

Learning Continuity and Attendance Plan (2020–21) Draft v091920

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Changes to school program offerings due to COVID-19 pandemic: 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. 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.

Excerpt from LAS LCAP Board approved, June 2019

On February 19, 2004, the SCUSD School Board unanimously voted to approve the 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 607 for the 2018-19 school year. As of June 2019, there are 791 of children on the LAS waiting list.

LAS Demographics

For 2018-19, LAS demographic data constitutes 72% Socioeconomically Disadvantaged, 38% English Learners and 13% qualifying for Special Education services. About 93% of the students are Latino, 2% Black/African Americans, 3% White, 0.5% Asian, 0.5% Filipino, and 1% other. Sixty two (62%) of the families at LAS identify Spanish as their primary language.

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 15th year, LAS has become the areas only TK-8 dual immersion educational program, and has seen continuous academic growth that supports college and career readiness.

Two-Way Immersion 90-10 Model

Grade	Spanish	English
TK-1 st	90%	10%
2 nd	80%	20%
3 rd	70%	30%
4 th	60%	40%
5 th	50%	50%
6 th -8 th	<i>LAS middle school language of instruction varies per subject</i>	

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

TOPICS: LAS School Closure due to COVID-19 and Academic Updates, LAS FAQ for Staff, LAS FAQ for Families, Stakeholder Surveys, and 5 Learning Points Presentations

WHAT – WHEN - WHERE: Weekly Staff Meetings, Weekly Grade Level/ Staff Team Meetings, Monthly Parent Council Meetings, Monthly Board Meetings, Monthly Board Committee Meetings: Curriculum Design Team, Finance, and By-Laws and Policy Committees, ELAC and School Site Council August Meeting; From March 13-Present; Via ZOOM

LCP Stakeholder Outreach and Consultation Dates (March to Present): LCP draft prominently posted on the school website

Stakeholder Group Date Governing Board Meetings: March 27, April 24, May 22, June 26, August 28 (LCP Public Hearing Meeting), September 25, 2020 (LCP Approval Meeting)

Parent Council Meetings/PC Executive Group: July 28, 2020

ELAC Meeting and School Site Council Meeting: July 28, 2020

Staff Meeting and PD Meetings: Weekly on Thursdays from 3-4PM and Fridays from 1-3PM

CDT, Finance, By-Laws and Policy Monthly Meetings: March- September, 2020

LAS Stakeholder Surveys: May, June, July, 2020; LAS Learning Series - Know and Want to Know Surveys: July 28, 2020 - Present

LAS Public Hearing Public comments are welcome at all monthly Governing Board Meetings @ 5:30PM LAS - 2850 49th Street, Sacramento, CA 95817 via ZOOM
For more information call: 916.277.7137

[A description of the options provided for remote participation in public meetings and public hearings.]

Stakeholder meetings have been held via ZOOM, allowing remote participation and, where applicable, access to the public. More refining of communication plan as well as means of providing remote participation options for learning continuity plan are in progress.

LAS Stakeholder Survey Participants

	Stakeholder Group	Actual # Received	Total	% Participation
1	Student	351	394	89%
2A	Staff Part 1 (All Staff)	53	71	75%
2B	Staff Part 2 (Teacher of Record Only)	25	27	93%
3A	Family Part 1	361	721	*50%
3B	Family Part 2 (By Name)	423	470	90%

Note:

* LCAP Survey Participation 5yr Average =~60%;
with Online Completion Average = ~17%

Staff Survey: Summary of Findings

- 98% would recommend LAS to other parents/colleagues.
- 77% satisfied with LAS support during the transition this spring; 4% dissatisfied.

- 96% felt that teamwork (grade level, etc.) was valuable.
- 94% participated in LAS PACT.O composition.
- 81% felt small group ZOOM meetings with leadership were valuable.
- 68% felt schoolwide ZOOM meetings were valuable.
- 38% felt they worked above and beyond regular work hours; 21% about the same; 15% slightly less
- 52% stated that “absence of friends” is the main subject of concern of their students
- 83% felt they have gained confidence in their work these past months.

Staff Survey: Comment Themes

- **Gratitude: There is an overwhelming expression of gratitude for working at LAS and for the spirit of collaborative team work.**
- **Health and Safety: There is fear about getting sick with Covid-19**
- **Nature of Work: There is anxiety about the change in work demands of blended learning or distance learning.**
- *I am so grateful to work at LAS!!! I have such a caring and talented team around me, the support all around helped so much throughout the end of this challenging year.*
- *This was a very challenging school year, but we got through it and survived. I was reminded time and time again that my team is the bomb!!! We collaborated and learned together on EVERYTHING. Our team has three different grade levels and up to 10 members!! It is amazing that we get SO much done and that we work so well together. I love my team!!!!*
- *I think LAS has done a great job adapting to a very abnormal situation. It has been reassuring to see leadership and the teachers step up for the kids when times are toughest.*
 - *"I personally do not feel comfortable going back to school in any capacity with students. I feel this way not only for myself but mainly for the students. No one knows where each other has been. That is completely out of our hands and have zero control over. There is so much that is unknown about this virus and it is just not smart to expose any of our students to this... Sanitation doesn't matter if someone is in a ""silent spreader"" phase of the sickness. We also need to think about asymptomatic people.*
 - *I am anxious and very concerned that going back to school but I'm also worried about not going back. I am concerned that I will not be able to do my job well if I am more concerned about keeping kids at a distance. I am also concerned how a blended schedule will work with my child's schedule. Will she be on the same schedule as me?*

- *I realize that learning in the classroom would be what is best for students and many families, but I would rather be safe and keep students safe by distance learning and not return if there is still a risk of contacting COVID-19. A blend of the two may be safer, but then I worry about the workload of managing teaching in the classroom and preparing work for and supporting students while they are distance learning.*

Family Survey: Summary of Findings

- 97% of families would recommend LAS to other parents.
- On a scale of 0-5, with 5 being extremely successful with distance learning, the following are the grade level percentages with a score of 3 or higher:
 - Grade 1 = 79%
 - Grade 5 = 79%
 - Grade 8 = 82%
 - Grade 7 = 83%
 - Grade 6 = 84%
 - Grade 2 = 86%
 - Kindergarten = 86%
 - **TK = 92%**
 - **Grade 4 = 92%**
 - **Grade 3 = 93%**
- About 52% of families noticed a change in mood or emotional state; 71% of families are aware of resources for emotional support on the LAS website.
- 93% who completed the survey received the help they needed with technology device.
- 96% of families have a reliable access to technological device.
- 97% have a reliable access to internet.

- % of families who thought the amount of schoolwork was “just right” per grade level.

(Parenthesis is the second highest %)

- 84% just right = TK (15% too much schoolwork)
- **88% just right = K (8% too much schoolwork)**
- 83% just right = Gr1 (10% too much schoolwork)
- 83% just right = Gr2 (14% (too much schoolwork))
- **93% (just right) = Gr3**
- **95% (just right) = Gr4**
- 83% just right = Gr5 (14% too few schoolwork)
- 79% just right = Gr6 (13% too few schoolwork)
- 74% just right = Gr7 (19% too few schoolwork)
- 83% just right = Gr8 (10% too few schoolwork)

Family Survey: Summary of Findings

- 94% agree with the statement, “Teachers have been responsive to my child and provide regular feedback on schoolwork submitted.”
- 67% agree with the statement, “Support staff (SPED teachers, interventionists, counselor, psychologist, wellness team) are available to my child for support, while 30% marked the “Not sure” response on this statement.
- 94% agree with the statement, “I have received the support I needed from my child’s teacher on how to help with schoolwork.”
- 94% agree with the statement, “I received updates and communications on my child’s learning in a language I understand.”
- 77% agree with statement, “The LAS website provides updates and information I need to support my child’s learning, while 18% marked the “Not sure” response on this statement.”

