virus. *Data: 52% of family survey participants noticed a change in mood or emotional state of their students during the school closure. 5 out of 10 students talked with staff regarding the absence of their friends as an emerging conversation theme.*

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

During the school closure, LAS continued its unrelenting focused support of its marginalized population: English learners, foster youth, and low-income students, as well as reclassified fluent English learners who dropped in achievement levels. Students in these groups received both cognitive learning and socio-emotional support as identified via school-wide

assessments (prior to school closure) and staff recommendations. At the core of LAS's Title funding expenditures is literacy building; this includes a Literacy Coach, who designed and provided research-based interventions, and implementation of technology-based literacy support programs. During distance learning, the coach with the intervention staff continued to serve identified students via Zoom in small groups. Moreover, LAS teachers incorporated ELD Choice Boards in their distance learning lessons as a way to incorporate ELD online. (This is an example shared by CDE's Title 3 Office). LAS has established a wellness team specifically to address the emerging socio-emotional needs of students at-risk during the school closure. The wellness team included a counselor, a psychologist, and other support staff, who intentionally reached out to identified students on a regular basis for a mental health and/or wellness check. These check-ins have been critical in getting insights on the equity and access gaps that exist (i.e. technology device and internet access), as well as student engagement issues, during distance learning. LAS is committed to continued improvement of its services to students and their families, particularly those with unique challenges as ELs, foster youth, low-income, and RFEPs who dropped in achievement levels.

### **Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.**

During the second stage of school closure, LAS carefully and yet, expediently and strategically, planned and implemented a "pilot" distance learning program for TK-Gr8 students. Under the guiding principles of the LAS PACT.O (see above), LAS staff began redefining the traditional concepts of "P= Progress," "A=Attendance," "C=Communication," "T=Teamwork," and "O=Opportunities;" this time, in the context of distance learning. LAS staff gained a collectively understanding of asynchronous vs. synchronous teaching and learning, developmentally appropriate expectations of screen time learning per grade level, essential standards with interdisciplinary applications, and "progress" defined as student online engagement and as continuous improvement (formative) vs. summative evaluations. At the micro level, teachers, SPED team members, and academic interventionists, established regular synchronous learning sessions via ZOOM – LAS purchased ZOOM for Educators account to ensure compliance with FERPA privacy laws. Moreover, staff utilized teaching platforms such as Google Classroom, Seesaw and online tools such as Zearn, Prodigy, Epic, Raz-Kids, etc. to implement asynchronous learning experiences for students. Teachers conducted family "orientation meetings" to communicate distance learning expectations and solicit teamwork approaches- teacher and parents together, to teaching and learning, as it truly has become in all essence of the word, during the school closure. Simultaneously, LAS's Curriculum Design Team (CDT), composed a Distance Learning Engagement Profile (DLEP), an end of the year document that will serve as a means to communicate to families about their student's engagement during remote learning as well as a way for LAS to find out which students need more support to succeed in such setting. For example, middle school students were allowed to receive an "I= Incomplete" grade" in DLEP. These marks qualified MS students to receive summer program support, with the goal of changing an "I" to a passing grade after work completion. Lastly, LAS is conducted a stakeholder survey for students and families during the last two weeks of instruction, specific to their experiences of the "pilot" distance learning implementation this spring. LAS staff is aware of the huge learning curve in designing and delivering high-quality distance learning opportunities for students; however, we embrace the challenge and the opportunity to learn and thrive together in this new era in education. *Data: 97% of family survey participants and 98% of staff survey participants would recommend LAS to other parents. 9 out 10 Gr3-Gr8 students agree with the statement, "I like my school."*

### **Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.**

LAS contracts with the Sacramento City Unified School District (SCUSD) for nutritional services. LAS families have been able to access school meals while maintaining social distancing practices via SCUSD's distribution sites within the district boundaries. Families were made aware of access to these meal distribution sites via letters from the LAS Executive Director, LAS website, as well as LAS social media venues. *Data: During distance learning about 9 out of 10 Gr3-Gr8 students ate a meal after waking up in the morning- 7 out of 10 most of the time, and 2 out of 10 sometimes.*

### **Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.**

LAS looks forward to further guidance from the CDE, along with the CDC and the Sacramento County Public Health, on how to arrange for supervision of students during ordinary school hours, while complying with the shelter-in-place and social distancing mandate. *Data: Less than 1% (0.4%) of families stated that childcare need is the main reason for their preference in academic program choice for the upcoming year: On-Site, Blended Learning, or Distance Learning.*

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