

Expanded Learning Opportunities Grant Plan *LAS Board Approved 052821*

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

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020-21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

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 on Key Charter School Compliance Documents: Charter, LCAP, LCP, SPSA, ELOG

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

Stakeholder Outreach and Consultation Dates:

Governing Board Meeting: May 28, 2021

Parent Council Meetings/PC Executive Group: February 17, 2021, April 21, 2021, May 6, 2021

ELAC Meeting and School Site Council Meeting: February 17, 2021, April 21, 2021, May 6, 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 - April, 2021

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.

A description of how students will be identified and the needs of students will be assessed.

WHAT:

ELOG Plan is LAS design to provide supplemental instruction and support to students: academic, social-emotional, and other supports, including provision for meal and snacks.

Based on results of LAS Resiliency and Academic Learning Student Survey and schoolwide assessments, LAS will design opportunities for students and staff to accelerate learning while developing resiliency.

WHO:

A. Students, prioritizing those included the following groups:

- Low income
- English Learners
- Foster Youth
- Homeless Students
- Students with Disabilities
- Students at Risk of Abuse, Neglect, or Exploitation
- Disengaged Students
- Students Below Grade Level
- Other as identified by certificated staff

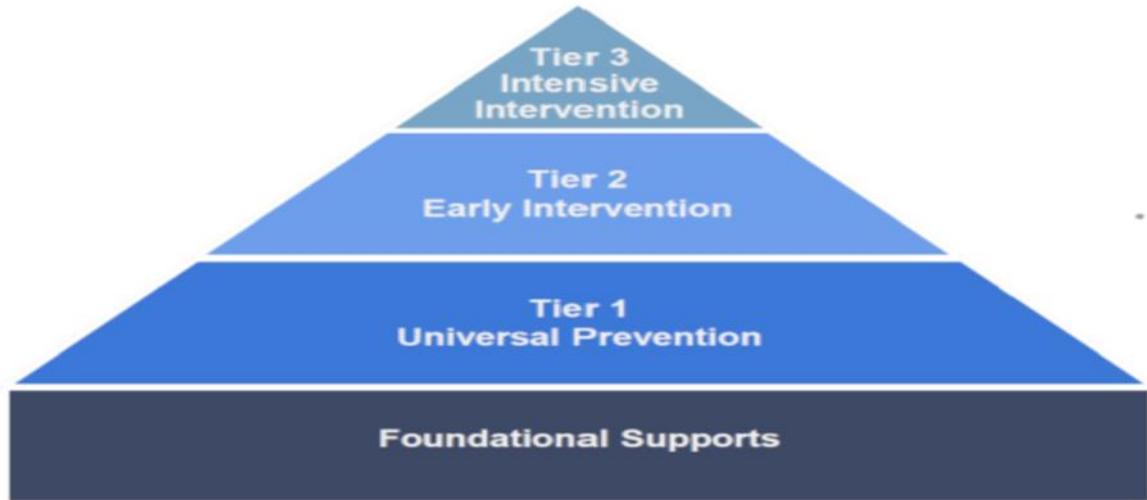
PRIORITIZING PROCESS:

MTSS (Multi-Tiered System of Support)

The LAS Multi-Tiered System of Support is a systematic, continuous improvement structure where data based problem solving and decision making is practiced to address the academic, behavioral or socio-emotional needs of students. Through this system of supports and intervention practice, the classroom teacher identifies the academic and/or behavioral concern/s and implements research based interventions that may become increasingly intensive depending on the level of concern and the student's response to the intervention. The classroom teacher will inform parents of the concern/s, implement interventions, collect data, and monitor

student progress. When additional guidance and support is necessary the teacher may consult with the Intervention Progress Team (IPT), composed of academic and behavior experts, to gain new perspectives on the student's needs and gather additional intervention strategies. The IPT may suggest further interventions or refer the case to the Student Success Team (SST), which usually consists of parents, teachers, school support personnel and an administrator to further examine the student's academic, behavioral and socio-emotional concerns. LAS implements this MTSS model in an effort to meet all student needs within the regular instructional setting. In addition, anytime the student is not responding to interventions, a Student Success Team (SST) meeting may be recommended. The following illustrations provide a display of the key reference and blueprint for the LAS re-engagement process during the distance learning.

