

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

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

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

### Goal 1

Lashon Academy will create and promote a safe mission aligned learning environment with highly qualified personnel, standards aligned curriculum and materials, a robust academic program with the integration of technology.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 7

Local Priorities: Basics: Teachers, Instructional Materials, Facilities

### Annual Measurable Outcomes

| Expected  | Actual   |
|---|--|
| 100% of core teachers will hold valid CTC issued credentials and be appropriately assigned. | 100% of core teachers held valid CTC issued credentials and were appropriately assigned. |

| <b>Expected</b>   | <b>Actual</b>  |
|---|--|
| Maintain clean and safe facilities as measured by an overall score of good or better on the FIT report.                   | Maintained clean and safe facilities with an overall score of good on the FIT report and SARC.                     |
| Student access to technology: computer to classroom ratio of 5:1 (Grades K-1) student to computer ratio: 1:1 (Grades 2-7) | Maintained computer to classroom ratio of 5:1 for grades K-1 and a student to computer ratio of 1:1 in grades 2-7. |
| 100% of students will have access to CCSS aligned instructional materials   | 100% of students had access to CCSS aligned instructional materials.   |

### **Actions / Services**

| <b>Planned Action/Service</b>   | <b>Budgeted Expenditures</b> | <b>Actual Expenditures</b> |
|---|------------------------------|----------------------------|
| HQT and staff costs associated with BTSA program for new teachers. Costs associated for full time office manager and Director of Operations. Costs for school Director of Education and principal to facilitate professional development. Costs associated for salaries for roles/responsibilities to support school mission and educational program. Professional development costs. | \$992,000.00                 | \$992,000.00               |
| Director of Operations to maintain laptops, technical support, assess school wide bandwidth. Purchase additional technology (hardware/software), subscription to web-based materials. Purchase technology devices for instructional use. Provide full-time janitorial services to maintain clean and safe school.   | \$174,000.00                 | \$174,000.00               |
| Curriculum costs for the purchase of CCSS aligned instructional materials, Hebrew reading curriculum, Assessment systems, and intervention programs/materials.  | \$20,000                     | \$20,000                   |

### **Goal Analysis**

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

All funds budgeted for actions and services as indicated above were implemented to support students, families, and staff in meeting the goal to create and promote a safe mission aligned learning environment with highly qualified personnel, standards aligned curriculum and materials, a robust academic program with the integration of technology.

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

Lashon Academy was successful in meeting all aspects for goal 1 including maintaining all core teachers held valid CTC credentials through a rigorous application and onboarding process along with full financial coverage for the BTSA program, every student had access to CCSS aligned instructional materials, and the cleanliness of the school campus remained good or better as documented on SARC. In regards to technology, the challenges of COVID forced all students to distance learning, which increase the need for more students to have access to laptops. We were able to successfully provide students with the technology they needed to access the curriculum and learning materials. By meeting this goal, we were able to continue to provide a safe and mission aligned school environment to provide each student with a robust learning program.

## Goal 2

Teachers will receive professional development on research-based strategies, CCSS ELA and ELD frameworks to improve EL attainment of English proficiency while mastering content.

State and/or Local Priorities addressed by this goal:

State Priorities: 2,4,8

Local Priorities: Implementation of Academic Standards, Access to a Broad Course of Study

### Annual Measurable Outcomes

| Expected   | Actual  |
|--|---|
| 100% of teachers will receive professional development in ELA/ELD frameworks, Math, and NGSS   | 100% of teachers received professional development in ELA/ELD frameworks, Math strategies, and NGSS through Amplify curriculum.   |
| All EL's will reach 43% or above proficiency in ELA as measured by internal benchmarks   | Cumulative Internal Benchmark in ELA was suspended for the spring 2020 testing  |
| Reclassification rate will be 15% or higher  | 21.6% (2019-2020)   |
| 100% of core teachers are expected to participate in research based instructional strategy professional development activities throughout the school year. | 100% of teachers met the expectation to participate in research based instructional strategy professional development activities both during our summer PD and full day PD's throughout the year. |

| Expected  | Actual   |
|---|--|
| 40% of all English Learner students will be within a Level 4 (well developed) as measured by the ELPAC. | Students were not administered the summative ELPAC for 2019-2020 due to COVID. We will measure during the 2020-2021 school year. |

### Actions / Services

| Planned Action/Service  | Budgeted Expenditures | Actual Expenditures |
|---|-----------------------|---------------------|
| Provide extensive professional development for instructional staff and administration including summer PD, non-instructional days throughout the school year and end of year. Costs to attend outside trainings and workshops. Hebrew consultants to provide professional development to Hebrew staff. Costs associated with attending conferences such as CCSA, NWEA, and as requested that align with the school's educational program. | \$50,000              | \$50,000            |
| Costs associated with the EL ELPAC Coordinator to administer ELPAC training, analyze data, monitor student progress, and determine school EL goals. Provide small group intervention time for EL students. Provide professional development for teachers on ELD strategies and integration of ELD into the designated curriculum.   | \$30,000              | \$30,000            |

### Goal Analysis

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

All funds budgeted for actions and services as indicated above were implemented to ensure teachers were provided with professional development opportunities on instructional strategies and the content needed to improve English language learners progress towards proficiency.