Family Survey: Comment Themes

- **Gratitude:** There is a great sense of gratitude for the teachers at LAS (Many named their child's teacher and the specific action that makes them exemplary educators)
- **Health and Safety:** Many expressed worry about the safety of their child(ren)
- **Motivation and Focus Concern:** My child(ren) had difficulty staying focused and motivated during distance learning.
- **Socio-Emotional Needs:** Children miss socialization embedded in daily schooling
- **Technology Challenges:** How to help my child(ren) with work at home
- **Lack of immersion in target language (Spanish)**
- *Mi hija se sintió muy estresada y con falta de concentración para hacer sus trabajos escolares. Mi hijo empezó a mostrar irritabilidad, enojo y falta de motivación también para hacer sus tareas.*
- *Lack of technology experience resulting in frustration. Más estresante porque no sabemos usar muy bien la Internet.*
- *No I do not want my child to attend school but rather continue DL. Para mi seria mejor que para el proximo año escolar fuera virtual para que los estudiantes esten saludables y sin riesgos.*
- *Combination: On-campus and DL would work best. We believe a blended model will allow school to provide health/safety measures; while maintaining an environment where our student still get social interactions in Spanish.*

- *My child is less motivated and has been more down, missing the connection with fellow classmates.*
- *Need for Spanish interaction. Lack of immersion in Spanish speaking environment diminished our students ability to learn Spanish*
- *Yes return to a regular school setting. El regreso ala escuela ceria mejor por que muchos niños an tenido depresión sus caracteres an cambiado ,les falta la convivencia.*
- *I would just like to point out that my child'a teacher, Ms. X is such an amazing human being. She went above and beyond when it came to ensuring that her students were ok. She even came to the house 2 times- once to bring materials and the other time to bring a Day of the Child gift! It was such a sweet gesture and will forever be etched in my heart as a mother. She would communicate constantly with me regarding my child's progress and needs. Thank you to ALL the staff, teachers, and especially*

administrators. It's no wonder LAS has so many kids on the waiting lists!! Thank n my opinion, as a parent the leadership you have all exhibited far exceeds our expectation as parents. I am grateful and thankful to be part of the LAS community and I know that this pandemic is an obstacle that will be overcome by the diligence and hard work of parents, students, teachers, and staff. Gracias por todo lo que hacen.

Student Survey: Summary of Findings

- 9 out of 10 students from Gr3- - Gr8 agree with the statement, "I like my school."
 - About 66% of surveyed students had a meal when they woke up in the morning most of the time or always. About 10% of surveyed students either rarely or do not usually eat meal when they wake up in the morning.
 - About 83% of surveyed students actively engaged in a movement/exercise activity between 3-5 days per week.
 - 83% of the students believe that teachers and other grown ups from LAS care about them most of the time or all of the time.
 - 80% of the students believe that teachers talk to them about their work and provide feedback most of the time or all of the time.
 - 64% believe that teachers provide interesting activities and ask how students are feeling most of the time or all of the time.
 - 96% believe that teachers and other grown ups from LAS want students to do their best.
- In the past month, 84% of surveyed students have not experienced online harassment or bullying; 8% of students have experienced online harassment or bullying either most of the time or all the time.
 - 86% feels that they have a friend of the same age who really cares about them
 - 97% feels that there is a parent or some other grown up at home who really cares about them.
 - 90% feels that there is a parent or some other grown up at home who helps them when they are having a hard time.
 - 93% feels that there is a parent or some other grown up at home who cares about their schoolwork most of the time or all the time.

- 94% feels that there is a parent or some other grown up at home who ask if they finished their homework most of the time or all the time.
- 67% has a parent or some other grown up at home who checks their schoolwork most of the time or all the time.

Student Survey Comment Themes

- **Gratitude: Students are thankful for their wonderful teachers at LAS**
- **Health and Safety: There is fear about getting sick with Covid-19**
- **Socio-Emotional Needs: Many speak of missing being with friends at school**
- **Preference: Hybrid of learning set-up**
- *I think we should have a blended education because if we just have online school there is a chance that there will be more sad or depressed students because they wont be able to socialize as much as they were used to. On the other hand, if we have schooling on campus (weather through blended or Schooling at LAS) there is a chance that someone goes home, gets the disease, comes to school, and gets more students infected. If we have blended schooling there still is a chance of getting infected, but maybe it will be more of a reduced rather than going on campus every day. There is also a big chance that there wont be students that are sad or depressed due to online schooling. The reason for that is because the student will be able to see their friends maybe for 1 week, and the next week there will be online schooling.*
- *Aprendizaje no es igual. Pero me gusta estar en casa porque se que es mas seguro. Me gustaria ir a 2 o 3 dias a la escuela y los demas en casa.*
- *Quiero ver a mis amigos y jugar futbol con ellos. Y quiero pasar tiempo con mi familia.*
- *if there are staggered arrival times or if you only go to school some days of the week, try and pair the kids with their friends for the sake of their mental health. Please*
- *i hope the coronavirus ends*

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[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

The following are key aspects of the Learning Continuity and Attendance Plan that were influenced by stakeholder input:

DRAFT 092220

Category 1: Creation of Distance Learning Engagement Profile (DLEP) report card attachment.

Category 2: Summer Programs with Emphasis on Re-engagement

Category 3: Creation of the LAS Educational Program Continuum (Stages 1-5) for FY2021 and School Decision for Hybrid Learning Stage 3 (as of July, 2020, prior to the county-wide order for Stage 1: 100% DiLe in August)

Category 4: Preliminary planning for reopening: Questions to consider, XYZs of Reopening

Category 1

Creation of the Distance Learning Engagement Profile (DLEP)

What percentage of students need more support?

Distance Learning Engagement Profile: (Attachment to the Report Card)

This document will reflect the student's participation profile during distance learning: synchronous and asynchronous settings.

E (Excellent): Engaged in Distance Learning 80%-100% of the time

S (Satisfactory): Engaged in Distance Learning 40%-79% of the time

N (Needs more support): Engaged in Distance Learning 0%-39% of the time

Category 2

LAS Summer Academic Programs and LAS SPED Extended School Year (ESY) Program

1) Rising 1st and 2nd Grade Academic Intervention

Program– 4 weeks

2) Rising 3rd, 4th, 5th, 6th & 7th Distance Reading

Program – 4 weeks

3) Middle School “Incomplete” Grade Support

Program – 2 weeks

4) Summer Kinder “Camp”

5) Extended School Year program is being provided to qualifying Special Education students

Grade	Category 1: TK-Gr5 Students with Needs Support (N) or Not Applicable (NA) in Spring DLEP			Category 2: Students Enrolled in Summer Academic Programs in Reading			Category 3: MS Students with an Incomplete (I)			Category 4: MS Students Enrolled in Summer Academic Program for Incomplete Grade Improvement			Category 5: Students Enrolled in SPED Extended School Year (ESY) Program		
	# of Students who received a N/NA	Total # of Students in Grade	Percentage of students who received a N/NA	# of Students participated in the Summer Academic Programs for Reading (Ss current grade for 2019-2020)	Total # per gr	Percentage of students participating in the Summer Academic Program for Reading	# of Students who received an "I"	Total # per gr	Percentage of students who received an "I" grade	# of Students participated in the Summer Academic Programs for MS Incomplete Grade Support	Total # per gr	Percentage of students participated in Summer Academic Program: MS Incomplete Grade Support	# of SPED students enrolled in ESY Program	Total # of SPED students per grade	Percentage in proportion to IEP students per grade
TK	3	19	16%	0	19	0%							0	2	0%
K	14	66	21%	23	66	35%							0	7	0%
1st	13	66	20%	22	66	33%							2	9	22%
2nd	6	66	9%	21	66	32%							2	5	40%
3rd	6	66	9%	12	66	18%							1	9	11%
4th	7	67	10%	10	67	15%							3	11	27%
5th	9	66	14%	11	66	17%							3	10	30%
	58	416	14%	99	416	24%							11	53	21%

6th	25	66	38%	10	66	15%	8	66	12%	8	66	12%	1	10	10%
7th	34	66	54%	0	63		12	63	19%	12	63	19%	3	9	33%
8th	34	63	54%	0	63		13	63	21%	10	63	16%	1	9	11%
	93	195	48%	10	192	5%	33	192	17%	30	192	16%	5	28	18%

TK-Gr5 Students Who Received a N or NA in Any of the Four Categories of the Distance Learning Engagement Profile (DLEP) (Total: 58 TK-Gr5 Students)					
	<i>Received 3 or 4 NS/NA</i>	Attendance in Synchronous	Participation in Synchronous	Follow Rules in Virtual Classroom	Completion of Asynchronous Work
# of Students	16	17	20	13	51
% of Students	28%	29%	34%	22%	88%

MS Students who received an Incomplete Grade During Distance				
Grade	# of Students who received an I or N/NA	Total # of Students in Grade	Percentage	
6th	8	66	12%	
7th	12	63	19%	
TOTAL	20	129	16%	
Grade	# of Students who received an I or N/NA	Total # of Students in Grade	Percentage	
8th TOTAL	13	63	21%	

Summary of Findings (* Areas of further study)

14% of TK-Gr5 received a “N” (Needs more support) or “NA” (Not applicable) in DLEP, with the largest numbers in K and Gr1. Of this group, *28% received 3 or 4 “N” or “NA” and *88% of the TK-Gr5 received a “N” for completion of asynchronous work

24% of TK-Gr5 are participating in a Summer Academic Program in Reading, with the largest numbers in K, G1,

and Gr2.

**48% of MS received a “N” (Needs more support) or “NA” (Not applicable) in DLEP. This data represents students who received at least one “N” in one of the five classes for distance learning work. Due to CDE’s guidance on “hold harmless grading,” many who had passing grades prior to school closure, kept their passing grades even though they did not meet the threshold of 40% or more distance learning asynchronous work completion.*

17% of MS received an “I” (Incomplete). Out of this group, 16% of qualifying MS students are participating in the Summer Program to Improve the “I” grade. A few parents (for 3 students) either could not be reached or opted not to enroll their child for the program despite teacher invitation.

