

### ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
The Language Academy of Sacramento (LAS) <i>LAS Board Approved v102921</i>	Teejay Bersola Director, Academic Accountability	<a href="mailto:tbersola@lasac.info">tbersola@lasac.info</a> 916.277.7137

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

### Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
LAS LCAP, June 2021	LAS Website <a href="https://www.lasac.info/PUBLIC-DOCUMENTS/LCFF-and-LCAP/index.html">https://www.lasac.info/PUBLIC-DOCUMENTS/LCFF-and-LCAP/index.html</a>
LAS ELOG, May 2021	LAS Website <a href="https://www.lasac.info/PUBLIC-DOCUMENTS/LCFF-and-LCAP/index.html">https://www.lasac.info/PUBLIC-DOCUMENTS/LCFF-and-LCAP/index.html</a>
LAS SPSA, March 2021	LAS Website <a href="https://www.lasac.info/PUBLIC-DOCUMENTS/LCFF-and-LCAP/index.html">https://www.lasac.info/PUBLIC-DOCUMENTS/LCFF-and-LCAP/index.html</a>
LAS LCP, September 2020	LAS Website <a href="https://www.lasac.info/PUBLIC-DOCUMENTS/LCFF-and-LCAP/index.html">https://www.lasac.info/PUBLIC-DOCUMENTS/LCFF-and-LCAP/index.html</a>

### Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

**Total ESSER III funds received by the LEA**

\$1,326,825.00

<b>Plan Section</b>	<b>Total Planned ESSER III Expenditures</b>
Strategies for Continuous and Safe In-Person Learning	\$433,282.00
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds:	<b>LAS 20% minimum total = \$265,365 or \$132,683.50 per FY23 and FY24)</b> \$1,055,830.00
Use of Any Remaining Funds	\$84,150.00

**Total ESSER III funds included in this plan**

\$1,326,825.00

**Community Engagement**

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

**WHAT - WHEN - WHERE:**

*ITEM 1: LAS Community Survey Distribution*

March 23 - April 3, 2021

LAS

*ITEM 2: LCAP/ESSER available on LAS Website for Feedback*

By June 11, 2021

online at: [www.lasac.info](http://www.lasac.info)

LCAP/ESSER Stakeholder Outreach and Consultation Dates 2020-2021:

Stakeholder Group and Date

Governing Board Meeting and Retreat

2020: 8/28, 9/25, 10/30, 11/20, 12/18

2021: 1/22, 2/27, 3/5, 3/26, 4/21, 5/28, 6/25, 10/29

Parent Council Meeting/ELAC/SSC

2020: 9/2, 9/23, 10/14, 11/14, 12/2

2021: 3/11, 4/1, 5/6, 6/10

Parent Association Meeting

2020: 9/2, 9/23, 10/14, 11/4

2021: 1/13, 2/10, 3/1, 3/10, 4/21, 5/12

Staff Meeting and PD Meetings

2020: 9/3, 9/4, 9/10, 9/17, 10/8, 10/22, 12/18

2021: 1/14, 1/15, 2/4, 3/5, 3/26, 4/2, 4/29, 5/13, 5/27, 6/15, 6/17, 10/28

CDT Committee Meeting

2020: 10/1, 10/2, 11/12, 11/17, 12/10

2021: 2/4, 3/11, 4/14, 5/6, 5/20

LAS community's work has definitely become more in-depth with each passing year both at the participation level and the collective knowledge level. LAS established its School Site Council (SSC) in the fall of 2018 and conducted meetings in preparation for its federal program monitoring in the spring. LAS continued its structure from the previous years and created an LCAP Advisory group in the fall composed of members from the Parent Council and Parent Association groups as well as representatives from the English Language Advisory Council (ELAC). This group took the lead of meeting and learning 5 Key Learning Points to share, discuss, and problem solve with various stakeholders during stakeholder meetings. After each session, participants completed "What I Know" and "What I Want to Know" form. Data from these forms was presented at board meetings has provided the board discussion regarding LCAP updates, charter renewal work and more recently, various school-wide plans (LCP, SPSA, ELO, LLMF, ESSER) urgently addressing the new demands and requirements to conduct schooling in the midst of the COVID-19 pandemic.

