

School Year: FY2020-2021

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
The Language Academy of Sacramento	34-67439-0106898	February 17, 2021	March 5, 2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Uniquely for the FY2020-21 only, charter schools are required to complete a School Plan for Student Achievement (SPSA). The LAS SPSA is in alignment with our approved Local Control Accountability Plan (LCAP) and the Learning Continuity Plan (LCP) for the FY20-21. All plans mentioned above are in compliance with ESSA requirements ensuring students' academic behavioral/socio-emotional and attendance needs for all student groups. Particular to the FY20-21 school year is the concerted, community driven effort to address the emergence of unprecedented learning loss inherent to school closures due to the COVID-19 pandemic. In alignment to the LAS LCP, the LAS SPSA will reflect goals and actions specific to the transition of schooling from the classroom to distance learning.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

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, 2020 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), March 5, 2021

Parent Council Meetings/PC Executive Group: July 28, 2020, February 17, 2021
 ELAC Meeting and School Site Council Meeting: July 28, 2020, September 23, 2020 (LCP/SPSA Review Mtg), February 17, 2021
 Staff Meeting and PD Meetings: Weekly on Thursdays from 3-4pm and Fridays from 1-3PM
 CDT, Finance, By-Laws and Policy Monthly Meetings: 2020-2021 School Year
 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

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 sharing LAS' plans are in progress.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Not applicable

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

Goal 1

ACADEMIC PERFORMANCE (AP): **PROFESSIONAL DEVELOPMENT** and ongoing support and resources for teachers and support staff **TO ENSURE QUALITY DISTANCE LEARNING (DiLe)** for all students per the LAS Progress, Attendance, Communication, Teamwork, and Opportunity (PACT.O) best practices agreement on teaching and learning during the COVID-19 public health crisis.

Identified Need

There is a need to analyze how COVID-19 pandemic school closure changes in teaching and learning have affected: 1) lessons planning and delivery and 2) assessments and evaluation, all of which inevitably affects the academic performance of all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance learning professional development time (See Schedules: Master Calendar, PD agendas)	Schedules reflect ongoing PD in fine-tuning DiLe platforms and assessments.	90% or above of teachers will participate in scheduled PDs.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Grade Level teams will have regular opportunities to engage in team planning and collaboration	PE Teachers allow for prep periods for teachers during the week.	100% of teachers will have a consistent time to meet and collaborate during the week.
Additional support will be made available for teachers from various support staff (i.e. Literacy Coach(es))	Literacy Coaches schedule and plan support structures for teachers	More than 50% of teaching staff will participate in at least once follow up consultation with support staff

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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 as well as choosing, implementing and analyzing subject assessments conducive to DiLe. Lastly, all staff will be engaged on learning re-engagement strategies to ensure all LAS students are accessing quality educational experience equitably.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$55,500	LLMF (PACT.O 1.0 Code 1101/2000)
\$21,000	LLMF (DiLe Early Start Code 1101/2000)

Amount(s)

Source(s)

\$85,000

LLMF (PACT.O 2.0 Code 1101/2000)

Goal 2

ACADEMIC PERFORMANCE (AP): Address **pupil learning loss and support for pupils with unique needs** during school closures in Spring 2020 and FY2020-21 distance learning.

Identified Need

LAS is well aware of the inevitable learning loss due to the emergency distance learning initiated in the Spring, 2020 and extended into the FY2020-21 school year. Support for pupils with unique needs such as those with IEPs and English Learners (ELs),

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Identification of assessments conducive and informative in DiLe context	LAS DiLe Assessments Archive for all grade levels	100% of teaching and support staff with direct interaction with students will complete the assessment archive
Implementation of Core and After-School Intervention (AI) Program	AI Program Coordinators identified students in need of extra support and are matched with tutors	85% or above of AI Program students show progress in PRE-POST assessment.
MAP Math Grades 3-8 (Gr2 Spring only)	Completion of MAP Math testing	At least 95% of students from Gr3-8 have completed the test

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students (Prioritizing ELs, SPED, SED and Homeless students)

Strategy/Activity

Strategy1: 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.

Strategy2: 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.

Straegy3: Expanded learning opportunities or interventions available to identified subgroup needs: Before, after school, winter, or summer session as feasible.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
Strategy1 - \$225,258	Title 1, Title 2, LCFF (LCP, pg.36)
Strategy2 - \$166,900	LLMF (Duplicate from Goal 1 above, total of all three amounts)
Strategy3: \$26,300	LLMF (Code 1920 \$11.6K + Code 4320 \$14.7K)

Goal 3

ACADEMIC ENGAGEMENT (AE): Address **PUPIL AND FAMILY ENGAGEMENT** and the challenges embedded in distance learning **ATTENDANCE** during FY 2020-21.

Identified Need

Although LAS has an exemplary historical data with an average of 97% attendance rate and chronic absenteeism at about 3%, the school is expecting a drop due to the embedded challenge of distance learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LAS staff will receive PD on and follow the tiered approach to attendance accounting during DiLe	100% of LAS staff learn and follow the new attendance accounting	100% of LAS staff learn and follow the new attendance accounting
Wellness Team will coordinate re-engagement plans per student needs per MTSS/IPT	On-going records of MTSS and IPT	90% or more of identified students show progress in engagement

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Learning Hubs established as needed and allowed per state and county-wide protocols	Identified students are served in learning hubs setting	90% or more of student participants show progress in engagement

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ELs, SPED, Socio-Economic Disadvantaged (SED), Foster and Homeless

Strategy/Activity

Strategy1: Student Information System: Maintenance of data systems that integrate attendance, assessment data, progress reports, and support services participation

Strategy2: 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.

Strategy3: As permissible by statewide COVID-19 mandates, learning hubs will be established to serve identified students with priority status due to unique needs and/or re-engagement profile.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
Strategy1: \$15,964	LCFF (LCP, Pg 38)
Strategy2: \$125,736 + \$250,177 = \$375,913	Federal Special Education, LCFF (LCP pg.47)

Amount(s)

Source(s)

Strategy3: \$39,900

LLMF/GEER/CARES, Title 1 and 2 (LLMF YTD Summary, 2/2021)

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application

\$ 217,270

Total Federal Funds Provided to the School from the LEA for CSI

\$ 0

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA

\$ 844,835

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title 1 Part A	\$179,686
Title 2 Part A	\$24,385
Title 4 Part A	\$13,199
Special Education Entitlement	\$76,125
Learning Loss Mitigation Fund (LLMF)	\$193,200

Subtotal of additional federal funds included for this school: \$486,595

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF	\$58,452

State or Local Programs	Allocation (\$)
Special Education Entitlement	\$299,788

Subtotal of state or local funds included for this school: \$358,240

Total of federal, state, and/or local funds for this school: \$844,835