21% of TK-Gr5 Students with IEPs are participating in Extended School Year (ESY) Program

18% of MS Students with IEPs are participating in Extended School Year (ESY) Program

LAS Summer Academic Programs are designed to address support for literacy gaps, prioritizing federally defined LAS subgroups: English Learners (ELs), Latino, and Socio-Economically Disadvantaged students

Category 3

Creation of the LAS Educational Program Continuum (Stages 1-5) for FY2021 and School Decision for Hybrid Learning Stage 3 (as of July, 2020, prior to the county-wide order for Stage 1: 100% DiLe in August)

What insights do we have today that can help us plan for reopening this August?

Stakeholder Group Preferences for Academic Learning Program in 2020-21 Covid-19 Calendar

- 1) On-Site Learning (LAS Continuum Stage 5)
- 2) Hybrid Learning (LAS Continuum Stage 3)
- 3) Distance Learning (LAS Continuum Stage 1)

Stakeholder Groups Preference of Academic Program Participation for 2020-21

Stakeholder Group	On-Site (Parenthesis = Data from Survey Part 2)	Hybrid (Blended) Learning (Parenthesis = Data from Survey Part 2)	Distance Learning (Parenthesis = Data from Survey Part 2)	No Preference (Can be added to each category)	No Response
Student (Gr3-Gr8)	46%	34%	17%		
Family (Data from Part 2 Survey)	54% (46%)	31% (30%)	14% (10%)	NA (4%)	NA (10%)
Staff (Teacher of Record Only Part 2 Survey)	19% (20%)	32% (28%)	32% (36%)	17% (16%)	
	$16\% + 20\% = 36\%$	$16\% + 28\% = 44\%$	$16\% + 36\% = 52\%$		
	<i>Even with additional 16%, still lower than Student and Family %</i>				

Coding:

	Somewhat aligned in preference %
	Not aligned in preference %

Category 4

Preliminary planning for reopening: Questions to consider, XYZs of Reopening

Key Variables:

1) What is safe to do so that we stay well when we reopen?

-Mandates from CDC, Governor, CDE, SCOE, SDPH

2) Are the state flexibility waivers approved regarding attendance accounting and instructional minutes to ensure we have funding and we are in compliance when we reopen?

-AB77: Education trailer bill with 20-21 budget legislators and Gov. Newsom agreed to this week:

a) *Expects schools to offer in-person instruction to the “greatest extent possible”*

b) *Guidance on instructional days and minutes still being negotiated*

c) *Requires schools to set procedures on how to re-engage students who are absent for more than 60% of instruction per week*

d) *Requires school to set up procedures on how to provide academic supports for ELs and academically at-risk students*

e) *Redefine progress assessment that may include: 1) online activities, assignment completion and contact between school and students or their families (LAS DLEP template with additional contact data)*

3) Are we able to financially afford our reopening plan?

4) Do we have the facilities to implement our reopening plan?

5) Is our instructional staff ready to implement our reopening plan?

6) How are we ensuring our students, families, staff voices are included in our reopening plan?

- *Continued work of school reopening team: CDT Committee, other volunteer staff*
- *More follow up surveys, if necessary*

- Stakeholder meetings
- Updates via various means of communication

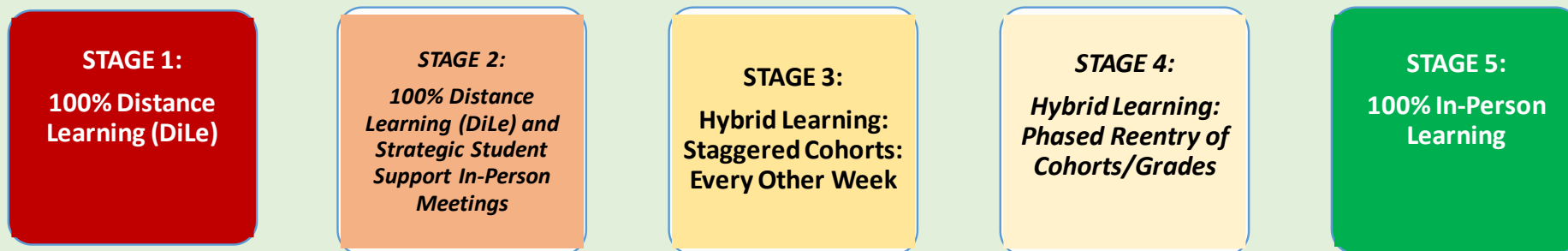
Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Based on stakeholder feedback in June, LAS was planning toward a hybrid model for reopening in the fall, with students in Cohort A and Cohort B, attending alternate week in-person instruction and completing the rest of their learning in a distanced setting, (Stage 3 of the LAS Educational Program Continuum). Our planning came to a halt when Governor Newsom confirmed that 2020-21 school year would begin as full distance learning. New specific guidelines regarding reopening requirements were delineated and consequently, LAS once again, pivoted focus to ensure compliance. That said, although all instruction is currently 100% distance learning, the LAS continues to plan so that in the case of transition to Stage 3: Hybrid Learning in the LAS Continuum, the school will be prepared to bring students back once it is safe to do so.

LAS Educational Program Continuum for 2020-21 School Year (v0080820)



This is a moving continuum depending on public health updates from the Governor, Sacramento County Superintendent and LAS school context.

**Note: Guided by the principle of "When we know better, we do better," LAS reserves the right to revise this continuum.*

The LAS instructional program is currently in the midst of exciting reconstruction; there is a community consciousness about designing a teaching and learning experience that is most effective, efficient, and efficacious in the case of sudden Stage 1-5 LAS Continuum transition due to COVID-19 data. Moreover, LAS continues to fine-tune its health and safety protocols and procedures (see LAS Health and Safety Guidelines ppt), including, but not limited to, facilities matter actions and cleaning/disinfections procedures.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	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, Special Education Assessments	14,035	N
Handwashing Stations: Additional set ups	40,000	Y

Description	Total Funds	Contributing
HVAC/Air Filters in classrooms	14,000	Y

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

New Guiding Principles for Distance Learning (DL) Design at The Language Academy of Sacramento: PACT.O (Please refer to the subsequent able illustrating PACT.O 1.0 vs. PACT.O 2.0). The 2.0 version incorporates the newly adopted Senate Bill SB-98 state law which has redefined teaching and learning parameters for the 2020-2021 school year.

What is the LAS PACT.O?

PACT.O stands for Progress, Attendance, Communication, Teamwork and Opportunity. These five concepts serve as guiding principles as we memorialize agreements around best practices for distance learning planning and implementation at LAS during the Covid-19 public health crisis.

- 1) PROGRESS: Reframing how we define and measure "progress" with focus on equity and access in Distance Learning (DiLe)
- 2) ATTENDANCE: Reframing how we define and measure "attendance," with focus on equity and access in Distance Learning (DiLe)
- 3) COMMUNICATION: Redesigning how we communicate while simultaneously adhering to codes of mutual respect
- 4) TEAMWORK: Redesigning how stakeholder teams: students, families, and school staff, work and emphasizing why we need to share expertise and empathy now more than ever

- 5) OPPORTUNITY: Inviting all stakeholders: students, families, and school staff, to realize the “opportunity” that lies in the midst of every crisis. (Einstein)

	PACT.O 1.0	PACT.O 2.0
	<i>Emergency Shelter-in-Place Schooling (Spring 2020)</i>	<i>Planned Digital Learning (DiLe) (School Year 2020-21)</i>
PROGRESS	Academic Content: 1) Review (March), 2) Mitigating learning loss and focused end-of-year concepts (April, May)	Academic Content: 1) Grade level standards, 2) Priority Standards for DiLe
	Assessments: 1) Some assessments given, 2) Focus on feedback than quantifiable scores	Assessments: 1) Assessments will be given to determine mastery of standards, 2) Mastery-based assessments
	Grading (Hold Harmless Policy): 1) Maintenance of March (Before closures grades), or 2) Improvement, 3) No lowering based on April-May months.	Grading: 1) Progress reporting and grading will return to a traditional system. TK-Gr5: Standards Based 4-1 Marking and Gr6-Gr8: A-F letter grades and a cumulative grade point average at the end of the grading period. 2) Student performance will be based on student mastery of grade level standards.
ATTENDANCE	Attendance taken based on internal LAS process	Attendance taken daily based on students logging into Google Classroom/SeeSaw and participating in live daily interaction with teachers and school staff.

COMMUNICATION	Technology inequity	Technology access from start
	Discovering means and ways of communication	Established means and way of communication
TEAMWORK	Set up Stakeholders: Parents, Students, Teachers Roles and Expectations for DiLe	Refining and reiterating roles and expectations for all LAS community stakeholders in DiLe schooling setting.
OPPORTUNITY	Learning how to respond to emergency shelter-in-place schooling	Learning how to plan short-term and long-term year long schooling in the midst of a pandemic
	Professional development and training as a response to urgent situation	Professional development and training designed for premium development of DiLe in dual language immersion schooling
	Reactive	Proactive with great flexibility

What is Distance Learning?

