



A California Public School

Academia de Idiomas de Sacramento
Language Academy of Sacramento
A Two-Way Spanish Immersion Charter School

2850 49th Street
Sacramento, CA. 95817
Phone 916.277.7137

August 25, 2020

Greetings LAS Families,

I would like to take this opportunity to welcome you all back as we get ready to begin a new school year! As we previously shared, in response to state and local health and safety directives, we will begin the school year by implementing a Distance learning (DiLe) model. This model will continue to prioritize the LAS mission focus on biliteracy, confidence, life skills, leadership and critical thinking. With this in mind, LAS teachers and staff have been hard at work for the past weeks as we prepare for our first day of school!

In addition to this letter, I would like to highlight other ways in which we will be communicating information about the 2020-2021 academic plan:

- LAS DiLe Plan: Frequently Asked Question (FAQs) for Families: Attached to this letter you will find a list of FAQs highlighting what the start to the new school year will be like for our students. It can also be found on the LAS website.
- Governing Board Meeting: During our upcoming Governing Board meeting which will take place on Friday, August 28th at 5:30pm, there will be an expanded presentation highlighting the DiLe plan. Additionally, The Learning Continuity and Attendance Plan draft will also be shared in anticipation of a board vote at September meeting.
- Materials Distribution Days: Our office, technology, and teaching staff have worked hard to prepare materials that will be distributed next week. A message has been shared with the pick-up schedule in order to ensure that all students are ready to start learning on the first day of school.
- Virtual Parent Town Hall: We will be hosting a Virtual Parent Town Hall meeting through zoom on Wednesday, September 2nd at 5:30pm in an effort to share information with parents and answer questions that you might have. A form will be shared with families beforehand so that you can submit your questions.
- First Day of School: This is a reminder that our first day of instruction will be on Tuesday, September 8th. The daily start times remain that same as always, Transitional Kindergarten and Kindergarten (8:30am), and 1st – 8th (8:00am).
- Back to School Event: Although we will not be physically together to start the year, we know it is important that families have the opportunity to interact and speak with teachers about the start of the school year. We will be reaching out soon with information about how our Back to School 2020 virtual event will be structured.



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- Teacher Office Hours: Once we begin the school year, we want to make clear that teachers have established office hours from 2:15-2:45pm from Monday through Thursday.

I would like to end by thanking you for your commitment to LAS and for remaining such a critical member of our learning community. Whether we are teaching and learning at school or from our homes, I am certain that we will continue to provide our Jaguares with the very best educational experience! As always, thank you for your continued support.

Respectfully,

Eduardo de León
Executive Director

LAS Distance Learning (DiLe) Plan: Frequently Asked Questions (FAQs) for Families

Draft v082020

“Let’s learn and thrive, together!”

This document contains common questions and concerns expressed by parents and guardians. This is a living document; this can change and updates will be made as we receive new information from the state and federal government, as we learn more about best practices in distance teaching and learning, and as we continue to discover how to better support your child’s academic achievement. Together, we will navigate this new terrain of teaching and learning. Please know that we are grateful to each and every one of you for doing your best to support your student.

New Overview of Essential Understandings:

	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 administered, 2) Focus on feedback than quantifiable scores	Assessments: 1) Assessments will be administered 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	Assessment of Technology Preparedness for DiLe	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 yearlong 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

Distance Learning

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.

New - What if my child/family does not have a computer to use for Distance Learning instruction?

The school is equipped to provide its students with learning devices during Distance Learning. The office will send out instructions on how and when to pick up a device for your LAS student.

New - Is my child expected to participate in Zoom?

It is expected and highly encouraged that your students participate in synchronous learning like Zoom sessions. LAS teachers utilize Zoom for Educators as a way to communicate with students and reinforce academic concepts. Teachers may also use Zoom for weekly office hours; email communication or other means may be used in place of Zoom.

What is Google Classroom and how does Google Classroom work?

Google Classroom is an online platform where teachers post and create assignments. Teachers can also create and post quizzes and surveys through Google Classroom. Teachers have access to all work students do and can see live progress. Teachers can also post announcements and communications to their classes via Google Classroom.

What is Seesaw and how does Seesaw work?

Seesaw is an online platform where teachers post and create assignments. Teachers have access to work students complete and submit through the platform. This is mostly used in primary grades.