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

Lashon was successful in providing professional development to our instructional team through Wednesday early release days, full days throughout the academic year in addition to 10 days during the summer. Topics this year centered on the instructional needs of our school including, but not limited to collaborative unit pacing and planning, data analysis, specialized workshops on assessments and instructional strategies, subject specific webinars, development from outside professional organizations, and technology training. We utilized the teacher leadership team to survey, plan, and conduct appropriate position-specific professional development workshops (i.e. EL strategies, assessment platforms and strategies, digital portfolios, IB traits). Our EL ELPAC coordinator effectively trained teachers to effectively administer both in-person and remote assessments using the ELPAC

testing platforms and updated 3rd-8th grade in-person student laptops with the appropriate Secure Test Browser for ELPAC administration. We did find challenges this year especially with the differing experience and knowledge levels of teachers with technology and finding innovative and engaging ways to differentiate professional development workshops to meet the needs of all teachers (new teachers, returning teachers, choice workshops). We also want to continue to analyze and streamline professional development feedback surveys when planning for new development opportunities that are relevant and meaningful.

### Goal 3

Develop an infrastructure for ongoing analysis of student performance and progress by providing staff development and collaborative learning time.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4,8

Local Priorities: Implementation of Academic Standards, Access to a Broad Course of Study

### Annual Measurable Outcomes

| Expected  | Actual  |
|---|---|
| All students (including student groups of socioeconomically disadvantaged students, English Learners and SPED) will increase their proficiency in English Language Arts by 1% or above over the previous year as measured by CAASPP results | CAASPP testing was suspended for the spring 2020 testing                |
| All students (including student groups of socioeconomically disadvantaged students, English Learners and SPED) will increase their proficiency in Math by 1% or above over the previous year as measured by CAASPP results                  | CAASPP testing was suspended for the spring 2020 testing                |
| 93% of all students in grades 3-7 will participate in the annual administration of the CASSPP   | CAASPP testing was suspended for the spring 2020 testing                |
| Cumulative Internal Benchmark Results Grades K-2: ELA proficiency will increase by 1% or above for all students including student groups of socioeconomically disadvantaged, English Learners, and SPED.                                    | Cumulative Internal Benchmark was suspended for the spring 2020 testing |

| Expected  | Actual  |
|---|---|
| Cumulative Internal Benchmark Results Grades K-2: Math proficiency will increase by 1% or above for all students including student groups of socioeconomically disadvantaged, English Learners, and SPED. | Cumulative Internal Benchmark was suspended for the spring 2020 testing |

### Actions / Services

| Planned Action/Service  | Budgeted Expenditures | Actual Expenditures |
|---|-----------------------|---------------------|
| Implement formal reading assessments. Administer NWEA MAP assessments in ELA and Math 3 times a year, increase the number of IAB's given throughout the year to help drive instruction in Math, implement NWEA MAP fluency to assist with EL student ELA instructional data, hold collaborative PD's regarding assessment accommodations with SPED and GE teachers. | \$0.00                | \$0.00              |
| Provide technology and technology experience for all students to increase computer skills necessary for assessments and learning, train teachers on how to use assessment platforms to analyze student data, provide professional development for data analysis, growth targets, student goals, and focused small group intervention.                               | \$3,500               | \$3,500             |

### Goal Analysis

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

All funds budgeted for actions and services as indicated above were implemented to support the development of an infrastructure for ongoing analysis of student performance and progress by providing staff development and collaborative time to increase the academic achievement of students.

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

Prior to the onset of the pandemic in March, 2021, we were on target with meeting the actions and services listed above. We successfully administered 2 out of the 3 formal NWEA assessments in ELA and Math, administered the NWEA MAP fluency assessment to our K-2 students, provided testing accommodation professional development opportunities for staff, and provided all technology necessary for students and staff to administer and train for assessments. However, with the abrupt closure of school campuses, we were unable to measure cumulative student progress through the administration of spring assessments both for NWEA and CAASPP due to the suspension of state testing. We were forced with the

enormous challenge of limited technology, lack of relevant teacher training, and the assistance needed to switch to a complete 100% remote teaching model. As quickly as possible, we put all available resources into prioritizing the technology needs of both teachers and students, increased the software needs in order to deliver lessons via google meet and online learning platforms, and continued to partner with families to make sure students were still engaged and participating in the learning. For the remainder of the 2020 school year, we focused on the transition to a fully remote learning environment by making sure to address the learning needs and social emotional needs of all subgroups.