In distance learning, students will not experience a traditional school day schedule. There is not an expectation that students are in front of a computer for an entire day. Instead, students will have a blend of experiences that offer instruction and learning that occurs at the same time, and other learning opportunities when instruction and learning occur at different times.

Distance learning is school on virtual platforms. It can include **asynchronous** and **synchronous** learning.

1. Synchronous means ‘live’ learning in real-time. It means instruction and learning are happening at the same time. For LAS, an example is instruction through Zoom meetings.
2. Asynchronous means learning and instruction happens at different times. For LAS, this means learning and instruction happening through educational videos, pre-recorded lessons, independent work, and platforms such as Google Classroom, Google Slides or Seesaw.

Best Practices in Distance Learning

Community Building and Communication (PACT.O)

1. The first weeks of school should be devoted to community building and digital competency.
2. Communication with parents needs to be more thorough, streamlined, and predictable.
3. Community and connection need to be a priority for teachers, too.

Instructional Design (PACT.O)

4. Teacher collaboration is even more important.
5. “Face-to-face” time should be used for active learning.
6. Content needs to be simplified and slowed down.
7. Instructions should be easy to find, explicit, and multimodal.
8. Traditional grading practices should take a backseat to feedback.
9. Summative assessment should focus on creation.

Source: <https://www.cultofpedagogy.com/9-ways-online-teaching/>

What to Teach (PACT.O)

1. **Stick to grade-level content and instructional rigor.**
Focus on grade-level content and address learning gaps as needed within the context of the current year content.
2. **Focus on the depth of instruction, not on the pace.**
High-quality instruction on the prioritized content will create better student learning than high-paced instruction that attempts to rush through material.

3. **Prioritize content and learning.**

[Achieve the Core](#) has created a document that prioritizes the most important content at each grade level and provides guidance for how to use current grade level major clusters to best address lost learning from last year (Math and ELA)

4. **Ensure inclusion of each and every learner.** Thoughtful and deliberate implementation of instructional approaches like Universal Design for Learning (UDL) will increase student engagement and academic growth for all learners. (PD scheduled 8/24)

5. **Identify and address gaps in learning through instruction, avoiding the misuse of standardized testing (and ‘diagnostic’ assessments from outside vendors).**

Incorporate instructional strategies such as Cognitively Guided Instruction in which rigorous instruction and assessment are interwoven and provide the teacher with more meaningful diagnostic information than supposed standardized assessments.

6. **Capitalize on commonalities, not differences.**

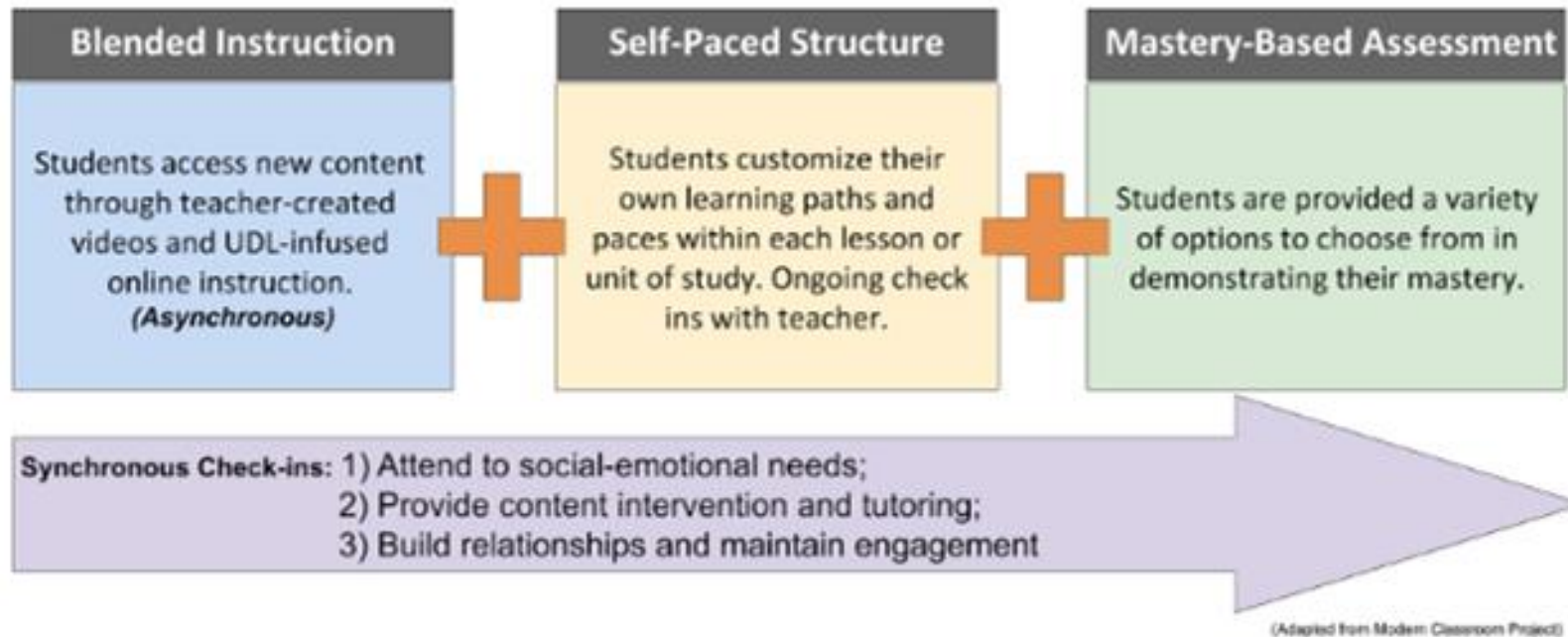
The interruption in schooling will only exacerbate existing inequities amongst our students, particularly for English language learners and students with disabilities. In response, teachers should utilize the common experience of the pandemic as the basis for instruction at the start of the school year.

7. The six principles can be summarized succinctly:

8. Prioritize content from the current year and then support students with missing prerequisite skills as needed

How to Teach: A Model for Distance Learning at LAS

How to Teach: Blended Instruction (PACT.O)



How to Teach: Blended Instruction (PACT.O)

Students are given a variety of ways to access new content.

- A short video created by the teacher
- Interactive applets
- Professionally produced videos
- Web-based text
- Textbooks

Considerations when planning a self-paced structure:

- Organize your content by day or week NOT large topics.
- Organize materials and activities in a similar fashion for each day or week. Make it predictable for the students.
- Students need to be familiar with your systems.
- Determine a method for students to track their own progress. Checklists are good!
- Opportunities for students to work together remotely.

How to Teach: Mastery-Based Assessments

- Allow students a variety of options for demonstrating mastery of concepts.
- Create tasks that students can complete independently and then upload the resulting product.
- Consider allowing students to video or audio record themselves working on the task.
- Allow students the opportunity to revise their work or reattempt assessments. In doing so, all students can achieve true mastery and develop perseverance in the process.

Synchronous and Asynchronous Instruction (PACT.O)

- Synchronous instruction
 - SEL
 - Review of lessons
 - Small group
 - Class meetings
 - Read Alouds, Book club meetings
 - Conferences/office hours
- Asynchronous instruction
 - New content via short videos
 - Reading/Writing time
 - Math practice

LAS Instructional Minutes 2020-2021

Grade	State SB98 Daily Minimum Minutes	LAS Minimum Synchronous Minutes	LAS Minimum Asynchronous Minutes
TK	180 min (3hrs)	90 min (1hr 30min)	90 min (1hr 30min)

K	180 min (3hrs)	120 min (2hrs)	60 min (1hr)
Gr1-Gr3	230 min (3hrs 50min)	132 min (2hrs 15min)	98 min (1hr 38min)
Gr4-Gr5	240 min (4hrs)	152 min (2hrs 30min)	88 min (1hr 30min)
Gr6-Gr8	240 min (4hrs)	158 min (2hrs 40min)	82 min (1hr 20min)

Note:

- ✓ *Plan at least 10min of SEL/Connectedness synchronous teaching*
- ✓ *Plan at least GrK-Gr3: 30min and Gr4-Gr8: 35min synchronous teaching of each subject matter delineated below (*Vary during CPT/PE Prep days)*
- ✓ *Per **week**, at a minimum, plan for ELD at least GrK: 40min., Gr1-Gr5: 60min, and Gr6-8 Designated AELD class*

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

Background:

STUDENT TO COMPUTER RATIO

LAS has a robust inventory of technology equipment available to students, creating a 1:1 Grades TK-8 student to technology ratio.

Even prior to the Common Core State Standards (CCSS) inception, LAS began building its infrastructure for technology. Currently, LAS uses technology as a tool for research, communication (including translation), and production of presentation materials. In preparation for active educated participation in the 21st century, it is

imperative that LAS students acquire skills to access the virtual world. On demand and accessible 24/7, technology continues to play an integral role in the increasing information database.

