

Annual Update for Developing the 2021-22 Local Control and Accountability Plan: PART 1 (Draft v052621 3PM)

Annual Update for the 2019-20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
The Language Academy of Sacramento (LAS)	Teejay Bersola Director, Academic Accountability	tbersola@lasac.info 916.277.7137

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

New Goal This section will reflect the new LAS goals as stated in the LAS Charter Petition (2019-2024) approved on March 21, 2019.
Goal 1: ACADEMIC PERFORMANCE - LAS Goals: G3. High Achievement in Language Arts: English (ELA) and Spanish (SLA); G4. High Achievement in Mathematics; and G5. Upward Trajectory of EL Progress Towards Reclassification (RFEP) Status (Note: The two subgroups (EL and RFEP) must be analyzed in tandem for accurate depiction of progress)

State and/or Local Priorities addressed by this goal:

State Priorities: [List State Priorities Here] State Priorities: 1. Basic; 2. Implementation of Standards; 3. Parent Involvement; 4) Pupil Achievement; 5) Pupil Engagement; 6) School Climate; 7) Course Access; 8) Other Student Outcomes
--

Annual Measurable Outcomes

Expected	Actual

<p>ELA</p> <p>External Accountability:</p> <p>By the End of Stage 3 Gr8 achievement goals:</p> <p><u>G3.0 SBAC % of students who met/exceeded ELA standards-</u></p> <p><u>G3.0A</u> All Students: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from Gr5 SBAC ELA baseline</p> <p><u>G3.0B</u> Subgroups: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC ELA baseline</p> <p><u>G3.0C</u> All Students and Subgroups: By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be comparable/higher than the state, district, and neighboring schools</p> <p><u>G3.1 SBAC Difference from Met (DFM) points in ELA:</u></p> <p><u>G3.1A</u> All Students: By the End of Stage 3 Gr8, the Gr8 cohort will show positive growth in DFM points from their Gr6 cohort baseline data</p> <p><u>G3.1B</u> Subgroups: By the End of Stage 3 Gr8, the Gr8 cohort subgroups will show positive growth in DFM points from their Gr6 cohort baseline data</p> <p>Internal Accountability:</p> <p><u>G3.2 LAS Benchmark DRA/EDL-</u></p> <p><u>G3.2A</u> All Students: By End of Stage 2 Gr6, 70% or more of Gr6 students will show growth from the beginning of the year to the end of year reading assessment data in English and Spanish</p> <p><u>G3.2B</u> Subgroups: By End of Stage 2 Gr6, 70% or more of Gr6 student subgroups will show growth from the beginning of the year to the end of year reading assessment data in English and Spanish</p> <p><u>G3.3 SWD Subgroup LAS IEP Student Goals-</u> Students with disabilities will meet at least 80% of IEP goals as determined by annual IEP meetings.</p>	<p>FY20 No SBAC Data due to C19 closure</p> <p>FY20 No LAS Data due to C19 closure</p> <p>G3.3 To be redefined by SPED Team for FY22-24</p>
---	---

Expected	Actual
SLA EDL Spanish reading data by End of Stage 2 (Gr6): 75% at grade level Gr8 Diagnostic SAT Subject Test in Spanish/ AP Spanish Test: Comparable data with College Board average score	FY20 No SBAC Data due to C19 closure FY20 No LAS Data due to C19 closure