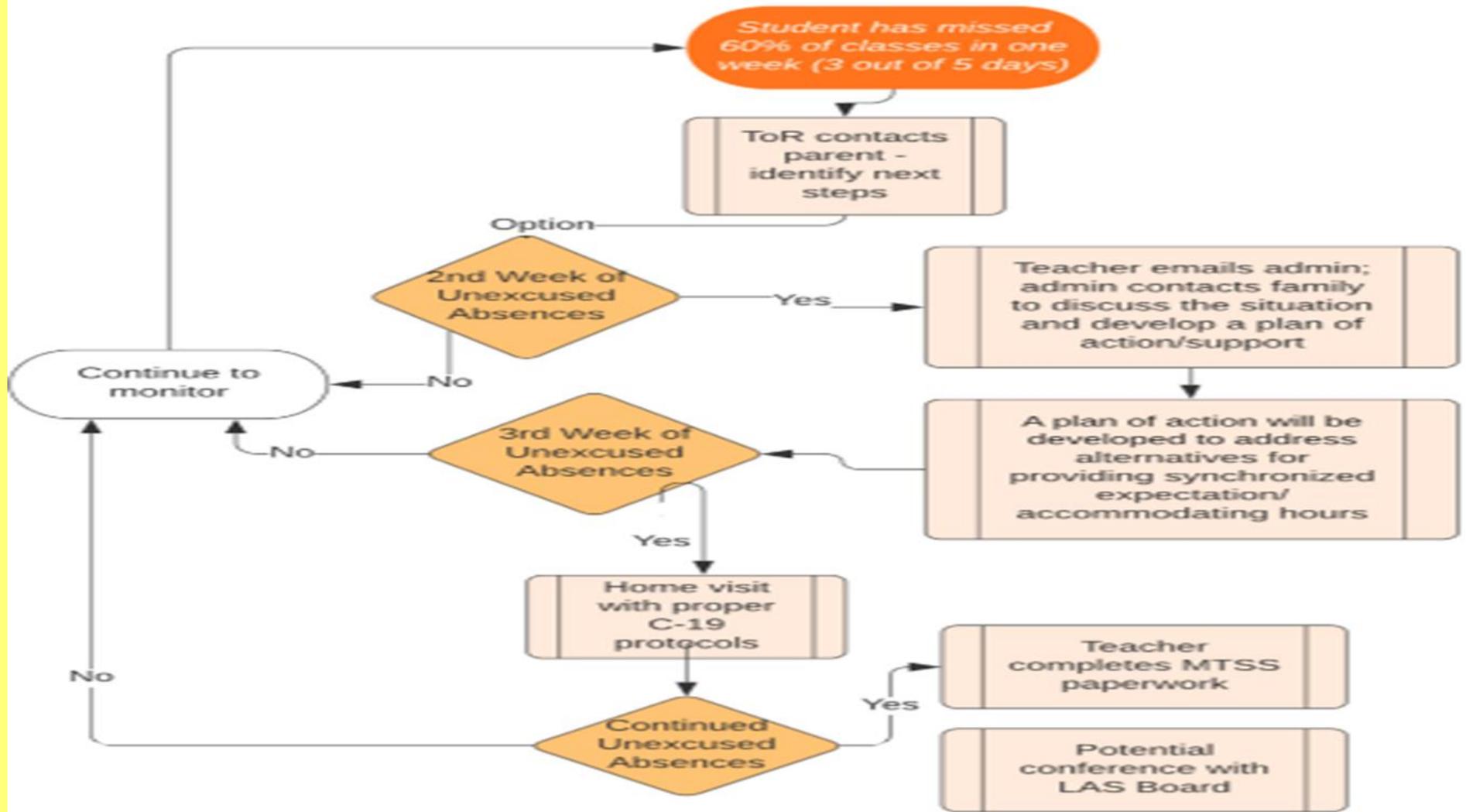
Figure 1. Tiered Interventions and Foundational Supports