## Goal 4

Create a school culture that supports student learning, encourages and includes parent feedback, and maintains a safe and positive school culture.

State and/or Local Priorities addressed by this goal:

State Priorities: 3,5,6

Local Priorities: Parent and Family Engagement, Local Climate Survey

### Annual Measurable Outcomes

| Expected   | Actual  |
|--|---|
| Maintain suspension rate below 1.5%  | Suspension rate was 0%  |
| Maintain expulsion rate below 1%   | Expulsion rate was 0%   |
| Will host at least 5 parent meetings and/or workshop opportunities throughout the school year            | Held more than 5 parent meetings and/or workshops including DELAC/SSC/General parent meetings/Technology workshops throughout the year. |
| ADA will maintain at/or above 96%  | Anticipated to be above 96%   |
| Chronic absenteeism rate will maintain under 10%   | Anticipated to maintain under 10%   |
| At least annually, parents, students, and teachers will be asked to participate in a satisfaction survey | Parents, students, and teachers participated in 2 satisfaction surveys  |

| Expected   | Actual  |
|--|---|
| Will host at least 3 parent events throughout the year | At least 3 parents events including Math Showcase Day, ELA Showcase Day, Israeli Independence Day celebration, Open House and Back to School Night were held throughout the year. |

### Actions / Services

| Planned Action/Service  | Budgeted Expenditures | Actual Expenditures |
|---|-----------------------|---------------------|
| Administer stakeholders surveys, host at least 5 parent meetings/workshops, host 3 schoolwide events, and the cost associated with the school counselor to work with administration to increase parent partnerships, student motivation, positive behavior support, and overall school culture  | \$40,000              | \$40,000            |
| Host at least 2 ELAC/SSC meetings, assign a school Community Liaison to support parent participation and involvement through the PTO.   | \$0                   | \$0                 |
| Train staff on the implementation of the school wide behavior system and strategies to support social/emotional learning through professional development, counselor support, and administration support, Recognize students who exemplify positive culture, host annual parent meetings, Special Education team to work closely with all staff to support the inclusion of all students, administrative team to continue to monitor chronic absenteeism and ADA. | \$0                   | \$0                 |

### Goal Analysis

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

All funds budgeted for actions and services as indicated above were implemented to support a school culture of student learning, encouragement and parent feedback in order to maintain a safe and positive school culture.

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

Lashon Academy was able to successfully implement all of the actions and services to achieve the goal of creating a safe and positive school culture. We were able to maintain parent engagement in a number of ways including the participation at multiple parent meetings throughout the year. Even after the pandemic hit and school campuses closed, we were able to move all meetings to a remote format and continue with ELAC/SSC and general



parent meetings. Our PTO continued to support the parents and staff through virtual meetings and staff recognition. Our stakeholder surveys continued throughout the year, with a shift to input and feedback on how the school could continue to create an effective transition from on campus learning to remote learning. These surveys were valuable in the development of school plans and the consistency in student/parent engagement throughout the pandemic. Our behavior support team was instrumental in overseeing the training of staff on our school wide behavior system and strategies to support social/emotional learning. All positive school culture activities and lessons were effectively moved to online platforms with the addition of student support services via google meet. In addition, our student engagement tracking system allowed us to monitor chronic absenteeism and work towards a consistent ADA for the remainder of the 2020 school year. We did see challenges within the mitigation of the impact of COVID-19 during the first few weeks of the transition. We did need to train staff during our full day professional development time and shift Wednesday PD time to topics surrounding the social/emotional needs of students and increasing student engagement through digital access.

## **Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

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

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

| Description   | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|----------------------|-------------------------------|--------------|
| IP1. Personal protective equipment including masks for adults and children, face shields, cleaning supplies, and sneeze guards will be purchased and received from State to ensure safety of students and staff.  | \$1,500              | \$ 1,500                      | N            |
| IP2. Administrators, teachers, and staff create and implement a hybrid learning model that includes a combination of in-person learning, and online learning/independent work, additional Friday intervention instruction blocks for students specifically targeted toward the needs of those who have not yet met academic standards.  | \$30,000             | \$ 30,000                     | N            |
| IP3. School administration team will create and implement a professional development plan for general and special education teachers that includes training and coaching in effective intervention strategies and integrated/ designated English language development to address student learning loss that may have occurred as a result of school closures. This is an improved service for students who are English learners, foster youth, and/or who have families with low-income, are English learners, and/or are foster youth as it increases the quality of instruction to ensure growth. | \$25,000             | \$ 25,000                     | Y            |
| IP4. Teachers will provide weekly intervention during in-person and virtual class times to address the needs of students who have not yet met academic standards through intervention and ELD strategies to address student learning loss as a result of school closures. This is an improved service for students who are English learners, foster youth and/or have families with low income, are English learners, and/or are foster youth as it provides instruction specific to students' individual needs to ensure increased achievement.  | \$98,000             | \$ 98,000                     | Y            |

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

All funds budgeted for actions and services as indicated above were expended to support in-person instructional offerings.