DRAFT

Expected	Actual
<p>MATH</p> <p>External Accountability:</p> <p>By the End of Stage 3 Gr8 achievement goals:</p> <p><u>G4.0 SBAC % of students who met/exceeded Math standards-</u></p> <p><u>G4.0A</u> All Students: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from Gr5 SBAC Math baseline</p> <p><u>G4.0B</u> Subgroups: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC Math baseline</p> <p><u>G4.0C</u> All Students and Subgroups: By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be comparable/higher than the state, district, and neighboring schools</p> <p><u>G4.1 SBAC Difference from Met (DFM) points in Math:</u></p> <p><u>G4.1A</u> All Students: By the End of Stage 3 Gr8, the Gr8 cohort will show positive growth in DFM points from their Gr6 cohort baseline data</p> <p>Internal Accountability:</p> <p><u>G4.2 LAS MAP Math-</u> New; First year implementation. LAS will establish baseline goals in 2019</p> <p><u>G4.2A</u> All Students: To be determined</p> <p><u>G4.2B</u> Subgroups: To be determined</p> <p><u>G4.3 SWD Subgroup LAS IEP Student Goals-</u></p> <p>Students with disabilities will meet at least 80% of IEP goals as determined by annual IEP meetings.</p>	<p>FY20 No SBAC Data due to C19 closure</p> <p>FY20 No LAS Data due to C19 closure</p> <p>G4.3 To be redefined by SPED Team for FY22-24</p>

Expected	Actual
<p>ELL</p> <p>External Accountability:</p> <p>G5.0 <u>Cohort reclassification rate</u> of 70% or higher by the End of Stage 3 Gr8. (See EL and RFEP applicable goals above: 3.0B, 3.0C, 3.1B, 3.2B and 4.0B, 4.0C, 4.1B, 4.2B)</p> <p>Internal Accountability:</p> <p>G5.1 <u>LAS Reading Benchmark</u>- By End of Stage 2, 70% or more of Gr6 EL students will show growth from the beginning of the year to the end of the year reading assessment data</p> <p>G5.2 LAS MAP Math- New; First year implementation. LAS will establish baseline goals in 2019 for EL subgroup and RFEP subgroup</p>	<p>FY20 No SBAC Data due to C19 closure</p> <p>FY20 No LAS Data due to C19 closure</p>

DRAFT

DRAFT

Planned Action/Services	Budgeted Expenditures	Actual Expenditures
<p>Continue to monitor student progression towards biliteracy, including development of academic English proficiency of English learners using SBAC and ELPAC indicators</p> <p>Analyze ELA achievement data by schoolwide, grade level and subgroups</p> <p>Continued study on most recent bilingual immersion research and its efficacy for students, particularly the identified subgroups</p> <p><i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments</i></p>	<p>\$ 4,154,938;</p> <p>Title 1: \$116,081 (OC:1100); \$5,600 (OC:1101); \$17,220 (OC:1920) and</p> <p>Title 2: \$15,000 (OC:5863)</p>	<p>TBD</p>
<p>Continue administration of Spanish language assessment in reading (K-8) and in math (2-4)</p> <p>Continue administration of Gr8 diagnostic College Board exams in Spanish</p>		
<p>Analyze Math achievement data by schoolwide, grade level and subgroups</p> <p>Continued study on most recent bilingual immersion research and its efficacy for students, particularly the identified subgroups</p> <p>Analysis of schoolwide and subgroup data from MAP Math Benchmark</p> <p><i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments</i></p>		
<p>ELL</p> <p>Continue to monitor student progression towards biliteracy, including development of academic English proficiency of English learners using SBAC and ELPAC indicators</p>		

Keep updated teacher credential status to ensure all teaching personnel are highly qualified and properly credentialed

All core subjects instruction are based on Common Core State Standards

Subgroups: Provide identified additional support for subgroups as identified by achievement data- i.e. technology assistance, other support materials

School Leadership and the Curriculum Design Team will continue Professional Development trainings that deepen staff understanding of state standards and its efficacy in addressing the progress of English learners.