New - Are all the assignments required?

It is expected and highly encouraged that your students do the best that they can. If your student needs support or more time to complete the work, please let your child’s teacher know. Due to the unprecedented nature of the public health crisis, we understand that many families are having difficulty balancing the schoolwork with work and/or daily life and we are here to provide support to the extent feasible. We encourage families to communicate needs to their child’s teacher, and if necessary, will forward these concerns to the appropriate support staff.

New - Guiding Principles for Distance Learning (DL) Design at The Language Academy of Sacramento: PACT.O (Please refer to the previous table 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)

New - PROGRESS (LAS PACT.O #1)

How do I know if my child is showing academic progress?

The following are 2020-2021 Grade Reporting Dates:

<p>Trimester Grades: TK- Gr5</p> <p>Trimester 1 (53 Days): September 8, 2020- November 20, 2020</p> <p>Progress Report Issue Date: October 23, 2020</p> <p>Report Card Issue Date: December 4, 2020</p> <p>Conference Week: November 30, 2020</p> <p>Trimester 2 (68 Days): November 30, 2020 – March 19, 2021</p>
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Progress Report Issue Date: February 12, 2021

Report Card Issue Date: March 19, 2021

Conference Week: March 29, 2021

Trimester 3 (54 Days): March 22, 2021 – June 11, 2021

Progress Report Issue Date: May 14, 2021

Report Card Issue Date: June 11, 2021

Part 1: Academic Subject Evaluation (Report Card): Standards based, 4= Excels, 3= Meets, 2= Approaching, 1= Minimal Progress

Part 2: Distance Learning Engagement Profile (Attachment to the Report Card)

This is new and will be an attachment to the report card. It 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

Semester Grades: Middle School (Gr6-Gr8)

Semester 1 (87 Days): September 8, 2020 – January 29, 2021

Progress Report 1 Issue Date: October 23, 2020

Conference Week: November 30, 2020

Progress Report 2 Issue Date: December 4, 2020

Report Card Issue Date: February 5, 2021

Semester 2 (88 Days): February 1, 2021 – June 11, 2021

Progress Report 1 Issue Date: March 19, 2021

Conference Week: March 29, 2021

Progress Report 2 Issue Date: May 14, 2021

Report Card Issue Date: June 11, 2021

Part 1: Academic Subject Evaluation (Report Card): Letter Grades A-F

Part 2: Distance Learning Engagement Profile: (Attachment to the Report Card)

This is new and will be an attachment to the report card. It 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

New - What is the status of state standardized testing?

For this fall, ELPAC Initials Test will be administered to newly enrolled students who qualify per their Home Language Survey (HLS) information to determine their identification as English Language (EL) learner. Updates will be provided regarding CAASPP testing for Grade 3-8 later in the year.

Will my 8th grader be prepared to start high school next fall?

At this time, be rest assured that your 8th grader will already be arriving at their high schools uniquely more prepared than most students in the state; your child is biliterate and can negotiate diverse cultural and linguistic contexts with automaticity and confidence. Throughout the school year, Middle School teachers have designed their instructional pacing so that essential concepts in Language Arts and Math were taught before the April CAASPP state testing dates. Moreover, prior to the school closure in mid-March, your child has had the opportunity to take practice high school exams: PSAT and AP Spanish Language and SAT Spanish Subject Test at LAS. Having had these experiences, LAS 8th graders are better prepared to take any subject competency exams for class placements when they enter high school in the fall.

ATTENDANCE (LAS PACT.O #2)

New - Is my child expected to attend and participate in distance learning?

Yes. It is highly encouraged and expected that your students participate in both synchronous and asynchronous learning. LAS continues to be committed in providing an exemplary dual immersion instructional program via distance learning. As you know, distance learning is a new for everyone and your child's attendance and participation is crucial in their own language acquisition and immersion experience as well as in our efforts to improve as a school. More importantly, your child will acquire an opportunity to expand their learning platforms, hence, preparing them better for the future work-world. In the case of your child's absence, please let your child's teacher know via email or Remind about your child's absence and the reason for the absence.

New - Is attendance being taken?

Yes. Daily live interaction attendance will be monitored during the school year.