## Analysis of In-Person Instructional Offerings

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

Lashon Academy successfully supplied all staff with appropriate personal protective equipment to ensure safety for all stakeholders. Additionally, cleaning, disinfecting, social distancing, strict mask mandates, and the installation of air filters assisted in keeping the school environment safe for all employees and students. The school successfully offered in-person learning and an online option for those families needing to keep their child learning from home. Friday intervention and small group schedules proved to be successful in meeting the needs of all subgroups. Our English learners, students with disabilities, and those students needing additional social/emotional support were able to attend online small group learning pods that helped provide differentiated instruction. Lashon Academy fostered a collaborative environment in which Special Education and General Education teachers worked together regularly to support student success. SPED staff met on a weekly basis at GE grade level meetings to focus on specific, predetermined agenda items, including assessments and student growth goals, to achieve positive outcomes for students and ensure that accommodations were in place. SPED and GE staff also had an open line of communication and ongoing dialogue about students through informal conversation whenever it was needed. Furthermore, SPED staff hosted monthly "office hours" for GE staff to get extra support for those students with special needs. This ensured that students' IEPs were implemented with fidelity so that they could be successful in the classroom. Challenges were in scheduling collaboration time that worked for all staff, as well as implementing specific accommodations that were not as easily delivered through a virtual model, such as close proximity to teacher, alternative seating, structured breaks, and positive reinforcement systems.

## Distance Learning Program

### Actions Related to the Distance Learning Program

| Description  | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|--|----------------------|-------------------------------|--------------|
| DL1. Provide at-home access to technology to support student learning through the procurement, maintenance, and replacement of Chromebooks for every student   | \$30,000             | \$30,000                      | N            |
| DL2. Math and ELA intervention for English Learners, foster youth, homeless students, and pupils with exceptional needs are provided through small group intervention blocks   | \$58,000             | \$58,000                      | Y            |
| DL3. Purchase, implement, and provide staff training on distance learning resources such as, Seesaw, Google Classroom, Edgenuity, etc. learning management system for Virtual Classrooms   | \$102,000            | \$102,000                     | N            |
| DL4. Purchase, implement, and provide staff training on ParentSquare to support home-school communications   | \$5,000              | \$5,000                       | N            |
| DL5. Technology infrastructure and staffing to procure and deploy equipment, provide help-desk services, and troubleshoot  | \$15,000             | \$15,000                      | N            |
| DL6. Books and online learning materials, including core curriculum with accompanying online resources   | \$40,000             | \$40,000                      | N            |
| DL7. Create and implement a professional development plan for general and special education teachers that includes training and coaching in effective intervention strategies and integrated/designated English language development to address student learning loss. This is an improved service for students who are English learners, foster youth, are English learners, and/or homeless as it increases the quality of instruction to ensure growth. | \$9,500              | \$9,500                       | Y            |

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

All funds budgeted for actions and services as indicated above were expended to support a distance learning program.

## **Analysis of the Distance Learning Program**

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

### **Continuity of Instruction:**

Lashon Academy successfully provided rigorous instruction through consistent implementation of the standards based curriculum and formative assessment system that we use for in-person learning. All curriculum was delivered through online platforms including GoMath, Reflex, Amplify, Edgenuity, SeeSaw, and GreatMinds. All instruction was delivered by the classroom teacher using Google Meet and Google Classroom with live instruction, assignments, resources, and office hours provided daily. Student learning schedules included full day learning blocks, where students spent the majority of their daily instructional minutes in a virtual classroom with their teacher, and the afternoon in independent learning blocks. Friday remained a small group and intervention day for all students to focus on skill areas that they needed additional support in. Given the additional challenges of a virtual learning environment, it was extremely important to ensure access to targeted and effective instruction. In order to gain a better understanding of these needs, all students were administered the NWEA benchmark assessment in the winter of 2020. This assessment proved essential in identifying students' needs, small group intervention plans, and growth goals. Through this assessment process, teachers were able to collaboratively develop a plan of instruction and support that focuses on the learning loss and/or growth of each student. Lashon Academy was able to successfully prioritize: live daily instruction from their teacher, consistent use of standards-based curriculum, regular interaction opportunities with school peers to increase connection and social/emotional development through dance and PD virtual sessions, and a balance of independent, self-directed practice and learning.