Continue expanded learning opportunities or interventions will be available to identified subgroup needs: Before, after school, winter, or summer session

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

LAS Goal 1 is about Academic Performance and the drivers for this goal's trajectory is the LAS staff: certificated and classified personnel. With the exception of the administration of the College Board Spanish SAT and AP practice tests, all services and actions were implemented either in distance learning, in-person, or hybrid scenarios.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The greatest challenge in the implementation of the actions/services to achieve this goal is the unpredictability of the schooling settings allowable during the global pandemic. Teaching and learning: assessment (state and schoolwide) and evaluation, have changed dramatically and overall, have presented insurmountable demand of preparation time and effort from all stakeholders. Fortunately, LAS works well as a collective and has embedded cultural habits of collaboration in a cooperative working environment. Together, via the LAS PACT.O Agreement (Progress, Attendance, Communication, Teamwork, and Opportunities), LAS is successfully navigating the interruption caused by the COVID-19 global pandemic. As of April 2021, student attendance is remains high at 97% with chronic absenteeism at about 3%. LAS will continue to research and analyze the ramifications of the

schooling interruptions of students during the FY21 school year and design programs that would be focused on learning recovery both academically and social-emotionally.

Goal 2

New Goal **This section will reflect the new LAS goals as stated in the LAS Charter Petition (2019-2024) approved on March 21, 2019.**

Goal 2: ACADEMIC ENGAGEMENT - LAS G1. Low Chronic Absenteeism and High Attendance Rate

State and/or Local Priorities addressed by this goal:

State Priorities: [List State Priorities Here] State Priorities: 1. Basic; 2. Implementation of Standards; 3. Parent Involvement; 4) Pupil Achievement; **5) Pupil Engagement;** 6) School Climate; **7) Course Access;** 8) Other Student Outcomes

Annual Measurable Outcomes

Expected	Actual
<p>G1.0 Attendance rate of 95% or above</p> <p>G1.1 LAS subgroups attendance rate will be within a 2% margin from the schoolwide attendance goal.</p> <p>All Students: Chronic Absenteeism rate of less than 3%</p> <p>Identified subgroups rate within 2% margin of schoolwide low chronic absenteeism rate</p> <p>Middle school dropout rate at less than 1% <i>(Annual middle school dropout rate)</i></p>	<p>G1.0 and 1.1 Goals met: 96% for FY20 (Ending on March 13, 2020 due to C19 closure)</p> <p>Goals met for Chronic Absenteeism rates and Middle school dropout rate</p>

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>Continue to closely monitor student attendance trends: schoolwide and for identified subgroups (via Illuminate SIS)</p> <p>Continue coordinated effort with Parent Council, Parent Association, Student Council groups for collective emphasis on strong attendance rate</p> <p>Continue close monitoring of subgroups and areas of need via MTSS process</p> <p>Wrap around health and mental health supports provided to subgroups with identified need</p> <p>Continued support and training for Bully Prevention and Conflict Resolution and nuances of underlying effect of privilege, oppression, and micro-aggression</p> <p>Continue review of annual student survey data for improvement areas</p>	<p>\$ 542,744 (Codes: 2000, 5000)</p>	<p>TBD</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

LAS Goal 2 is about Academic Engagement and the drivers for this goal's trajectory is the LAS staff: certificated and classified personnel. With the exception of replacing meeting venues from live, in-person gatherings to majority being ZOOM meetings, all services and actions were implemented either in distance learning, in-person, or hybrid scenarios.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

LAS continues to be vigilant in checking via its stakeholders surveys: students, families, and staff, as it designs teaching and learning scenarios in the context of unpredictable COVID-19 pandemic. Keenly aware of the importance of social-emotional well-being and sense of connection, LAS staff continued with focus its MTSS, IPT to reengage students as well as various family outreach via Parent

as Partners and Anti-Racism workshops during the year. All parent governing bodies continued to meet, setting and implementing goals for the school.

Goal 3

New Goal **This section will reflect the new LAS goals as stated in the LAS Charter Petition (2019-2024) approved on March 21, 2019.**

Goal 3: CONDITIONS AND CLIMATE - LAS: G2. Low Suspension Rate; G6. High Satisfaction Data from Climate Survey

State and/or Local Priorities addressed by this goal:

State Priorities: [List State Priorities Here] State Priorities: 1. **Basic**; 2. Implementation of Standards; **3. Parent Involvement; 4) Pupil Achievement; 5) Pupil Engagement; 6) School Climate**; 7) Course Access; 8) Other Student Outcomes