LAS has committed its resources to state of the art technology that includes the latest Microsoft Active Directory Domain Servers coupled with a Palo Alto Networks Content Filter housed locally onsite. Having user accounts, data storage and local web filtration systems locally allows LAS to have the granularity needed without sacrificing internet traffic bandwidth, and ensures full access control of the LAS network resources at all times. In the event that internet traffic is down, all local resources such as local AD server, home folders, and any local data storage continue to be available to ensure uninterrupted instruction.

By acquiring Microsoft Active Directory, the LAS campus will have combined the best network management system, learning management system and content management system. LAS uses Illuminate as the school's student information system and as the data system of record for all student achievement data. Together, LAS future technology infrastructure not only meets the demands for the CCSS Smarter Balanced Assessments, but also creates an environment where learning is fully integrated with resources from the global classroom resources.

It is a common scene for LAS visitors to see entire classrooms of students with laptops on their desks engrossed in group research and individual writing. Document readers and projectors are in the classrooms which students comfortably utilize to share their written paper projects in front of an audience. Students start creating multimedia presentations by fourth grade, and develop their presentation skills through grade eight in all subjects.

Building a solid technology infrastructure that is fully integrated in teaching and learning will continue to be a priority at LAS. After all, it is an essential experience, and a prerequisite to developing independent, life-long learners in the 21st century.

During its monthly meeting in March, the LAS Board approved the distribution of technology devices for students to use at home in response to the urgent need to set up learning infrastructure for distance learning.

May 2020 Stakeholder Survey Results about the Spring Semester Distance Learning (DiLe) Experience

- 93% who completed the survey received the help they needed with technology device.
- 96% of families has a reliable access to technological device.
- 97% has a reliable access to internet.

August 2020 Student Device and Materials Distribution during the week of August 31st

Each student received packets of necessary grade level materials, curriculum specific items, a Chromebook or iPad (depending on grade level), registration information, and other critical learning tools. Recognizing the importance of creating a system to place books in students' hands, LAS will follow up with a process for book distribution that we can follow in the near future. LAS is also establishing partnership with Comcast Internet Essentials to expand connectivity and access for students and their families.

Furthermore, LAS has not only increased its classroom technology and student ratio to 1:1 in all grades but also is in the middle of replacing outdated laptop devices for upper grades and additional iPads for primary grades.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Specific to DiLe: This month, the LAS has been working diligently to understand the SB98 parameters about distance learning how they apply to independent charters and dual language immersion program. As we're building a collective knowledge about these parameters and negotiating in developing our individual and institutional essential understanding about DiLe, we are reconstructing our PACT.O concepts. For example, PROGRESS will be based on grade level content mastery where assessments will be expanded mastery-based and infused by the Universal Design for Learning (UDL) principles; all completely delivered via online platforms such as Google Classroom, SeeSaw, and ZOOM for Educators for live interactions. During DiLe, participation will be based on multiple measures: attendance during live synchronous sessions and asynchronous assignments completion, and other forms of contact/interaction with the teacher. With parts of synchronous instruction being

used to provide targeted small group and individual instruction, the total weekly amount of instruction received within the synchronous context will vary by students, though all students will be allocated the minimum threshold of minutes through a combination of synchronous and asynchronous instruction. Asynchronous work will be based on the time value of assignments as certified by teachers in their respective classes.

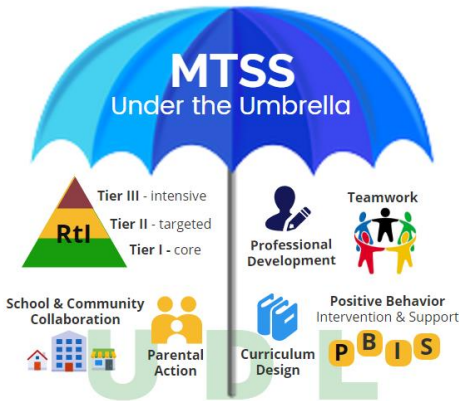
❑ SUPPORT FOR STUDENTS ACHIEVING BELOW GRADE LEVEL

The ultimate goal of the Language Academy is to provide a rigorous and enriching educational program that prepares students to perform at or above grade level on a variety of assessment measures, including standardized achievement tests, curriculum-embedded assessments, and alternative assessments.

Students who are not obtaining desired academic achievement levels or who demonstrate behavior or social-emotional needs will be supported through a Multi-Tiered System of Support, which incorporates various means to address areas of concern and develop skills needed to meet grade level benchmarks.

MTSS (Multi-Tiered System of Support)

The LAS Multi-Tiered System of Support is a improvement structure where data based making is practiced to address the academic, needs of students. Through this system of practice, the classroom teacher identifies the concern/s and implements research based increasingly intensive depending on the level of response to the intervention. The classroom concern/s, implement interventions, collect progress. When additional guidance and support is necessary the teacher may consult with the Intervention Progress Team (IPT), composed of academic and behavior experts, to gain new perspectives on the student's needs and gather additional intervention strategies. The IPT may suggest further interventions or refer the case to the Student Success Team (SST), which usually consists of parents, teachers, school support personnel and an administrator to further examine the student's academic, behavioral and socio-emotional concerns. LAS



systematic, continuous problem solving and decision behavioral or socio-emotional supports and intervention academic and/or behavioral interventions that may become concern and the student's teacher will inform parents of the data, and monitor student

implements this MTSS model in an effort to meet all student needs within the regular instructional setting. In addition, anytime the student is not responding to interventions, a Student Success Team (SST) meeting may be recommended.

Student Success Team

The Student Success Team (SST) is a general education function where a school-site team, typically consisting of the student's parents/guardians, teacher(s), school administrator, and other key participants, collaborate in developing a plan to support students in area(s) of concern. Participants of the SST can also include counselors, doctors, social workers, law enforcement or others who can provide information about the student's strengths, concerns, and strategies that have been implemented in the past. An SST referral or request may be made by a parent, teacher, administrator, or the Intervention Progress Team (IPT) when the student has not responded to previous interventions or when there are urgent concerns. The SST's purpose is to identify areas of concern that are interfering with the student's success in the areas of academics, socio-emotional/behavior, attendance, or health. The SST reviews the concern(s), plans strategies, organizes resources, and develops a plan of action to address student needs. The SST may recommend accommodations to the student's program or request intervention support from specialized staff. The team aims to develop a plan that meets the needs of the student in the general education setting. When more significant concerns exist and there is a suspected disability, the team will refer the student for a 504 accommodation plan or special education evaluation.

Interventions

Certificated personnel and intervention staff at the Language Academy of Sacramento conduct intervention programs for students throughout the calendar year. Through the Reading Intervention Program, trained reading interventionists support grades K-8 to deliver targeted reading support and help students advance their reading skills. When funding is available, LAS has provided summer school and winter break programs for students performing below grade level on statewide assessments. LAS also offers a yearly, pre-kindergarten program during the summer for all incoming students.

Multi-Tiered System of Supports (MTSS)

Students who do not reach assessment benchmarks require strategically differentiated intervention. Establishing an effective intervention system for students who are not meeting benchmarks is a critical component of the LAS educational program. Interventions are designed around a three-tiered approach. All three components of the intervention program address specific academic needs as identified by assessment data.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Foundational to LAS professional development portfolio this year are three main topics: 1) Distance Learning (DiLe) technology 101: Devise use, ZOOM for Educators, learning management system (Goggle Classroom), platforms and tools, 2) Anti-Racist Teaching and Learning, 3) Universal Design for Learning (UDL). Moreover, LAS teachers have begun an in-depth study of Priority Standards based on Student Achievement Partner and the necessary alignment of progress notices and report cards for this year. Along with the guidance of two literacy coaches, teachers are strategically looking at their synchronous sessions and the ideal setup for Readers and Writers Workshop. Every staff member will receive on-going professional development on mental health, SEL, and trauma informed instruction. Lastly, all staff will be engaged on learning re-engagement strategies to ensure all LAS students are accessing quality educational experience equitably.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

It is inevitable that in our small independent charter school, all staff members have had to transition from their traditional work roles to ever evolving new work roles in response to the demands of designing a school life in the midst of a global pandemic. The following are examples of areas where changes have occurred in: 1) Business and Operations and, 2) Academics: General Education and Special Education.

1) Business and Operations:

School Leadership: Actively model and abide by all required public health measures; utilize electronic communications whenever possible; reinforce stay at home requirements; designate staff to be responsible for responding to COVID-19 concerns; ensure appropriate and quality distance learning opportunities and accurate tracking of attendance and engagement.

Office Staff: Actively model and abide by all required public health measures; utilize electronic communications whenever possible; reinforce stay at home requirements; coordinate school level response to any confirmed diagnosis or exposures to COVID.

Custodial Staff: Actively model and abide by all required public health measures; maintain supplies of personal protective equipment to ensure readiness; routine disinfecting of all high-touch areas daily.