### **Access to Devices and Connectivity:**

Access to devices and connectivity proved to be an on-going challenge throughout the pandemic. Prior to the pandemic our student laptop ratio was 1:1 in grades 2<sup>nd</sup>-8<sup>th</sup> and 5:1 in grades TK-1<sup>st</sup>. With the switch to complete remote learning, we needed to purchase additional devices to increase the ratio to a 1:1 across all grade levels. This took a number of staff to help with the roll-out, set-up, and maintenance of the devices. We had an enormous surge in the number of devices that needed maintenance and upkeep. Our support needs increased tremendously. However, given the challenges we were able to meet our ratio needs and provide the technology for each student to access remote learning, provided laptops/speakers/cameras for teachers, data hotspots to families that requested, and purchased additional software licensed to accommodate student access. Staff development was imperative to the success and transition to remote devices. Our professional development schedule of topics was adjusted to include the learning and use of all new devices.

### **Pupil Participation and Progress:**

The success we achieved with pupil participation and progress was due to the robust distance learning schedule that integrated both daily live synchronous and asynchronous learning. Participation was measured daily using both our internal student engagement logs and student attendance record tracking via PowerSchool. Our learning schedule was structured to accommodate the balance and flexibility expressed by our families and the introduction of user friendly platforms including SeeSaw, ParentSquare, Google Classroom, and Google Meet. Our school wide communication system, ParentSquare, enabled for more frequent communication between teachers, staff, and parents. This was pivotal in increasing the participation rates of students as communication home was frequently occurring. Another aspect that helped keep pupil participation high was the social/emotional Check-ins that were created per grade level and administered each week to students to monitor school SEL climate. Data was reviewed by teachers, school counselor, and behavior coordinator weekly, and check-ins with students were given as needed. The counselor and behavior coordinator made data driven decisions on how to propel the SEL program forward. For example, adjusting grade level lessons, adding schoolwide workshops, and 1:1 Check-ins for behavior and social-emotional well-being. Despite all of the efforts to provide technology and connectivity to our families, including purchasing hotspots for our most in need families, there were still a small number who had a hard time staying connected. For two of our hardest to reach families, we switched to a weekly packet system, which worked really well for one of them.

### **Distance Learning Professional Development:**

Lashon Academy was successful in providing professional development to our instructional team throughout the pandemic via online platforms, google meetings, and a combination of asynchronous and synchronous learning on each Wednesday early release day, full days throughout the academic year in addition to 10 days during the summer. Topics this year centered on the instructional needs of our school to support the distance learning model including, but not limited to collaborative unit pacing and planning on adapted online curriculum, data analysis, specialized workshops on remote assessments and virtual instructional strategies, subject specific webinars, development from outside professional organizations, and technology training. We utilized the teacher leadership team to survey, plan, and conduct appropriate position-specific professional development workshops (i.e. EL strategies, assessment platforms and strategies, digital portfolios, IB traits). We experienced challenges this year especially with the differing experience and knowledge levels of teachers with technology and finding innovative and engaging ways to differentiate professional development workshops to meet the needs of all teachers (new teachers, returning teachers, choice workshops). We also want to continue to analyze and streamline professional development feedback surveys when planning for new development opportunities that are relevant and meaningful.

### **Staff Roles and Responsibilities:**

Throughout the 2020-2021-year staff adapted to roles and responsibilities conducive to a virtual learning environment. Our administrative and office team remained on a modified hybrid model with a rotation between on-campus and virtual work environments. We did see success by expanding the roles of following positions: Behavior Coordinator and School Counselor added the responsibility of creating and implementing a social/emotional check-in system to monitor the needs of all students along with signs of disengagement. This role continued to work with individualized student needs, however also took a schoolwide approach to monitoring extra support needed for students struggling with distance learning. The Dean of Academics took on more of a technology lead while creating more opportunities for staff training on new online platforms. Classroom teachers worked a majority of the year on a remote only schedule, and adjusting small group/intervention group schedules to the afternoon blocks. Our Outreach Coordinator needed to assist the school administrative team in making calls home to parents for welfare checks and engagement concerns. Additionally, this position had to change in person recruitment strategies to remote marketing and recruitment.

### **Support for Pupils with Unique Needs:**

A range of additional supports were added to assist pupils with unique needs including English learners, students with exceptional needs, foster youth, low-income students, and those experiencing homelessness. The professional development plan focused in training and coaching on virtual intervention strategies and support. The success we saw with high engagement numbers across all subgroups was due in part by increased live instructional teaching sessions and small group interaction during ELD and reading intervention blocks, teacher daily office hours, dedicated special education support office hours, and access to devices and connectivity through school issued laptop and hotspot if needed. The addition of our behavior coordinator and school counselor to provide weekly social/emotional check-ins assisted students that needed additional support. Our special education team also collaborated with all general studies teachers on a weekly basis to make sure that all student accommodations were implemented via distance learning.