Annual Measurable Outcomes

Expected	Actual
G2.0 Suspension rate lower than 2% G2.1 LAS subgroups suspension rate will be within a 2% margin from the schoolwide low suspension goal.	No Data for FY20 due to C19 Closure; FY21 TBD
<i>High participation rate</i> G6.0 Student Annual Survey Data: 90% or higher of students will agree with the statement, "I like my school." G6.1 Family Annual Survey Data: 90% or higher of families will agree with the statement, "I would recommend the school to others." G6.2 Staff Annual Survey Data: 90% or higher of staff will agree with the statement, "I would recommend the school to others."	No Data for FY20 due to C19 Closure Goals met in FY2: Survey Data as of April, 2021 G6.0: 92% G6.1: 96% G6.2: 100%

Expected	Actual
<p>Maintain or increase current data of annual total number of volunteer hours <i>(LCAP reported items: Annual total number of volunteer hours)</i></p> <p>Maintain or increase current percentage of voter participation in governance elections <i>(LCAP Reported Items: Annual percentage of voter participation in governance elections)</i></p> <p>Governance membership lists and representations</p>	<p>No Data for FY20 due to C19 Closure</p> <p>Goals Met: FY21 Data is based on the number of Parent Association (7 mtgs), Parent Council (9 mtgs) and LAS Board (14 mtgs), via zoom. Meetings average 2-3 hrs with an average of 15-30 attendees.</p> <p>Not Met: FY21 Board Nov.2020 Election participation: 29% (Conducted when school was in full distance learning)</p> <p>Not Met: FY21 Family April Survey participation: 71% (Conducted when school was in full distance learning)</p> <p>Goal Met: All board family and community member positions are filled and represented</p>

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Continue high level of student engagement academically and socio-emotionally Continue to closely monitor student suspension trends: schoolwide and for identified subgroups Continue close monitoring of subgroups and areas of need via MTSS process Continue to closely monitor student expulsion trends: schoolwide and for identified subgroups	\$ 1,413,948; Title 1: \$25,000 (OC:4100); \$39,060 (OC:4200); \$1,000 (OC:5800)	TBD
Continue administering stakeholder survey data annually and monitor for areas of improvement		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions and services delineated in this section were implemented to its fullest possibility given the COVID-19 school closures and consequent interruptions to teaching and learning. The data for the suspension rate seem irrelevant given that LAS's focus this year is student engagement and re-engagement, particularly during distance learning. This year, additional expenditures for staffing were allocated for expanded learning as well of establishments of in-person learning hubs as the county gave permission and made them allowable.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

As mentioned earlier, the greatest challenge in the implementation of the actions/services to achieve this goal is the unpredictability of the schooling settings allowable during the global pandemic. That said, LAS remains steadfast in fulfilling its school mission and collectively, work together to adapt to the quick changes to the health and safety mandates while complying with the new legislations that dictate the requirements for schooling during the COVID-19 crisis. Overall, LAS has definitely become

more sophisticated in using various communication modes to reach out to students, families, and staff, in order to get our collective work done and continue the teaching and learning integrity of the dual language program.

Annual Update for the 2020-21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Covid-19 Health and Safety Materials: Health Screening Tools: Thermometers, Personal Protective Equipment: Face coverings, soap, hand sanitizer; Disinfecting Materials: Paper towels, googles, disinfectant, spray bottles; Plexi-glass: Barriers for scenarios of 1:1 teaching/testing sessions - i.e. ELPAC Initials	14,035	14,035	N
Handwashing Stations: Additional set ups	40,000	40,000	Y
HVAC/Air Filters in classrooms	14,000	14,000	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Aside from the changes in planned versus actual timeline when these listed actions were completed, all of the above were accomplished before students arrived for hybrid schooling in the spring.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

The challenges for in-person instruction set up whether it is for learning hubs or for hybrid begin and end with the health and safety mitigation factors requirements (and its changing nature from the federal, state, to county) and their actual implementation. So much of the mitigation factors implementation successes rely on individual compliance and this is always difficult to predict and/or navigate at the schoolwide level. Nonetheless, LAS works well as team and have found ways and means to make coming back to school after spring break happen for students and staff.