New - What are the required instructional minutes per SB-98?

Instructional Minutes Requirements: Blend of Synchronous and Asynchronous Minutes

TK & Kindergarten = 180 daily

Grades 1-3 = 230 Daily

Grades 4-8 = 240 Daily

New - What if my student does not complete all the assignments?

Please contact your child's teacher during office hours if your child is having difficulty accessing or completing the assignments. As always, our focus at LAS is to find the best way to offer academic support.

I have concerns about my child's privacy when participating in online classes. What should I do?

Your concern is valid and this concern is also important for all our LAS staff who are now conducting teaching and meetings online. That said, we at LAS are doing our best to create as many online safety precautions including the enforcement of policies such as: Zoom Permission Form. Social Media and Use of Technology Policy, Anti-Bullying Policy. In addition, LAS uses the ZOOM for Educators that has embedded features addressing participant privacy and accessibility needs, as well as conducting concurrent professional development training in internet safety and ensuring use of platform privacy settings.

What are the precautions that have been set up to ensure a safe learning experience for my child in Zoom?

LAS has a Zoom for Educators account, which is a paid subscription, unlike the Zoom that is available to the public for free. Zoom for Educators is compliant with the Family Education Rights and Privacy Act/Health Insurance Portability and Accountability Act (FERPA/HIPAA) and provides 256-bit encryption. Some precautionary practices include:

- By default, the waiting room will be enabled. This will require teachers to admit the invitees to their meeting after the meeting starts. This practice will avoid unwanted guests at the meeting.
- By default, a participant will be muted upon entry. Teachers will be able to unmute a participant during a meeting.
- By default, all participants will not be able to share their screen without the teachers giving permission to the participant.

The teacher will be providing the links and meeting information for their Zoom meetings. Teachers invite students through Google Classroom or Remind.

Teachers will monitor student activity in Zoom rooms to establish appropriate learning behavior and prevent cyberbullying, inappropriate language/content, and other actions that violate the school rules established within the LAS Student & Parent Handbook.

COMMUNICATION (LAS PACT.O #3)

New - How many times a week can I expect my child's teacher to be available for distance learning?

SB-98 establishes a clear expectation for daily-live interaction with a certificated teacher and peers. Your child's teacher will be sharing with you their daily classroom schedule indicating synchronous (live) and asynchronous (recorded lessons, assignments) learning throughout the week for students.

The best way to contact your child's teacher is via Remind or email. Teacher work hours are 7:45AM-2:45PM, Monday-Friday. We encourage families to set an appointment with their child's teacher if they need to contact the teacher beyond these hours. We are cognizant that distance learning success depends on all participants: teachers, parents, and students. Thank you in advance for helping our LAS community by respecting important work-home boundaries to the extent possible.

Who do I contact if I need support with technology?

Please contact your child's teacher and depending on the matter, your inquiry will be directed to the appropriate staff member.

Why isn't the link to the Zoom meeting working?

Chromebook issue: Students should be using the Zoom extension app on Chromebooks. If they are experiencing difficulty, please let your child's teacher know.

General glitches: Unfortunately, technology and Wi-Fi aren't always reliable. There are so many unexpected issues that may arise due to the nature of technology. It may be a technology issue on the teacher's end, it may be an issue with the technology given by the school, or it may be a technical issue with the Zoom portal. Feel free to reach out to your child's teachers and they will do their best to provide support. This may include requesting additional support services from the school to help you and your child.

TEAMWORK (LAS DL PACT.O #4)

New - As a parent team member of LAS, how can I help during distance learning?

With distance learning, it is more important than ever that all stakeholders: parents, school staff, teachers, and students, work as a team and create a sense of belonging beyond the confines of the school walls. Communication rooted in respect, honesty and kindness is a prerequisite to this. The "A" in PACT.O stands for attendance. As parents, your most important contribution to LAS would be to "show up" for your child as a distance learning student, and for your child's teacher as a partner with a joint mission - your child's success. The following link contains helpful tips and will also be linked on the LAS website: [PBIS for Parents: Using PBIS Principles at Home](#). Note: Please make sure you have an email account; this will allow you to access platforms such as Google Classroom.

My child is part of the LAS team. What are the behavior expectations during distance learning and the consequences if a student breaks the rules?