## **Pupil Learning Loss**

### **Actions Related to the Pupil Learning Loss**

| Description  | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|--|----------------------|-------------------------------|--------------|
| PLL 1. PowerSchool Performance Matters student data management system will be purchased to provide visibility into students' academic, social, and behavioral needs. The program provides ongoing formative feedback and interactive reporting to ensure that teachers, support staff, and administrators have the information they need to address needs in order to prevent learning loss. | \$4,200              | \$4,200                       | N            |
| PLL 2. Specialized staff to provide services and supports to students with exceptional needs during in-person and virtual learning: Resource Specialists, Speech and Language Pathologist, and Speech and Language Pathologists  | \$140,000            | \$140,000                     | Y            |
| PLL 3. Para educators to support student learning and assist with intervention services for student groups including foster and homeless youth, EL's, and students with exceptional needs  | \$48,000             | \$48,000                      | Y            |
| PLL 4. Purchase adaptive assessment system in reading and mathematics for kindergarten through eighth grade students that provides information on student learning loss, progress, and prescriptive lessons that target individual needs   | \$9,600              | \$9,600                       | N            |

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

All funds budgeted for actions and services as indicated above were expended to address pupil learning loss.

## **Analysis of Pupil Learning Loss**

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

Lashon Academy was successfully able to administer internal benchmark assessments in order to evaluate and track student performance data for the 2020-2021 school year. Teachers used the NWEA platform for both MAP growth assessments in ELA and Math and MAP Fluency assessment for reading level assessments. Our teachers were able to achieve over a 97% participation rate for students to complete all assessments. These assessments were imperative in helping to inform the academic needs of our students. The remote delivery proved to be a challenge especially with our younger students who did not have prior experience with the testing platform. The administration team and teachers worked to embed more parent workshops during the first couple of months of school to train parents on how to help their child access the assessment.

Based on the data collected, we created a support team that worked closely to meet the needs of the students experiencing learning loss. 1. Our Academic Dean oversaw the implementation of our academic support program, which included the development of small group break-out sessions by both classroom teachers and teaching assistants, conducted weekly grade level meetings focused on monitoring student growth and data, and carefully monitored the progress of students in intervention. 2. Behavior support coordinator worked closely with the school counselor to create opportunities for students to connect with other students in different ways including group movement classes, dance breaks, meditation activities, counseling support, early-risers club, and foster connections for the students.

The purchase of google enterprise, which allowed the opportunity for break-out sessions, hand raising, whiteboard, presentation, etc was beneficial in creating small group learning pods and increasing student engagement during teacher lessons during the 100% remote learning time. Additionally, the implementation of online systems including google classroom, SeeSaw, ParentSquare, Reflex, Edgenuity and Reading A-Z helped students complete all school work remotely, which still be able to assess all standards aligned curriculum. These platforms allowed the teachers to continue with standards aligned instruction while meeting the engagement and participation needs of the students. As we look towards the 2021-2022 school year data produced from all of these systems in combination with our NWEA benchmark data will drive the supports necessary to target student growth needs in the fall and address all areas of learning loss.



## **Analysis of Mental Health and Social and Emotional Well-Being**

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

Despite the challenges of remote learning, Lashon Academy focused heavily on the social emotional needs of the students and created a robust system of monitoring, intervention, prevention, and evaluation. Social emotional check-ins were created per grade level and administered each week to students to monitor school SEL climate. Data was reviewed by teachers, school counselor, and behavior coordinator weekly, and check-ins with students were given as needed. The school counselor and behavior coordinator made data driven decisions on how to propel the SEL program forward. For example, grade level lessons, schoolwide workshops, and 1:1 Check-ins for behavior and social-emotional well-being. Based on SEL check-ins, Teacher referrals, parent referrals, Behavior and SEL team worked with students' unique needs during virtual and transition back to campus. Topics included motivation, time management, anxiety, stress etc. Staff Mental Health PD's and staff connections were provided as needed on Wednesdays and Full Day PD's to address current and take a proactive approach on any staff mental health concerns. Topics included (Staff mental burnout, self-care, connection opportunities, social emotional intervention training).

The behavior coordinator and school counselor each provide weekly appointment availability for parents to discuss social-emotional and behavior concerns, which was advertised via Parentsquare. We found that signups would occur more frequently after the evening post to signup went live on Parentsquare. Each school day students and parents can access carefully curated activities via Parentsquare and google classrooms geared towards mindfulness, coping strategies, health and wellness, kindness, etc. Parent workshops on mental health and self-care provided to encourage parents to take care of their own well-being during this difficult time. Parent's expressed feeling calm afterwards and having fun! We also saw a small increase in Positive 360 signups.