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

Attendance Flowchart

The Language Academy of Sacramento | September 3, 2020



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

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

LAS Parent Communication Protocols:

LAS examples of strategies for parents and family member who are ELs, with disabilities and of migrant children:

- *LAS provides translation services to parents with limited English proficiency when providing information and school reports.
- *LAS provides opportunities for the informed participation of parents and family members with disabilities by providing reasonable accommodations (sign-language interpreters, etc.) to parents and family members.
- *LAS makes special accommodations will be made for communicating with families that have accessibility needs or other special needs which make corresponding with the school difficult.
- *LAS provides opportunities for the informed participation of parents and family members of migratory children by meeting with parents and family members before students are away from school for an extended period of time and once the students return to school after an extended absence to help parents help their child(ren) overcome educational disruption.

LAS remains consistent in its commitment for transparency when structuring student support and aligning budget allocations accordingly to all its stakeholders. Parents and guardians are made aware of all funding sources, including one-time pandemic relief monies, as soon as they are publicly made available for planning and discussion. On that same note, Extended Learning Opportunities Grant (ELOG) funding allocations has followed the same process. Moreover, organized parent leader entities such as the Governing Board, Parent Council, ELAC, and SSC have a common understanding of the needs of our school's subgroups and the necessity to prioritize services for these groups when designing structured student supports such as extended day, extended calendar, and/or extended year learning opportunities. Feasibly one could argue that all students have suffered learning loss during the school closure this school year; however, LAS will continue to reiterate that resources (staff and funding) will prioritize students who are of the categories in the aforementioned section. All families will be informed as to the process of invitation, prioritization of subgroups, and evaluation of their student participation in any ELOG program during the school year.

A description of the LEA's plan to provide supplemental instruction and support.

LAS ELOG Plan Four Triangle Elements:

T1: Assessments and Survey

T2: Professional Development on Expanded Learning Design and Implementation

T3: Programs and Materials

T4: Expanded Learning Programs: 1) Supplemental to Core and 2) Support Plus to Core

The ELOG PLAN Synopsis

WHAT:

ELOG Plan is LAS design to provide supplemental instruction and support to students: academic, social-emotional, and other supports, including provision for meal and snacks.

Based on results of LAS Resiliency and Academic Learning Student Survey and schoolwide assessments, LAS will design opportunities for students and staff to accelerate learning while developing resiliency.

WHO:

A. Students, prioritizing those included the following groups:

- o Low income
- o English Learners
- o Foster Youth
- o Homeless Students
- o Students with Disabilities
- o Students at Risk of Abuse, Neglect, or Exploitation
- o Disengaged Students
- o Students Below Grade Level

- o Other as identified by certificated staff
- B. Staff
 1. Certificated Staff: Program Leads, Program Teachers, Tutors
 2. Classified Staff: Program Leads, Instructional Aides, Paraprofessional Support, Tutors