Ground Supervisors: Actively model and abide by all required public health measures; assist in maintaining supplies of personal protective equipment to ensure readiness; assist in routine disinfecting of all high-touch areas daily.

2) Academics: General Education

Teachers: Actively model and abide by all required public health measures; follow all required health precautions with students including physical distancing, maximum occupancy, regular handwashing, individual supplies, and disinfecting procedures; send sick students to the office; engage with families on an ongoing basis especially during DiLe; teamwork with grade level members as well as SPED staff colleagues.

Literacy Coaches: Provide professional learning/coaching on DiLe; be available for support with DiLe learning tools during the core day; support teachers within ZOOM, Goggle Classroom, and Seesaw provide extra support especially to unduplicated students during DiLe.

Interventionists: Provide extra support especially to unduplicated students during DiLe; be available for support with DiLe learning tools during the core day; support teachers within Goggle Classroom, Seesaw and ZOOM.

Academics: Special Education

SPED Coordinator: Support Educational Specialists and General Education Teachers with the setup and completion of virtual IEP meetings.

Educational Specialists: Support students during distance learning and participation in the implementation of a Multi-Tiered System of Support (MTSS).

Instructional Aides: Support individual students during distance learning. Adhering to the student's IEP, instructional aides will provide support in breakout rooms and if needed and is appropriate, during targeted synchronous instruction.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

The LAS Charter delineates our school's promise to students including those identified with unique needs: English learners, students with exceptional needs across the full continuum of placements, students in foster care, and students who are experiencing homelessness. Our commitment in fulfilling this promise remains steadfast as we redesign a distance learning dual language immersion education program. We are cognizant of the fact that while school closures have impacted all students, some, such as ELs, students with learning exceptionalities, socioeconomically disadvantaged students, students in foster care and students experiencing homelessness, are disproportionately affected by school closures and distance learning schooling.

There are specific actions that LAS has implemented and is scheduled to be implemented to ensure successful support set up for our students with unique needs: 1) Professional Development: Technology - features that are useful in reaching students with unique needs, Universal Design for Learning (UDL) -ways and means of designing teaching grade level standards for full engagement, and Anti-Racist Teaching- addressing implicit and explicit biases that directly influence the learning experience of students from diverse backgrounds; 2) Early Identification and Intervention Services: Students with IEPs – ensuring that customized educational opportunities are provided per IEP during DiLe and necessary IEP addenda for contingency scenarios are established, Students who need targeted support – Additional instructional and /or socioemotional

interventions in small group setting are setup, ELs – Designated and Integrated English language development in a 90-10 dual language model that includes assessment of progress toward English proficiency.

The LAS PACT.O guidelines for the school year state the school's key goals about P=Progress, A=Attendance, T=Teamwork. All staff members are expected to work as a cohesive team via the MTSS and IPT processes and provide a 360 degree surround support view of students particularly those with unique needs. Attendance: participation and engagement of students will be closely monitored on a daily and weekly basis (as required by SB98) and all staff will have a hands-on-deck approach in reaching out to families of students who are not present during the daily-live synchronous times. Students who are in foster care or who are experiencing homelessness will receive proper outreach to help determine case by case needs, whether it is optional distance learning delivery of assignment materials and school supplies or hot spots for connectivity and access, and/or basic daily survival needs. English learners will receive Designated ELD in the LAS dual immersion context, at a minimum: K= 40 min/week, Gr1- Gr5= 60min/week, MS= 60min/week. During core coursework, ELs will receive integrated ELD where they will be taught ways to access the language of the core lesson and present their learnings and mastery of concepts via UDL design.

Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Additional technology for DiLe: Wifi- hotspots, headsets, and laptops/devices for staff	170,000	Y
Special Education support staff: Instructional Assistants, Psychologists, Counselor	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	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	Y

Description	Total Funds	Contributing
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	Y

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

LAS addressed student learning loss during the 2019-2020 in two specific ways: 1) Development of the Distance Learning Engagement Profile (DLEP) report card attachment and, 2) Summer Programs- including one specific to middle school students who received an “I= Incomplete” in their end of year report card and needed more time to make up the missed work to receive a passing grade.

Summer Program Results

Summary of Findings (* Areas of further study)

14% of TK-Gr5 received a “N” (Needs more support) or “NA” (Not applicable) in DLEP, with the largest numbers in K and Gr1. *Of this group, *28% received 3 or 4 “N” or “NA” and *88% of the TK-Gr5 received a “N” for completion of asynchronous work*

24% of TK-Gr5 are participating in a Summer Academic Program in Reading, with the largest numbers in K, G1, and Gr2.

*48% of MS received a “N” (Needs more support) or “NA” (Not applicable) in DLEP. *This data represents students who received at least one “N” in one of the five classes for distance learning work. Due to CDE’s guidance on “hold harmless grading,” many who had passing grades prior to school closure, kept their passing grades even though they did not meet the threshold of 40% or more distance learning asynchronous work completion.*

17% of MS received an “I” (Incomplete). Out of this group, 16% of qualifying MS students are participating in the Summer Program to Improve the “I” grade. A few parents (for 3 students) either could not be reached or opted not to enroll their child for the program despite teacher invitation.

21% of TK-Gr5 Students with IEPs are participating in Extended School Year (ESY) Program

18% of MS Students with IEPs are participating in Extended School Year (ESY) Program

LAS Summer Academic Programs are designed to address support for literacy gaps, prioritizing federally defined LAS subgroups: English Learners (ELs), Latino, and Socio-Economically Disadvantaged students

For the 2020-21 school year, LAS will continue to fine-tune its monitoring of students learning loss via benchmark assessments (6-8 weeks intervals), formative assessments during DILe, overall participation status based DLEP. First and foremost, however, all staff are expected to build connectedness and community with students and their families. Administering tests too soon may be counterproductive, hence, it is crucial that teachers of aware of testing timeliness as well as the myriad of diverse ways to assess students socioemotional and academic progress.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Designing the synchronous time during DiLe needs to be strategic and purposeful in order to address the diverse needs of students, particularly the unduplicated students. The LAS MTSS process clearly delineates the different expectations as students receive Tier 1, Tier 2, and Tier 3 instruction. For example, at Tier 1 universal level, all students receive standards-aligned instruction with emphasis on priority standards. Tier 2 small group supports will be provided during core time and/or blended blocks where identified students receive additional synchronous instruction time. Students who require more intensive support at Tier 3 level, will receive 1:1 instruction during additional synchronous minutes. In all cases, teachers understand that in order to stay focused of teaching the priority grade level standards during the year that additional instructional supports need to be “just in time” rather than, “just in case.” This means that the focus is on key prerequisites skills that Tier 2 and Tier 3 students need successfully to master content rather than broad reviews of large chunks of information for the whole class.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

LAS will continue to monitor the students who participated during the summer programs during the new school year, particularly in identifying who needs to be prioritized during the MTSS and IPT processes.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

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

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

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. It will also be our SEL community culture that will help us transition to the various stages of the LAS Continuum, depending on the COVID-19 state and county mandates.

Excerpt from LAS LCAP, Board approved June 2019

LAS Multi-Tier Systems of Support (MTSS) includes both the academics and socio-emotional supports. Academic supports informed by growth assessments such as the Developmental Reading Assessment (DRA -English) and the *Evaluación de lectura* (EDL - Spanish) are administered several times per year to ensure that student needs are monitored and students are connected with appropriate academic tiered supports. Moreover, tiered social-emotional supports with onsite counselor and psychologist are also provided to identified students in need. Through the MTSS process, 16% of student body received a team approach analysis of individual student performance deemed at risk in FY19. Of the students served via MTSS, 64% are ELs and 70% are socio-economically disadvantaged. In FY18, 41% of students regularly served by the school counselor have IEPs. In addition to assessing 26 students for special education in the FY19, the school psychologist completed seven

(FY18) and three (FY19) suicide risk assessments while also working regularly with students in need. Overall, the school psychologist served about 65 drop-ins (students/parents) in FY19, with consistent services to 14 students, including 2 with 504 for counseling. Literacy interventions are also provided to students identified via the MTSS and Intervention Progress Team (IPT) process. LAS continues to increase staff knowledge in utilizing Illuminate, the school's student information system, in order to improve its data collection and student identification procedures for low-income students, English learners and foster and homeless students to ensure that students can be identified and served effectively.

LAS Curriculum for SEL

SECOND STEP

Second Step is a social-emotional learning program that teaches students skills to help themselves learn, including how to focus their attention, listen carefully, and use self-talk to stay on task. Students learn about empathy, how to identify and understand their own and others' feelings, how to take another's perspective, and how to show compassion. Students learn specific skills for emotional management, including calming down during strong feelings, such as anxiety or anger. In addition, students learn a process for solving problems with others in positive ways. The Language Academy of Sacramento began schoolwide (transitional-Kindergarten to eighth grade) implementation of the Second Step curriculum in the 2017-2018 school year, and it is currently in its fourth year of implementation. The Language Academy also began to incorporate the Bullying Prevention Unit in 2018-2019. This unit teaches students in grades kindergarten to fifth grade how to recognize, report, and refuse bullying. Emphasis is placed on this topic school-wide in October each year.