The following lists the milestones of LAS collective work for FY20 and FY21:

- 1) There has been a greater staff awareness of LCFF as a funding equivalent of the LCAP and its significance in relation to the school's overall budget. Moreover, the community has increased in awareness new funding focused on addressing the urgent needs of schools to continue its services in the midst of the COVID- 19 pandemic (i.e. LLMF, ELO, ESSER 2 and 3).
- 2) A continuation from previous year, LAS advisory groups and its members facilitated small group learning sessions and recorded, "What I Know" and "What I Want to Know," comments from attendees during the monthly Parent Association, Parent Council, and Staff meetings.
- 3) As of May 2021, LAS has collected 424 (Yr1: 88, Yr2: 94, Yr3: 88, Yr4: 47, Yr5: 50, Yr6: 29 and Yr7: 28) "What I Know" and 383 (Yr1: 108, Yr2: 75, Yr3: 36, Yr4: 43, Yr5: 67, Yr6: 32 and Yr7: 21) "What I Want to Know" statements. Thus far, 697 total comments have been verified and responded to. Also, the document compiling all of this information has been shared to the public both in English and in Spanish via monthly board meetings and LAS website.

A description of how the development of the plan was influenced by community input.

Of the three main LAS LCAP and CA Dashboard categories, Academic Performance and Conditions and Climate related concerns dominate the FY21 stakeholder feedback. There is a consensus that students even before the pandemic need support to bridge performance gaps, particularly in reading and mathematics and even much more so after the year spent mostly learning remotely. From the teacher's perspective, there is a huge gap in the subject of writing. Not only has distance learning created an enormous challenge to teach it but also to provide feedback and conduct evaluation, particularly with the primary grade students. Issues that directly affect academic performance is teacher training and readiness to adapt to the ever-changing teaching and learning scenarios, This year, teachers have been "pilots trying to fly their planes while building them."

Furthermore, the socio-emotional ramifications of experiencing a collective trauma - global pandemic, have exacerbated the recovery needs of students and their families. An emerging theme from the stakeholder comments is the area of Conditions and Climate. Families want to know how schooling will look like after a year full of uncertainties. Moreover, families are beginning to share glimpses of socio-emotional and academic concerns such as lack of practice for the target language in a more authentic way and not just via ZOOM, and decrease in overall oral participation in discussions as well as greater hesitation to take risks in using the target language for the second language learners. Lastly, stakeholders continue to show concern about the overall conditions and climate of the school facility, more specifically about the implementation of the health and safety mitigation factors and the school facility's logistical set up to ensure a high standard of hygiene and cleanliness schoolwide.

### **Actions and Expenditures to Address Student Needs**

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

### **Strategies for Continuous and Safe In-Person Learning**

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

#### **Total ESSER III funds being used to implement strategies for continuous and safe in-person learning**

\$433,282.00

<b>Plan Alignment (if applicable)</b>	<b>Action Title</b>	<b>Action Description</b>	<b>Planned ESSER III Funded Expenditures</b>
LCAP Part2, CC.G3.8b	Instructional/Curriculum Materials	Improved services: Expanded books, reference materials, library resources, educational software, computer replacements  <i>*FY21 Distance learning has illuminated the realities of the disproportional level of disadvantage that ELs and</i>	OC 4200, 4201, 4320, 4325, 4420  \$312,482

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<i>SED students and their families have in having access to learning materials.</i>	
LCAP Part2, CC.G3.8c	Facility Quality per new health and safety COVID-19 mitigation standards	Maintain state expectation on Facility Quality per new health and safety COVID-19 mitigation standards (Supply of appropriate PPE gears and cleaning materials, printing and reproduction of health and safety protocols in English and Spanish)	OC 4315, 2930 \$120,800

### Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

#### Total ESSER III funds being used to address the academic impact of lost instructional time

\$1,055,830.00	LAS 20% minimum total = \$265,365 or \$132,683.50 per FY23 and FY24)
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Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
SPSA, G2.S2	Assessments: Curation and Analysis for Efficacy	Teacher curation per subject matter, implementation and refining of process for in-person and remote setting) : All hands-on-deck 360 support approach for students with unique needs carve time for pertinent staff members to collaborate on a weekly basis on ways to assessing progress, learning loss, and response to emerging needs of unduplicated students upon return to in-persons schooling	OC 1101 \$400,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Part2, AP G1.7a	School-wide Academic Performance Actions	<p>Subgroups: Provide identified additional support for subgroups as identified by achievement data- i.e. technology assistance, other support materials</p> <p>School Leadership and the Curriculum Design Team will continue Professional Development trainings that deepen staff understanding of state standards and its efficacy in addressing the progress of English learners.</p> <p>Continue expanded learning opportunities or interventions will be available to identified subgroup needs: Before, after school, winter, or summer session</p> <p>Research the feasibility of establishing program teacher leaders for expanded learning opportunities and schoolwide programmatic finetuning using one-time funding for learning recovery due to school closure</p>	See detailed budget below for specific items
		<i>Increased services: (One Year Only) Teacher on special assignment; release time for additional literacy coaching in middle school</i>	OC 1100 \$95,350
		<i>Increased services: (One Year Only) 3 PT Instructional Aides</i>	OC 2100 \$82,400
		<i>Increased services: Intervention Tutors (School year)</i>	OC 1102 \$165,040
		<i>Increased services: Extensive Summer School Personnel (FY23, FY24)</i>	OC 1920, 3300, 3500, 3600, 4355 \$313,040

## Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

### Total ESSER III funds being used to implement additional actions

\$84,150.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Part2, G2.1a	Attendance and Reengagement Support	Continue to closely monitor student attendance trends: schoolwide and for identified subgroups (via new SIS: Infinite Campus) <ul style="list-style-type: none"> <li>• Continue coordinated effort with Parent Council, Parent Association, Student Council groups for collective emphasis on strong attendance rate</li> <li>• Continue close monitoring of subgroups and areas of need via MTSS process</li> <li>• Wrap around health and mental health supports provided to subgroups with identified need</li> <li>• Continued support and training for Bully Prevention and Conflict Resolution and nuances of underlying effect of privilege, oppression, and micro-aggression</li> <li>• Continue review of annual student survey data for improvement areas</li> </ul>	
	SEL Support	Increase services: (One Year Only) Additional 0.8 PT Counselor	OC 5880 \$61,250
	Enrichment Program	Increased services: Continuation of Enrichment program	OC 2905 \$22,900



## Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID-19 pandemic. The following is the LEA's plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID-19 pandemic.