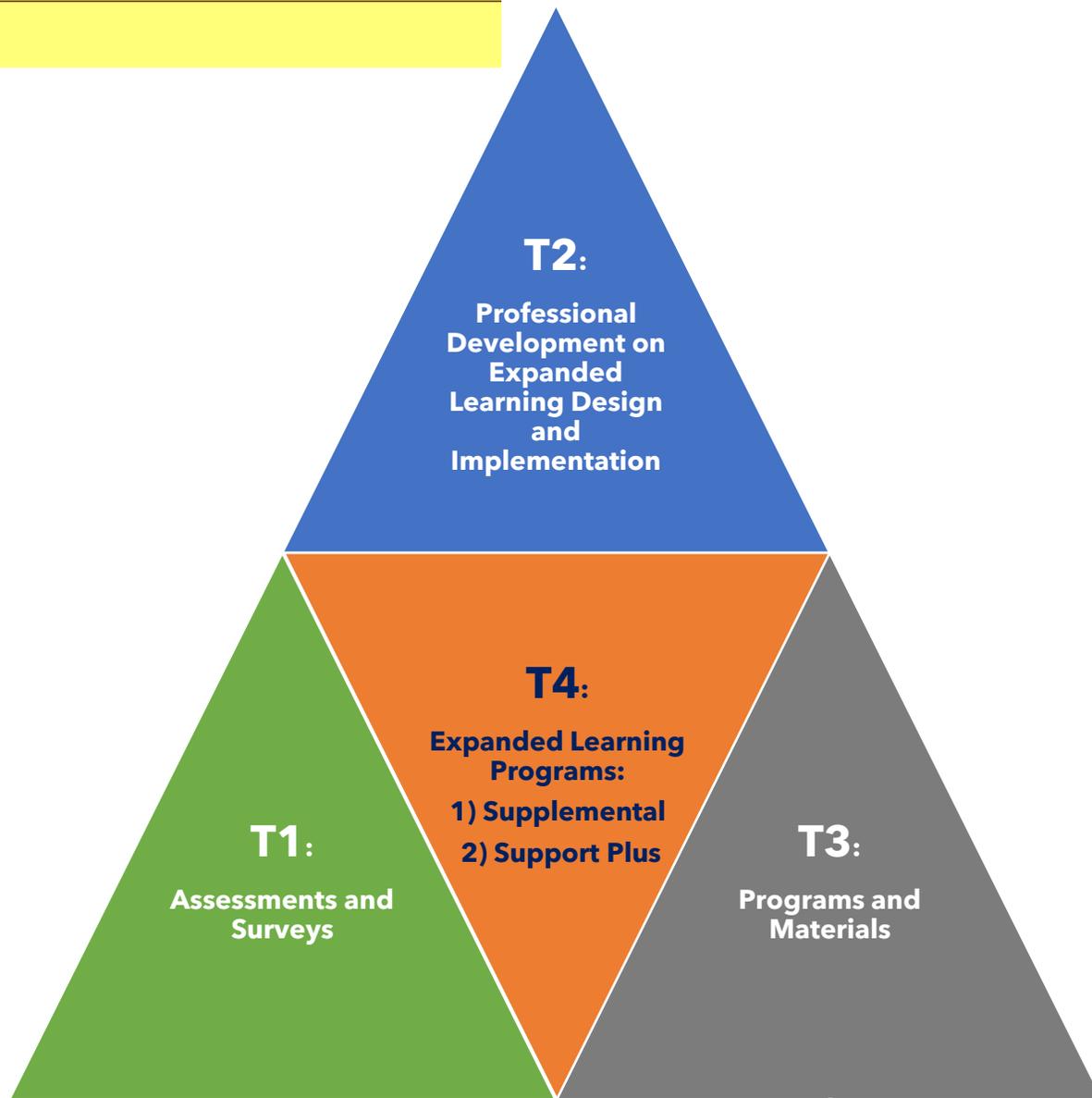
HOW: Using efficacious supplemental and support resiliency and academic learning programs and platforms, participants will choose the best context:

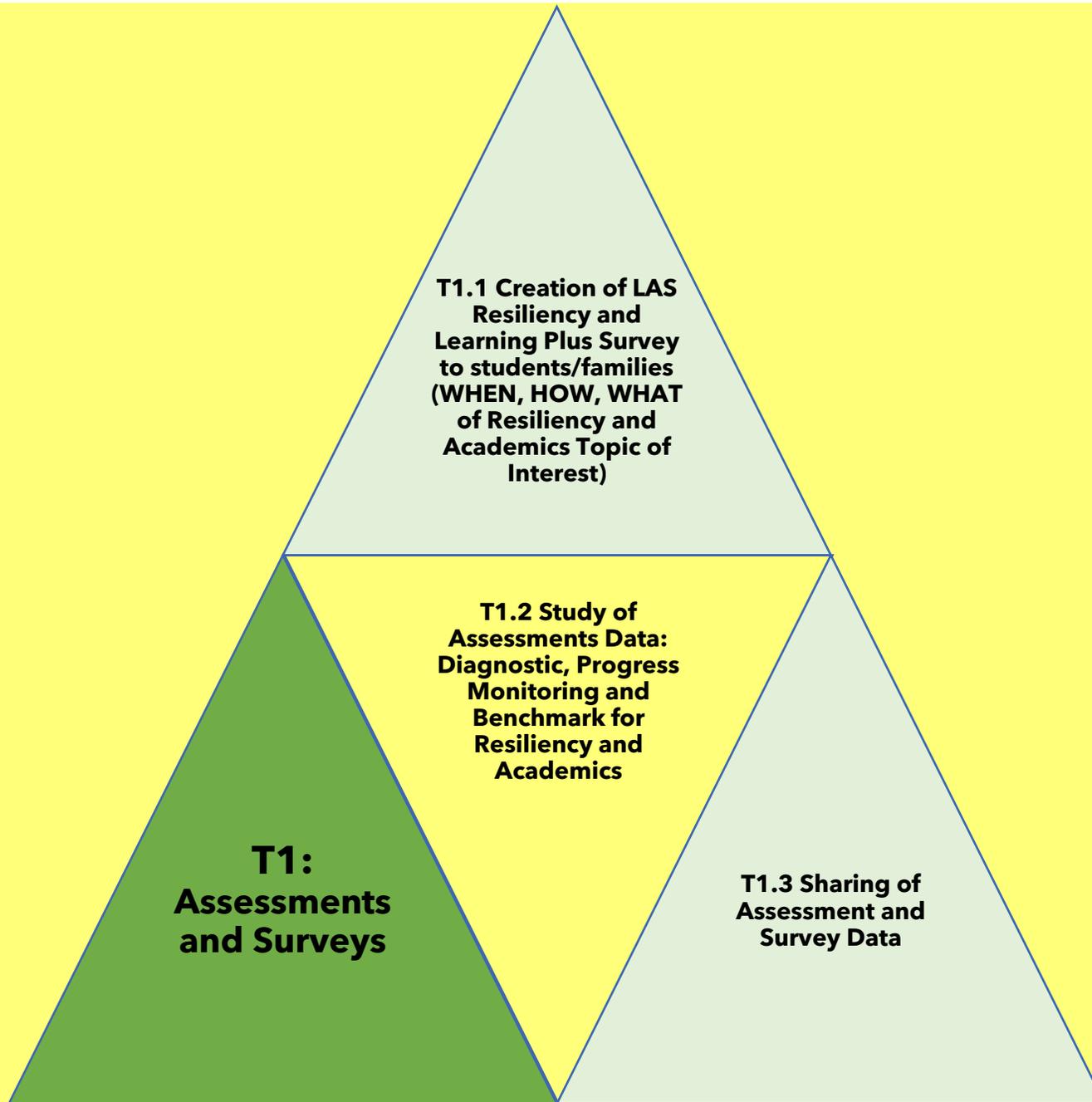
1. In-Person
2. Hybrid
3. Distance Learning

WHEN (Participation Options):

Program Time/Cycle	Season	Approximate Date(s)	Note(s)
2-3 Week Programs, 4x per week, 3hrs per day	Summer 2021	June 28-July 16, 2021	
	Winter 2021	*December 20-January 7, 2022	*TBD
	Summer 2022	June 27-July 15, 2022	
4-6 Week Cycles (During the Day)	Fall 2021	August 23-October 1, 2021 October 4-November 12, 2021	

	Winter 2021	November 29-January 21, 2022 January 24-March 4, 2022	
	Spring 2022	March 7- April 8, 2022 April 18-March 27, 2022	
**4-6 Week Cycles (After School/Weekends)	Fall 2021	August 23-October 1, 2021 October 4-November 12, 2021	**Specific scheduling arrangements
	Winter 2021	November 29-January 21, 2022 January 24-March 4, 2022	
	Spring 2022	March 7- April 8, 2022 April 18-March 27, 2022	
Workshop Series	2021-2022	TBD	