## **Analysis of Pupil and Family Engagement and Outreach**

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

The theme for our pupil and family engagement and outreach this year was Connection + Competence = Confidence, and we tried to think through that lens with our virtual parent meeting and workshop planning this year. Feeling a connection with others throughout quarantine is more important than ever, and we tried to incorporate opportunities for parents to connect with school and connect with each other. With the switch to virtual, there was more competence in skills required of parents, especially when it came to technology and our online platforms. To support our parents this year, we hosted a Parent Workshop on Mindfulness & Self-Care and we also incorporated some of those lessons into our regular Parent Meetings to support social-emotional learning for parents to implement with their students and also for themselves. We also hosted a number of parent workshops to inform parents about some of our most important technology platforms, including PowerSchool, Google Classroom, and SeeSaw. We also recorded many of these webinars and posted them on ParentSquare for any parents who may have missed the event to watch at their own time.

We also created an effective school-wide incentive system around attendance in order to increase pupil engagement. Each week the Principal’s Newsletters, which go out to both staff and parents, would highlight the classes who had the highest ADAs for the week. Once a classroom reached three “high ADAs” they earned a virtual dance party with the principal. Students and teachers alike responded very positively to these “virtual attenDANCE” dance parties and they helped to positively reward those classrooms and teachers doing a great job of getting their students online and learning. Additionally, we also utilized our tiered system of support for students who exhibited severe attendance concerns or chronic absenteeism. This helped us to work in partnership with parents to see improved attendance and also have a specific action plan in place to help keep those parents accountable as well.

While virtual, it was difficult to meet with students on a consistent basis. As the pandemic continued, it became increasingly more challenging to make sure both parents and students continued to participate and stay engaged with school events and support sessions.

## Analysis of School Nutrition

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

Lashon Academy was able to successfully supply meals to the students in the community. We offered a flexible distribution schedule in order to help accommodate the needs of the families. We offered a grab-n-go system where our staff distributed to families following all safety guidelines and protocols. Once students returned to campus, we were able to continue to offer meal distribution to all students during a grab-n-go lunch and a community pick-up time. Overall, we were able to adapt to the challenges during the transition phase surrounding advertising the distribution schedule and provided a high number of student meals.

## Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

| Section             | Description  | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---------------------|--|----------------------|-------------------------------|--------------|
| Pupil Learning Loss | Dean of Academics provides school administrators with monthly data analysis and student academic progress and intervention needs   | \$70,000             | \$70,000                      | N            |
| Pupil Learning Loss | Coordinators, specialists, and lead teachers collaborate and support general and special education teachers to assist with program | \$130,000            | \$130,000                     | N            |

| Section                       | Description   | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|-------------------------------|---|----------------------|-------------------------------|--------------|
|                               | implementation, data collection, intervention, and progress monitoring for students who have not yet met academic standards                                   |                      |                               |              |
| Pupil Engagement and Outreach | Administrators and teachers promote and encourage home-school communication to engage families through school website, ParentSquare, PowerSchool              | \$30,000             | \$30,000                      | N            |
| Distance Learning             | Coordinators and administration team collaborate to adopt standards based instructional materials in English Language Arts, Math, Science, and Social Studies | \$28,000             | \$28,000                      | N            |
| All                           | Classroom teachers to provide distance and in-person learning   | \$1,400,000          | \$1,400,000                   | N            |

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

All funds budgeted for actions and services as indicated for additional plan requirements above were expended to address pupil learning loss, pupil engagement and outreach and distance learning program.

## Overall Analysis

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

Implementing in-person and distance learning in 2020-21 have informed the development of goals and actions in the 2021-24 LCAP by providing a number of opportunities to see new and increased areas of support needed for student growth. Based on the assessment data from 2020-21, Lashon Academy will be focusing on student growth within the areas of academics and social/emotional development. Students will receive a number of structured supports, and needs will be met through a number of ways including, increased teacher development on how to effectively implement small group instruction using a schoolwide intervention guided reading program, the school will create specific lead teacher positions to focus on more instructional mentoring and coaching, implementation of a year-long cycle of data analysis meetings to track student growth, a more robust SST process that includes frequent parent engagement, and Lashon Academy will add an advisory period to student daily schedules.

The increase in social-emotional programs and supports was directly informed from the student engagement data that was analyzed during the operation of distance learning. It was imperative during the pandemic and remote learning that the students remained engaged and participating. As we transition back to an on campus learning environment, our goals will focus on making sure student attendance remains high and parents remain engaged in the school program. Increased personnel including behavior coordinator, intervention coordinator, and teaching assistants will assist in the implementation of increased student supports, therefore resulting in greater student achievement.