The following are some of the concepts and skills explored through the program in grades TK-5, but may vary depending on grade level:

Skills for Learning	Empathy	Managing Emotions	Problem Solving
<ul style="list-style-type: none"> • Learning to listen • Focusing attention • Following directions 	<ul style="list-style-type: none"> • Identifying feelings • Feeling confident • Respecting different preferences 	<ul style="list-style-type: none"> • Managing frustration • Calming down strong feelings 	<ul style="list-style-type: none"> • Solving problems • Inviting to play • Fair ways to play

<ul style="list-style-type: none"> • Staying on task • Being assertive • Using self-talk 	<ul style="list-style-type: none"> • Showing compassion • Predicting feelings • Making friends 	<ul style="list-style-type: none"> • Handling waiting • Managing anger • Managing worry • Managing hurt feelings 	<ul style="list-style-type: none"> • Handling name-calling • Taking responsibility • Responding to playground exclusion • Dealing with negative peer pressure
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The following are some of the concepts and skills explored through the program in grades 6-8, but may vary depending on grade level:

Mindsets and Goals	Values and Friendships	Thoughts, Emotions and Decisions	Serious Peer Conflicts
<ul style="list-style-type: none"> • Starting middle school • Growing your brain • Making mistakes • Learning strategies • Setting goals • If-then plans 	<ul style="list-style-type: none"> • Values and decisions • Social values • What's a friend? • Positive relationships • Making friends 	<ul style="list-style-type: none"> • What are emotions? • Handling emotions • Responding to anger • Unhelpful thoughts • Handling rejection • Calming down 	<ul style="list-style-type: none"> • Perspectives • Assumptions • Recognizing and avoiding serious conflicts • Making amends • Taking responsibility • Gender and sexual harassment

RESTORATIVE JUSTICE PRACTICES AND CLASSROOM CIRCLES

Building community and establishing strong relationships is of essence at LAS. Through the incorporation of Restorative Justice Practices, such as community circles and/or more private problem solving sessions, students and staff work towards preventing conflict, building strong, positive relationships, repairing the harm and making things right. Restorative Justice Practices transform difficult behaviors or incidents that might otherwise result in punishment to learning opportunities that have a positive outcome for everyone.

ACTION CIVICS

LAS is a Sacramento County Office of Education (SCOE) Action Civics site and the school has been recognized in the Sacramento region for its program implementation in middle school. The program is aligned with CCSS literacy standards, 21st Century Skills and civics content. Middle school teachers work across curriculum in a coordinated, and integrated way, lead students through the investigative process, and develop students' critical thinking skills using the Socratic method of questioning, with the eventual goal of having students present their own research. The LAS Action Civics program continues to provide middle school students a venue to identify, analyze, and problem solve issues that matter most from their perspective; thus, advancing the student body's sense of wellness and community belonging.

CYBER CIVICS

Fully aware of the tremendous impact of digital technology exposure and its effect on the mental health of young adolescents today, LAS implements a Cyber Civics program starting in fifth grade and throughout the middle school years. Cyber Civics began in a Waldorf classroom and was originally designed to address the question, *"How to teach kids to use digital technologies ethically, thoughtfully, and wisely."* LAS teachers access easy-to-teach lessons via online portal on topics of 1) Digital Citizenship, 2) Information Literacy, and 3) Media Literacy for Positive Participation. Students learn how to responsibly navigate the perils, prospects, and possibilities, of the 21st century digital world.

ANTI-RACIST CLASSROOM

LAS will continue its professional development training in anti-bias teaching and learning that includes guided learning, reflection, connections and engagement specific to eliminating homophobic biases and racism in our school. It is expected that LAS students TK-Gr8 experience a critical education for liberation schooling in their years at LAS and be agent of change towards an anti-racist society.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

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. This fall, all of LAS, once again, is ready to respond 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.

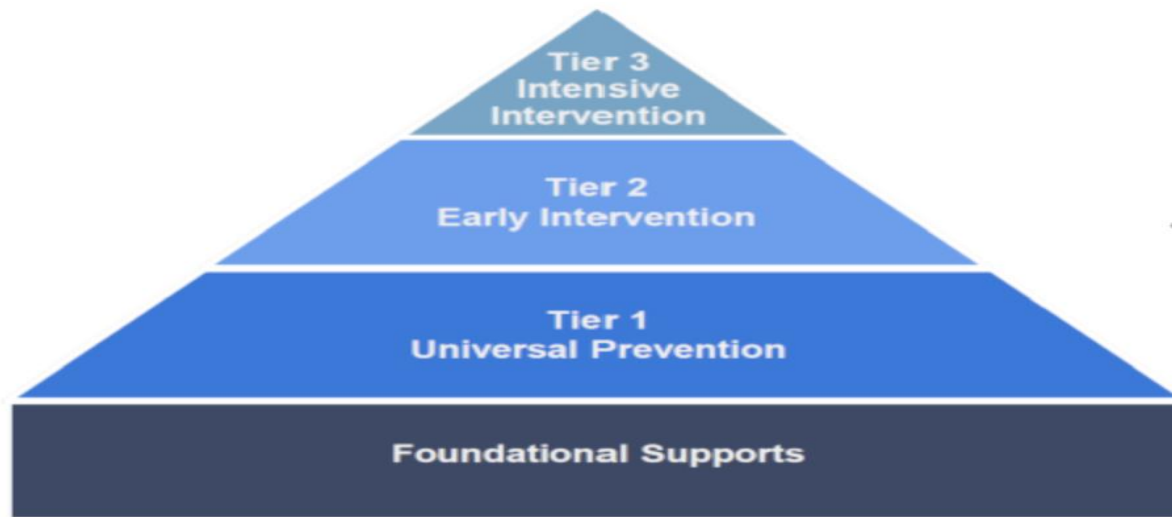
Excerpt from LAS Charter, January 2019

MTSS (Multi-Tiered System of Support)

The LAS Multi-Tiered System of Support is a systematic, continuous improvement structure where data based problem solving and decision making is practiced to address the academic, behavioral or socio-emotional needs of students. Through this system of supports and intervention practice, the classroom teacher identifies the academic and/or behavioral concern/s and implements research based interventions that may become increasingly intensive depending on the level of concern and the student's response to the intervention. The classroom teacher will inform parents of the concern/s, implement interventions, collect data, and monitor student progress. When additional guidance and support is necessary the teacher may consult with the Intervention Progress Team (IPT), composed of academic and behavior experts, to gain new perspectives on the student's needs and gather additional intervention strategies. The IPT may suggest further interventions or refer the case to the Student Success Team (SST), which usually consists of parents, teachers, school support personnel and an administrator to further examine the student's academic, behavioral and socio-emotional concerns. LAS implements this MTSS model in an effort to meet all student needs within the regular instructional setting. In addition, anytime the student is not responding to interventions, a Student Success Team (SST) meeting may be recommended. The following illustrations provide a display of the key reference and blueprint for the LAS re-engagement process during the distance learning.