T2: Professional Development on Expanded Learning Design and Implementation

T2.2: PD on Program Design and Implementation Based on Data

T2.1: PD on Data Gathering and Analysis

T2.3 PD on Resiliency and Learning Plus Survey Topics/ Subjects

**T3.1: Research
learning recovery
programs and
materials to
accelerate learning**

**T3.2: Research
resiliency programs
and materials to
improve student
socio-emotional
wellness**

**T3.3: Purchase,
implement and
disseminate pertinent
programs and
materials**

**T3:
Programs
and
Materials**

T4.2: Support Plus to Core: Afterschool, Intersession, Summer Interventions and Tutoring (In-Person, Hybrid, DiLe)

T4: Expanded Learning Programs:

- 1) Supplemental**
- 2) Support Plus**

T4.1: Supplemental Instruction to Core: Small Groups with Aides, During the Day Interventions (Hybrid, DiLe)

T4.3: Integrated Pupil Support (Students At Risk and access to counseling, meals/snacks)

SUPPORT FOR STUDENTS ACHIEVING BELOW GRADE LEVEL

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

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

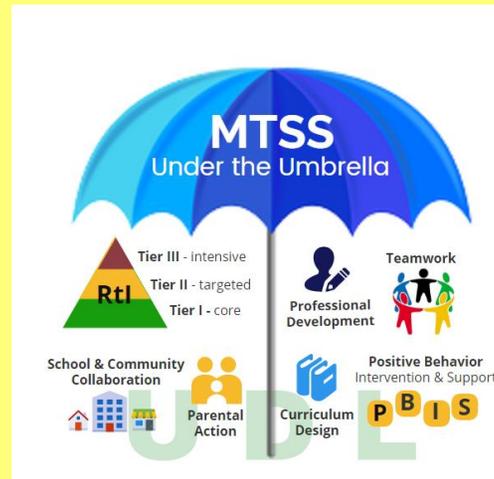
MTSS (Multi-Tiered System of Support)

The LAS Multi-Tiered System of Support is a systematic, structure where data based problem solving and decision the academic, behavioral or socio-emotional needs of supports and intervention practice, the classroom teacher behavioral concern/s and implements research based increasingly intensive depending on the level of concern intervention. The classroom teacher will inform parents of interventions, collect data, and monitor student progress. support is necessary the teacher may consult with the composed of academic and behavior experts, to gain new needs and gather additional intervention strategies. The IPT

or refer the case to the Student Success Team (SST), which usually consists of parents, teachers, school support personnel and an administrator to further examine the student's academic, behavioral and socio-emotional concerns. LAS implements this MTSS model in an effort to meet all student needs within the regular instructional setting. In addition, anytime the student is not responding to interventions, a Student Success Team (SST) meeting may be recommended.

Student Success Team

The Student Success Team (SST) is a general education function where a school-site team, typically consisting of the student's parents/guardians, teacher(s), school administrator, and other key participants, collaborate in developing a plan to support students in area(s) of concern. Participants of the SST can also include counselors, doctors, social workers, law enforcement or others who can provide information about the student's strengths, concerns, and strategies that have been implemented in the past. An SST referral or request may be made by a parent, teacher, administrator, or the Intervention Progress Team (IPT) when the student has not responded to previous interventions or when there are urgent concerns. The SST's purpose is to identify areas of



continuous improvement making is practiced to address students. Through this system of identifies the academic and/or interventions that may become and the student's response to the the concern/s, implement When additional guidance and Intervention Progress Team (IPT), perspectives on the student's may suggest further interventions

concern that are interfering with the student's success in the areas of academics, socio-emotional/behavior, attendance, or health. The SST reviews the concern(s), plans strategies, organizes resources, and develops a plan of action to address student needs. The SST may recommend accommodations to the student's program or request intervention support from specialized staff. The team aims to develop a plan that meets the needs of the student in the general education setting. When more significant concerns exist and there is a suspected disability, the team will refer the student for a 504 accommodation plan or special education evaluation.