<b>Action Title(s)</b>	<b>How Progress will be Monitored</b>	<b>Frequency of Progress Monitoring</b>
<p>ELOG Plan, May 2021</p> <p><b>T4: Expanded Learning Programs in various cycles</b></p> <p>T4.1 Supplemental to the Core: Small groups with Aides, During the Day Interventions            T4.2 Support Plus to Core: Afterschool, Intersession, Summer Interventions, and Tutoring (In-Person, Hybrid, DiLe)            T4.3 Integrated Pupil Support (Student At Risk and access to counseling, meals/snacks)</p> <p><i>Internal Accountability/School-wide Assessment: LAS has expanded MAP Growth to include English and Spanish Reading in addition to Mathematics. *This decision also aligns with the charter school's required provision under AB1505 to have an additional verifiable, state approved data such as MAP Growth for charter renewal purposes.</i></p>	<p><b>Internal Accountability: MATHEMATICS</b></p> <p><b>MAP Growth Mathematics Summary Report - Percent Met Projection (PMP) Column</b></p> <p><u>G4.0</u> LAS Benchmark MAP Growth Mathematics- Baseline FY21: End of Stage 3 Gr8, PMP= 43%</p> <p><u>G4.1</u> By End of Stage 3 Gr8, cohort will show an upward trajectory from its Gr5 MAP baseline FY21.</p>	<p>Gr3-Gr8: Minimum of 3x per year: Fall, Winter, Spring</p> <p><i>Optional additional testing available for targeted intervention groups.</i></p> <p>Gr2: Spring Only</p>
	<p><b>Internal Accountability: ENGLISH READING</b></p> <p><b>MAP Growth English Reading based on Student Growth Summary Report - Percent Met Projection (PMP) Column</b></p>	<p>Gr3-Gr8: Minimum of 3x per year: Fall, Winter, Spring</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p><b>*(PMP = The percentage of students whose end-term RIT scores met or exceeded their individual growth projections)</b></p> <p><u>G3.21 LAS Benchmark MAP Growth English Reading</u>- Baseline FY21: End of Stage 3 Gr8, PMP= 29%</p> <p><u>G3.21A</u> By End of Stage 3 Gr8, cohort will show an upward trajectory from its Gr5 MAP baseline FY21.</p>	<p><i>Optional additional testing available for targeted intervention groups.</i></p> <p>Gr2: Spring Only</p>
	<p><b>Internal Accountability: SPANISH READING</b></p> <p>New Assessment: <b>MAP Growth Spanish Reading based on Student Growth Summary Report - Percent Met Projection (PMP) Column</b></p> <p><u>G3.21 LAS Benchmark MAP Growth Spanish Reading</u>- Baseline FY21: End of Stage 3 Gr8, PMP= 24%</p> <p><u>G3.21A</u> By End of Stage 3 Gr8, cohort will show an upward trajectory from its Gr5 MAP baseline FY21.</p>	<p>Gr3-Gr8: Minimum of 3x per year: Fall, Winter, Spring</p> <p><i>Optional additional testing available for targeted intervention groups.</i></p> <p>Gr2: Spring Only</p>
Intervention Cycles	<p>Teacher/program specific: Pre/Post intervention assessments</p> <p>Examples:</p> <p><u>Rising Gr1 PrePost Summer 2021</u></p>	<p>Beginning and ending of each intervention cycle</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<ul style="list-style-type: none"> <li>• Heggerty Phonemic Awareness Skills Assessment</li> <li>• <i>Blending and Segmenting Syllables and Phonemes</i></li>   <li>• Sounds</li>   <li>• Eureka: Addition and Subtraction within 10 Fluency</li>   <li>• Number Identification</li>   <li>• Counting</li> </ul> <p><u>Rising Gr2 PrePost Summer 2021</u></p> <ul style="list-style-type: none"> <li>• Heggerty Phonemic Awareness Skills Assessment</li> <li>• <i>Blending and Segmenting Syllables and Phonemes</i></li>   <li>• EDL / Progress Monitoring</li>   <li>• Eureka: Addition and Subtraction within 20 Fluency</li> </ul> <p><u>Rising Gr3-Gr5 Summer 2021</u></p> <ul style="list-style-type: none"> <li>• Raz Kids Nonfiction Comprehension Assessment</li>   <li>• EDL-Progress Monitoring</li> </ul>	

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<ul style="list-style-type: none"> <li>• Eureka Math Assessment</li> </ul> <p><u>Rising Gr6-Gr8 Summer 2021</u></p> <ul style="list-style-type: none"> <li>• Math               <ul style="list-style-type: none"> <li>○ Internal standard based pre and post assessments</li> <li>○ Supplementing small group support with integration of MAP Math Accelerator</li> </ul> </li> <li>• Literary Circle               <ul style="list-style-type: none"> <li>○ Pre &amp; Post Assessment -Text Based responses</li> <li>○ Will integrate Commonlit</li> </ul> </li> </ul>	
<p>ELOG Plan, May 2021</p> <p><b>T4: Expanded Learning Programs in various cycles</b></p> <p>T4.3 Integrated Pupil Support (Student At Risk and access to counseling, meals/snacks)</p>	<p>Stakeholder surveys</p>	<p>EOY Stakeholder Surveys; create/administer monthly survey for students regarding school conditions and climate, if feasible</p>