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

Pupil learning loss continues to be assessed and addressed through the implementation of our support program. Lashon Academy uses a robust Student Study Team (SST) to meet the needs of all diverse learnings including students with unique needs. This program addresses students' academic, behavioral, and social emotional needs and puts in place a unique learning plan that is designed to create a system of supports designed to assist the child in meeting growth goals.

Pupil learning loss will continue to be assessed in 2021-24 through multiple assessment opportunities. All students TK-8<sup>th</sup> will be assessed 3 times a year in Math and ELA through internal benchmarks using the NWEA MAP assessment platform. Students in grades 3<sup>rd</sup>-8<sup>th</sup> will also be assessed in Spring through CAASPP assessments. Students that are English learners will be assessed through ELPAC. In addition to formal assessments teachers will also administer formative assessments throughout each unit of study. All formal and informative assessments will be used to establish cut off scores, students that are not meeting growth goals will receive support through an intervention system. The intervention system coupled with Edgenuity learning platforms will provide the students with a robust system to address learning progress for all students with an emphasis on students with unique needs.

Lashon Academy will continue to implement a variety of strategies to accelerate learning progress for all students and pupils with exceptional needs. Each classroom teacher will provide small group instruction that offers more time and support to target specific student needs as determined through formal and informative assessments and ensure equitable access to grade level standards. Strategies will include 1. Frequent one on one communication between teacher and student during advisory period 2. Ongoing progress monitoring and goal setting for each student 3. English learners will receive designated English language development instruction by appropriate teacher during instructional block 4. Special education teachers will provide instructional support to students in accordance with the IEP plan in addition to weekly collaboration with the teacher to ensure all accommodations are in place.

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

Lashon Academy successfully implemented the actions and services in our plan which included 1) new support staff positions 2) increased technology support for devices, hot spots and maintenance, 3) focused staff professional development on technology, software and assessments and 4) increased social/emotional support services with school wide positive behavior system, counseling 360 program, early riser's club and parent

support. All of the above actions and services increased and improved services and support for our foster and homeless youth, English Learners, students with disabilities and low-income students.

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

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

Lashon Academy is a charter school committed to providing a quality and engaging education to all students. Our school has successfully developed a community of lifelong learners, creative thinkers, and responsible individuals through a commitment to ensure the delivery of a quality education to all students including English learners, students with disabilities, socioeconomically disadvantaged students, foster and homeless youth, and students achieving above grade level. During the immediate shutdown of school campuses and the shift to 100% remote instruction due to the pandemic, it was imperative that Lashon Academy still provide the students with the same exceptional opportunities for learning. We quickly created a virtual learning environment during COVID that addressed the learning needs of our school community and diverse learners. Our classrooms quickly shifted to google classrooms with virtual teaching through Google Meet, student use of platforms through Google and SeeSaw to complete assignments, small group learning pods through the use of virtual break-out rooms, social-emotional supports through Responsive Classroom strategies, and the implementation of Positive 360 program, Early Riser's Club, and counseling sessions. These instructional adaptations created a successful learning program as evident by stakeholder surveys and feedback. 98.7% of parents would recommend Lashon Academy to others, 98% felt satisfied with the education provided to their child, and 98.6% of students reported feeling respected and treated with kindness.

Based on what we learned from student outcomes and 2019-2020 plans, our fall 2021 educational program is designed to ensure we are offering a robust support system to assess, implement, and monitor strategies and programs that will provide the opportunities necessary for all students to achieve academic success, including increased teacher development on how to effectively implement small group instruction using a schoolwide intervention guided reading program, the school will create specific lead teacher positions to focus on more instructional mentoring and coaching, implementation of a year-long cycle of data analysis meetings to track student growth, a more robust SST process that includes frequent parent engagement, and Lashon Academy will add an advisory period to student daily schedules. Our goals will focus on making sure student attendance remains high and parents remain engaged in the school program. Increased personnel including behavior coordinator, intervention coordinator, and teaching assistants will assist in the implementation of increased student supports, therefore resulting in greater student achievement. In conjunction with stakeholder feedback, the development of school plans for 2021-2024 will ensure that resources are being used appropriately to meet the differing needs of all students and students with unique needs.

## **Instructions: Introduction**

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## **Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year**

### **Annual Update**

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

### **Annual Measurable Outcomes**

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

### **Actions/Services**

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

### **Goal Analysis**

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

### **Analysis of In-Person Instructional Offerings**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

### **Analysis of the Distance Learning Program**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

- Continuity of Instruction,
- Access to Devices and Connectivity,
- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for 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

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

### **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

### **Analysis of Pupil Learning Loss**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

### **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

### **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement



strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education  
January 2021