Interventions

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

Multi-Tier System of Supports (MTSS)

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

Expenditure Plan

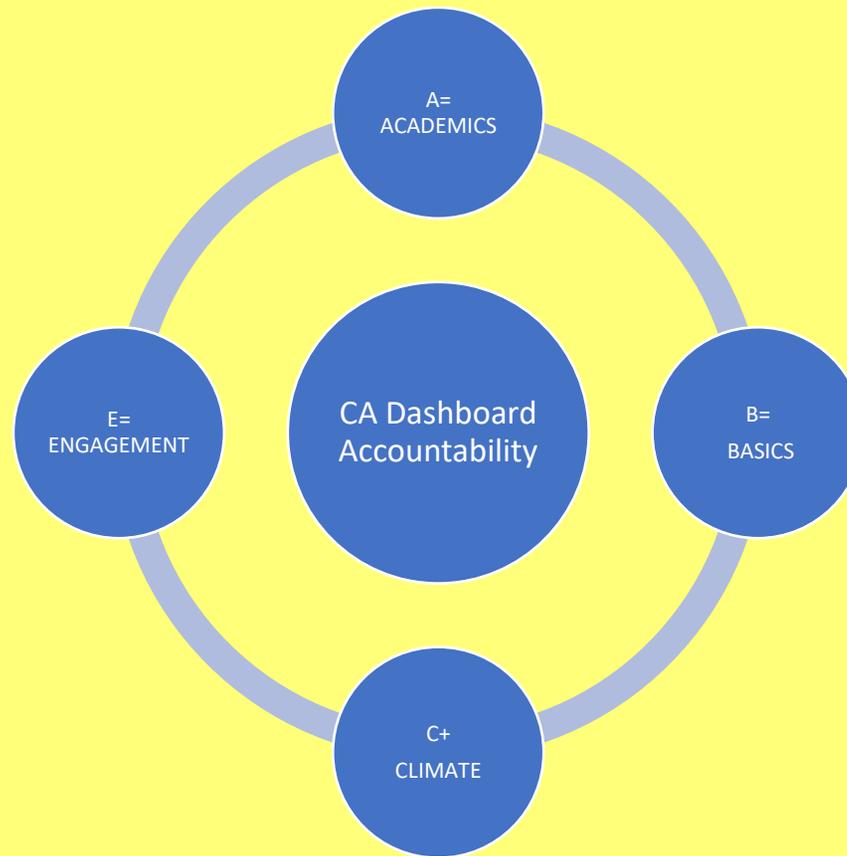
The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures (Est. Total \$411,880; 85% InPerson: \$350K, ~10% ParaPro: \$41K, 15% DiLe: \$62K)	Actual Expenditures
T1: Assessments and Survey Code X: 6K	\$6K	[Actual expenditures will be provided when available]
T2: Professional Development on Expanded Learning Design and Implementation Code 5863: 35K	\$35K	[Actual expenditures will be provided when available]
T3: Programs and Materials Code 4355: 9K	\$9K	[Actual expenditures will be provided when available]
T4: Expanded Learning Programs: 1) Supplemental to Core and 2) Support Plus to Core Code 1920: 90K Code 2100: 33K Code 1100,1101, 2100, 2200, 3100, 3400: 310K	\$433K	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies Estimate Total: \$483K	\$483K	[Actual expenditures will be provided when available]

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

LAS is anticipating ESSER funding that would help address needs that have emerged due to the school closure in the context of a global pandemic, and simultaneously stabilize the foundational elements of the following four major school infrastructures as defined by the CA Dashboard and school accountability: 1) A= Academics, 2) B= Basics, 3) Climate, and 4) Engagement. The LAS ELOG funding will provide the initial momentum for innovative collective school-wide response to learning recovery after an unprecedented school year interrupted by a global pandemic. In short, ELOG will create the ability for LAS to mobilize and visualize an expanded learning design specific to the needs that have emerged this school year and the ESSER funding will be able to help make such effort sustainable, hopefully, long enough to see efficacious results.