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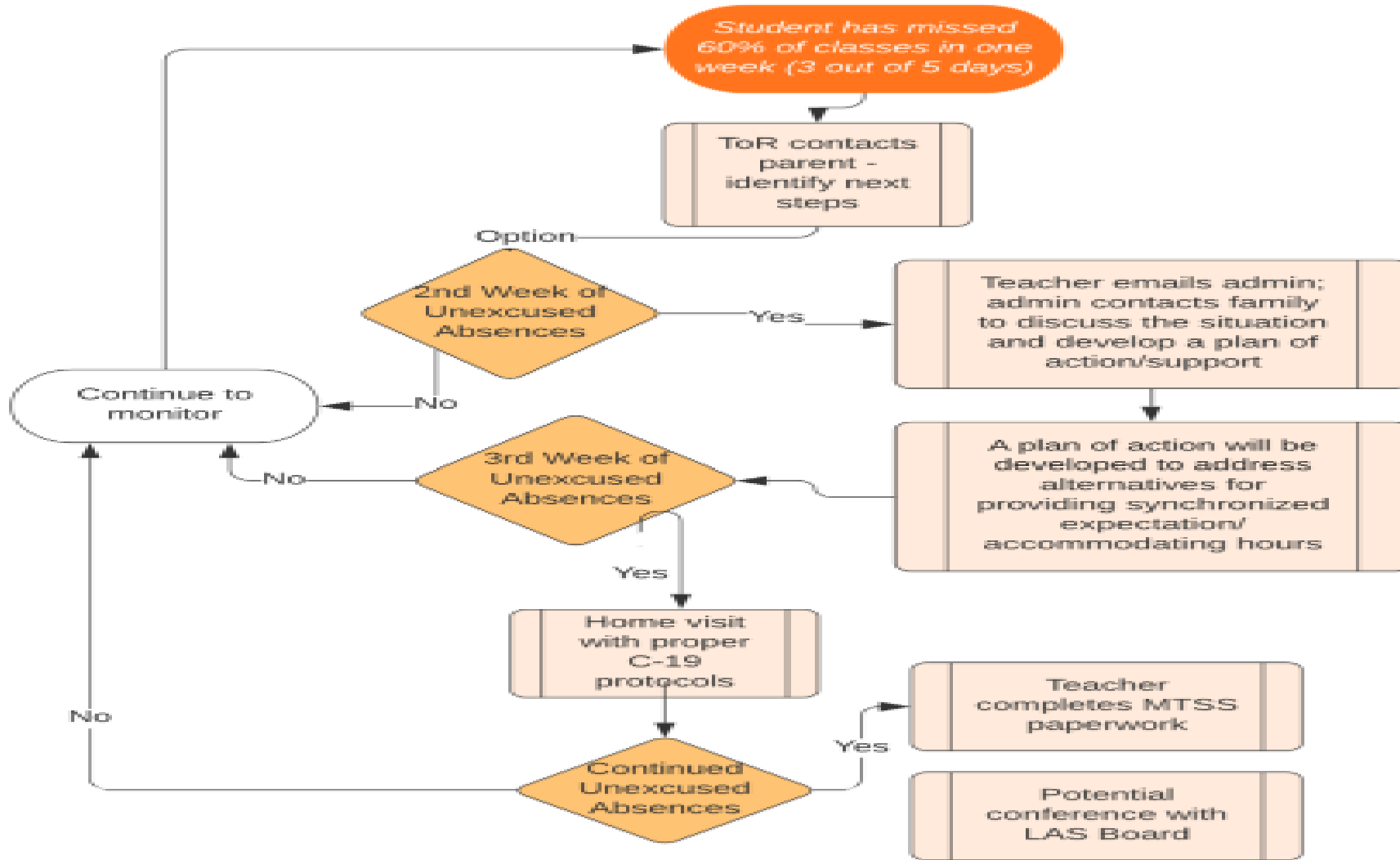
Figure 1. Tiered Interventions and Foundational Supports



Physically healthy learning environment	Enrichment activities and clubs (with virtual options)	Positive relationships between school staff, students, and families	Support for all families to facilitate learning at home
Access to tech equipment and connectivity	Access to learning supports	Predictable daily/weekly routines, rituals, and celebrations	A culture of continuous improvement
Welcoming, socially emotionally safe, trauma-informed school climate	Home rooms and/or advisory (with virtual options)	A schedule of classes and where/how they are held	Active engagement of parents and students in planning and problem solving
Foundational Supports			

Attendance Flowchart

The Language Academy of Sacramento | September 3, 2020



*SARB absence notification protocol will continue to be implemented in 2020-21.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

The Language Academy of Sacramento (LAS) contracts nutrition services from our sponsoring district, Sacramento City Unified School District (SCUSD).

SCUSD Nutrition Services will continue implementing key operational procedures developed in response to the spring 2020 school closures, and which continued through the summer months to ensure safe and effective meal delivery services. These procedures include use of a drive-thru curbside pick-up process that maintains 6-10 feet of social distancing between staff and community members, appropriate use of personal protective equipment (PPE) by all staff, clear signage at all distribution points to reinforce social distancing practices, and now includes state and county health orders mandating use of masks by all community and staff members.

LAS meets the meal eligibility requirements for the non-Community Eligibility Provision (CEP). As such, all students, TK – 8th grade, will have access to meals free of charge.

The SCUSD Nutrition Services Distance Learning Model will establish numerous sites where our students can pick up meals and information for our families on the process to obtain meals. This information will also be disseminated via the school website, social media, and newsletters to each family.

Teachers and support staff will be key in assisting school administration with assessments of student wellness, including determining if they are receiving proper nutrition. The wellness team will work closely with families that are unable to access proper nutrition during distance learning.

When LAS moves to Stage 3: Hybrid Learning program, the SCUSD Nutrition Services department will provide breakfast and lunch for students who attend in person, adhering to all social distancing requirements. Students will be able to pick up meals in the cafeteria on the LAS school site. All students will consume meals either in the classroom, outdoors, or as a grab-and-go. Per SB98, SCUSD Nutrition Services will offer curbside pick-up of meals on multiple days throughout the week for students who continue to participate in distance learning.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Multiple Areas: Academic Progress, Mental Health and Socio Emotional Wellbeing and Pupil and Family Engagement	<p>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.</p> <p>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.</p>	375,913	Y

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
24.1%	\$1,155,285

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

The LAS supplemental and concentration funds are utilized to improve the quality and to increase the quantity of services for unduplicated students: Foster youth, English Learners (ELs) and low-income students. Evidence of this is described in the LAS Charter, LCAP and Federal Addendum documents. As of the newly approved charter renewal and in alignment with the CA Dashboard, LAS has begun to organize its planning documents in three categories: 1) Academic Performance (AP), 2) Academic Engagement (AE), and 3) Conditions and Climate (CC). Although many of the delineated actions to address and meet LAS academic, engagement and climate goals are applicable for the entire school, clearly there is an awareness that the primary intent and priority for ensuring access to services are for low-income, ELs, foster youth and homeless students. LAS processes start with identification of students unduplicated status, researching and implementing services and practices that is effective in serving them, and reflecting the efficacy of these services and practices in improving the schooling experiences of our unduplicated students.

Academic Performance (AP):

Research and Professional Development- LAS unique educational program design necessitates that staff knows the on-going research base and professional development on the most current development in dual language immersion theories and their clinical application, as well as program efficacy in educating English Language Learners, RFEPs, Latinos, Socio-Economically Disadvantaged (SED) and Students with Disabilities (SWD), particularly in distance learning (DiLe) setting. Concurrently, LAS staff must also have on-going knowledge on the evolving mandates for independent charter school in the context of a school closures due to COVID. Teacher collaboration planning time is intended to carve the laser focus necessary to identify the students who continue to experience inequitable outcomes as a result of their unduplicated status and hence, immediately address learning loss and accelerate educational growth appropriately.

Assessments and Accountability- LAS staff is fine-tuning its curriculum designing and assessments in the context of distance learning (DiLe) in order to academically better prepare all students, particularly those from subgroups: ELLs, RFEPs, SED, and SWD. These recent years, LAS has established an internal accountability measure for reading: DRA and EDL in order to do a better job in monitoring the literacy progression of all students TK-8. This is now being examined in terms of feasibility as it may/may not serve the DiLe context.

Recently, LAS implemented an online math benchmark assessment to monitor student content mastery mid-year progress and provide timely interventions, particularly those from unduplicated student groups: EL, SED, Foster Youth.

Academic Engagement (AE)

Distance learning (DiLe) presents in of itself unique challenges regarding student attendance, absenteeism, and overall participation. LAS is fully aware that although schoolwide actions are designed to help all students, that at its core, the priority remains to be in addressing the needs of ELs, low-income students, and foster youth, since they are the most vulnerable group particularly now in DiLe setting. Hence, the LAS instructional team and the support structure to ensure student success - Personnel: *Classified and certificated staff, Education Specialists, Intervention teachers, Psychologist, Counselor, Translation services*, are all hands-on deck in creating new systems and means of communication regarding attendance and participation in synchronous and asynchronous learning. Protocols in parent communication regarding student absences are being improved and revised. New set ups for more detailed monitoring of student daily participation have been established in the school's student information system, Illuminate.

Conditions and Climate (CC)

This category addresses suspension rate and stakeholder satisfaction feedback and the DiLe setting has yet to reveal its own implementation challenges as we go further in the school year. On that note, LAS has been proactive in soliciting input from all its stakeholders and addressing the anticipated and/or emerging needs in these recent months. Although LAS's actions in this category is to serve all students, the intent remains to be the prioritization of addressing the needs of our unduplicated students. For example, in providing technology devices and connectivity, LAS has prioritized unduplicated students in ensuring that inequity gap in access that is typically prevalent in low-income and foster youth student lives is met with solutions. This was true in the spring and remains to be true this fall.

LAS is cognizant of the critical role of socio-emotional learning and trauma informed teaching, especially at this moment of the COVID-19 crisis. Distance Learning (DiLe) no matter its quality, can never replicate the important socialization of live in-person schooling. That said, LAS conducted professional development trainings in anti-racist education, Universal Design for Learning (UDL), and trauma informed teaching prior to the start of the year. Although the training was conducted for school-wide application, the intent remains to be the

prioritization of addressing those who are more greatly affected by the inequities embedded in remote learning such as our unduplicated students: ELs, foster and homeless youth, and low-income students. Historically speaking, foster and homeless youth experience higher rates of discipline and lower attendance. English learners and low-income youth are also more likely to be impacted by negative school culture and climate. It is the LAS goal to ensure that digital and social connectivity and a sense of belonging is experienced by every LAS student, particularly during this time of uncertainties brought on by the COVID-19 global pandemic.

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