LAS expects all students to: 1) Be respectful, 2) Make good decisions, and 3) Solve problems. This was true when the school year started and students and families received the Student Handbook and the Student-Parent-Teacher Compact; this stays true today as we transition to distance learning. During an online live class, teachers have the right to "remove" the student from the video access immediately as a consequence for inappropriate behavior. Such removal will automatically constitute a parent-student-teacher communication following the online class. If the misbehavior continues, the teacher has the right to remove the student's access to the online class and not allow return privileges until after a meeting with the school director and/or pertinent school personnel who can assist in student wellness. In the meantime, an alternative plan will be provided to the student. Due to the nature of today's crisis, it is important to remember that students are also in the midst of adjustments; as opposed to taking a punitive stance, the LAS approach will be from a supportive stance. With this in mind, staff will strive to understand the underlying reasons for counterproductive behavior and guide change from there. That said, misbehaviors that clearly constitute suspension and/or expulsion will still be enforced.

New - What type of help can I expect from support staff (i.e. paraprofessionals, special education aides, literacy coach, librarian, interventionists, PE teachers, psychologist, and counselor) during this time?

Our LAS community is fortunate to have a strong base of support staff who continues to interact with their students' caseload regularly to ensure that students receive support to access their assignments during distance learning as well the socio-emotional support they need during these times of uncertainties.

New - My child is an unduplicated student (as listed): 1) Low-Income Student, Foster Youth, and/or English Learner. What support is available?

English Language Development (ELD) is *a required course* of study for English learners. LAS will continue to serve the needs of English learners in various ways during distance learning (i.e. – ELD Choice Boards, small/strategic groups, or supported formative assessments). Literacy coaches and interventionists are supporting teachers with small group interventions for selected students, prioritizing those who are of unduplicated status.

My child has an IEP and/or 504. What support is available?

Our LAS community is fortunate to have a strong base of special education support staff who continue to interact with their students' caseload regularly to ensure that students receive support to access their assignments during distance learning.

My family is currently homeless and my child is struggling to keep up with distance learning. What support is available?

Our LAS community is available to provide assistance and outreach to our families who are facing the challenges of homelessness. Please contact School Leadership for help.

My child is struggling with anxiety during this time. What resources can we access to help my child?

The school website (www.lasac.info) has resources designed in helping calm anxiety during this time. Please contact your child's teacher regarding this matter so that further support can be provided as feasible.

My family is unable to afford internet connectivity for my family? What resources can we access?

The school is working with a number of community organizations to provide access to internet services. Please contact school leadership for additional information.

OPPORTUNITY (LAS PACT.O #5)

What "opportunities" can I help emphasize at home with my child during the school closure and distance learning time?

To start with, it is important that you reflect on what opportunities you see during this crisis, first as an individual, and secondly, as a parent. Children learn best by adult's modeling action combined with honest talks. Since school learning for now happens mostly online, emphasize shared activity time without the use of technology. In a blink of an eye, your child will be a college student, young adult in the

work force, who still needs to know how to prepare a meal, keep a clean living environment, and balance sitting work time and movement/exercise time.

The following are possible conversation starters with your child to highlight the “opportunity” of the moment:

- *How are you the same as a student before the school closed?*
- *How are you different as a student before the school closed?*
- *What new skills have you learned in the past months since the school closed?*
- *How have you used your new skill(s) to help another person recently?*
- *What is something you were really scared about as a student when the school first closed that you are no longer afraid of? What changed for you?*
- *In what ways are you able to help someone now that you were not able to do so before the school closed?*
- *What do you want to be when you grow up? In what ways is your future career using technology in their work now?*
- *What do you want to change in the world to make it better? In what ways can you use technology to help you do this?*

The following are possible self-reflection starters to highlight the “opportunity” of the moment:

- *What things have brought you and your family joy?*
- *What new activities has your child discovered?*
- *What about your daily routine/schedule is working well? What isn't?*
- *What small moments have brought the closest connection for your family?*
- *What part of your day does your family enjoy the most?*
- *What positive things have you learned, observed, or noticed about your kids? About yourself?*

Remember, together, we will navigate this new terrain of teaching and learning. Please know that we are grateful to each and every one of you for doing your best to support your student.

“Let’s learn and thrive, together!”