DRAFT

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Additional technology for DiLe: Wifi- hotspots, headsets, and laptops/devices for staff	170,000	170,000	Y
Special Education support staff: Instructional Assistants, Psychologists, Counselor	215,060	215,060	Y
Homeless- Identification, Outreach and Services: Expansion of efforts to ensure access to devices and connectivity, especially during living situations transitions.	160,853	160,853	Y
Assessments (Teacher curation per subject matter, implementation and refining of process for DiLe setting) : All hands-on-deck 360 support approach for students with unique needs carve time for pertinent staff members to collaborate on a weekly basis on ways to assessing progress, learning loss, and response to emerging needs of unduplicated students during distance learning.	166,900	166,900	Y
Literacy Coaches, Instructional Aides, and Core-day Interventionists: Full utilization of literacy coaches to support staff learning of effective delivery of researched-based and standards -aligned instructional practices as well as appropriate and effective assessments for DiLe. This knowledge base is crucial in determining the academic needs of and/or emerging learning gaps of students, particularly those who are most vulnerable to disproportionate impacts because of COVID.	225,258	225,258	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

All delineated planned actions and budgeted expenditures for the distance learning program continues to be implemented as planned with the exception of the line item on Homeless Outreach and Services. Although the actions and services described on

this item continues, there may be some difference in the budgeted amount as written, depending on the number of actual students who qualify under the subgroup.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

LAS staff utilized the LAS PACT.O Agreement as its guide in the implementation of all actions related to the various Distance Learning Program areas: 1) Continuity of Instructions, 2) Access to Devices and Connectivity, 3) Pupil Participation and Progress, 4) Distance Learning Professional Development, 5) Staff Roles and Responsibilities, and 6) Support for Pupils with Unique Needs. By doing so, the entire staff understood the same compass and hence, parameters of our individual and collective decisions and actions and how these contributed to our work as a team. Of all the areas above, LAS’s main focus at this time is understanding the learning recovery support in academics and in social-emotional well-being that students need, depending on their grade level, developmental stage, and linguistic needs and various exceptionalities. Fortunately, LAS now has an expanded way to respond to these needs and design programs for various venues: distance learning, im-person, and hybrid.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
LAS Summer Programs: Online summer programs offered to various grade level students identified as needing more support	19,983	19,983	Y
Student Information System: Maintenance of data systems that integrate attendance, assessment data, progress reports, and support services participation	15,964	15,964	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

All delineated items for this section continue to be implemented. LAS looks forward to expanding learning recovery programs such as summer programs with the integration of funding from various sources such as the Expanded Learning Opportunities Grant (ELOG) and ESSER funds.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

LAS recognizes the challenge of implementing assessments designed for in-person administration during a distance learning setting. Consequently, LAS will be implementing MAP Growth for English and Spanish Reading this spring with hope to gain a more accurate picture of the needs for learning recovery academically. Note: LAS will continue its second full year implementation of MAP Growth mathematics assessment for the same purpose mentioned above.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