LAS Design Alignment to CA Dashboard and State Accountability



LAS has begun to organize its planning documents in these categories: 1) Academics, 2) Basics, 3) Climate, and 4) Engagement. Although many of the delineated actions to address and meet LAS academic, basics, engagement and climate goals are applicable for the entire school, clearly there is an awareness that the primary intent and priority for ensuring access to services are for low-income, ELs, foster youth and homeless students. LAS processes start with identification of students unduplicated status, researching and implementing services and practices that is effective in serving them, and reflecting the efficacy of these services and practices in improving the schooling experiences of our unduplicated students.

ACADEMICS:

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

Assessments and Accountability- LAS staff is fine-tuning its curriculum designing and assessments in the context of distance learning (DiLe) in order to academically better prepare all students, particularly those from subgroups: ELLs, RFEPs, SED, and SWD. These recent years, LAS has established an internal accountability measure for reading: DRA and EDL in order to do a better job in monitoring the literacy progression of all students TK-8. This is now being examined in terms of feasibility as it may/may not serve the DiLe context. Recently, LAS implemented an online math benchmark assessment to monitor student content mastery mid-year progress and provide timely interventions, particularly those from unduplicated student groups: EL, SED, Foster Youth.

SPSA Excerpt:

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.

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),

Identification of assessments conducive and informative in DiLe context

Implementation of Core and After-School Intervention (AI) Program

MAP Math Grades 3-8 (Gr2 Spring only)

Learning Hubs established as needed and allowed per state and county-wide protocols

BASICS:

LAS continues its commitment to maintain a premier facilities safety and cleanliness for its constituents, following all the necessary COVID-19 mitigation factors as delineated in its state approved Health and Safety Plan.

Moreover, LAS continues its commitment to ensure that certificated staff have the credential requirements per their teaching assignments.

Lastly, in terms of access to learning materials and devices, LAS has a robust inventory of technology equipment available to students, creating a 1:1 Grades TK-8 student to technology ratio. Building a solid technology infrastructure that is fully integrated in teaching and learning will continue to be a priority at LAS. After all, it is an essential experience, and a prerequisite to developing independent, life-long learners in the 21st century.

During its monthly meeting in March 2020, the LAS Board approved the distribution of technology devices for students to use at home in response to the urgent need to set up learning infrastructure for distance learning. Thus far, each student has received packets of necessary grade level materials, curriculum specific items, a Chromebook or iPad (depending on grade level), registration information, and other critical learning tools. Recognizing the importance of creating a system to place books in students' hands, LAS will follow up with a process for book distribution that we can follow in the near future. LAS is also establishing partnership with Comcast Internet Essentials to expand connectivity and access for students and their families.

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

CLIMATE:

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

LAS is cognizant of the critical role of socio-emotional learning and trauma informed teaching, especially at this moment of the COVID-19 crisis. Distance Learning (DiLe) no matter its quality, can never replicate the important socialization of live in-person schooling. That said, LAS conducted professional development trainings in anti-racist education, Universal Design for Learning (UDL), and trauma informed teaching prior to the start of the year. Although the training was conducted for school-wide application, the intent remains to be the prioritization of addressing those who are more greatly affected by the inequities embedded in remote learning such as our unduplicated students: ELs, foster and homeless youth, and low-income students. Historically speaking, foster and homeless youth experience higher rates of discipline and lower attendance. English learners and low-income youth are also more likely to be impacted by negative school culture and climate. It is the LAS goal to ensure that digital and social connectivity and a sense of belonging is experienced by every LAS student, particularly during this time of uncertainties brought on by the COVID-19 global pandemic.

ENGAGEMENT:

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

SPSA Excerpt:

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

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.

LAS staff will receive PD on and follow the tiered approach to attendance accounting during DiLe

Wellness Team will coordinate re-engagement plans per student needs per MTSS/IPT