LAS has an established SEL daily classroom expectations school-wide. During the spring closures, teachers witnessed firsthand the crucial role of SEL in creating a safe, nurturing environment for students during distance learning. LAS recognizes that the SEL community culture of our school will help us transition to the various stages of the LAS Continuum, depending on the COVID-19 state and county measures. To date, LAS has conducted several surveys checking with families about the mental well-being of their students. Excerpt from LAS LCP regarding end-of-year, Family Survey data (June, 2020) states that, *"About 52% of families noticed a change in mood or emotional state."* As of the April, 2021 Family Survey, *"54% of families"* responded the same way. In both surveys, 71% of families stated that they *"are aware of resources for emotional support on the LAS website."* This is an important place of trajectory for our research and work in delving more about understanding the landscape of mental health and social-emotional well-being of our students. Our work continues.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Last spring, all of LAS mobilized to ensure barriers to learning engagement during distance learning that can be addressed, changed, and improved by LAS acted on. Throughout this year, all of LAS, once again, collectively responded to the needs of our students and their families to maintain engagement. The following are strategies specific to the various levels of re-engagement protocols needed with the key assumption that the underlying protocols are implemented from the foundational supports level or base of the tiered triangle: 1) Tier 1- Students with regular attendance are continued to be encouraged via positive relationships, consistent caring communication and recognition of effort, 2) Tier 2- Students with attendance gaps will receive phone calls home, email communication to families, additional support with technology access, 3) Tier 2 - Students who miss 60% of weekly attendance chronically will receive all of the protocols mentioned previously as well as parent and school leadership communication and MTSS referral and, Tier 3- Students with no contact - Protocols followed per tier stages, home visits, SARB, LAS Board family interview and/or referral to outside agencies, if needed. There continues to be challenges in reaching particular families but LAS is determined and continues to find means and ways to outreach and reengage them.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The Language Academy of Sacramento (LAS) contracts nutrition services from our sponsoring district, Sacramento City Unified School District (SCUSD). This partnership has proven to be beneficial on both parties and it has created a seamless process to ensure our students who need such support is provided with consistency.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Multiple Areas: Academic Progress, Mental Health and Socio Emotional Wellbeing and Pupil and Family Engagement	School Psychologist: An important staff role in order to support assessment, screening, and identification of learning exceptionalities as well as in leading the LAS MTSS and IPT schoolwide processes.	125,736	125,736	Y
Mental Health and Socioemotional Wellbeing	Counselor and Office Staff: Focus group on the schoolwide implementation of Positive Behavior Intervention and Supports (PBIS) and Social Emotional Learning (SEL) program initiatives and its expansion to address distance learning. Lead in professional development on addressing trauma induced by COVID.	250,177	250,177	Y

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

These two additional actions are placed here because they apply for both the sections on Mental Health and Social-Emotional Well-being and Pupil and Family Engagement. Please refer to the written statements above.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021-24 LCAP.

There are two binding threads that have sustained our work at LAS during this challenging year: 1) Collectively understanding of our PACT.O Agreement, and 2) Constant check-ins and communication. Everything that has been accomplished thus far has been a result of individuals who have chosen to work for the good of the whole. At LAS, staff, students and families remained connected via

ZOOM and made decisions on how to move forward to various stages of school re-opening stages, by “talking together” often, and for very long blocks of time via Parent Meetings, and Staff and PD Meetings.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021-24 LCAP, especially for pupils with unique needs.

LAS will continue to abide by its charter petition external and internal accountability assessment and evaluation metrics. Moreover, it will implement for the first time, MAP Growth in English and Spanish Reading from Grades 3-8. The goal is that be the start of Fall 2021, LAS will have a MAP Growth baseline in Math and Reading in both languages and hence, from that point, design expanded learning opportunities for all students to begin their learning recovery in academics.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

LAS has yet to gather assessment data and conduct analysis of the impact of the actions and services identified as contributing towards meeting the increased or improved services requirement versus those that are actually implemented. As FY21 comes to an end, LAS looks forward to disaggregating various data sets such as after-school intervention program data as to compare performances of students from LAS subgroups: EL, RFEP, Latino, SED, and SWD versus those students who do not belong in such subgroups.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

LAS FY19 LCAP goals are designed to mirror the CA Dashboard accountability categories: 1) Academic Performance, 2) Academic Engagement, 3) Conditions and Climate. These categories will continue to serve as an organizing framework for our new LAS FY22-24 LCAP. The LAS Learning Continuity Plan (LCP) will forever serve as our initial draft, drawing board per se, for what a hybrid schooling scenario could look like. Elements of distance learning design from the LCP will definitely be integrated in the new LCAP

as it is the only logical way to now make plans for teaching and learning in the era of fragile unpredictability due to crisis of enormous magnitude such as a global pandemic.

DRAFT

