California Department of Education
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ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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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.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
LCAP 2021-2022	www.sausd.us/advancedlearning
ELO Grant Plan	ELO Plan Link

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

$876,655.50

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	$52,600
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	$736, 390
Use of Any Remaining Funds	$87,665

Total ESSER III funds included in this plan

$876,655.50

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.

Advanced Learning Academy (ALA) participated in significant and purposeful engagement of parents, students, educators and other stakeholders, including those representing our diverse student groups, to gather meaningful stakeholder feedback regarding expanded resources and supports that sour students need as part of the development of the ARP ESSER LEA plan.

Along with SAUSD (charter authorizer), ALA initiated a multi- pronged approach which included:

1. Input from stakeholder groups:

    a. Certificated, Classified, and School Site Administrators, District Administrators, and Special Education Administrators
    b. Parents/caregivers
    c. Parent Advisory Groups (School Site Council, English Learner Advisory Committee, DELAC/DAC Committees) representing the parents of Title I supported students, English Learners, and students with disabilities.
    d. Parents of students identified as McKinney Vento/Foster Youth and Migrant Education eligible.

e. SAUSD Collective Bargaining Units (Certificated and Classified)

Stakeholder listening sessions were provided in English and Spanish based on the participant's preference. The ThoughtExchange program allowed for each participant to select their preferred language.

Parties not served in the LEA are Tribes and Civil Rights Organizations.

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

ALA utilized ThoughtExchange in order to identify themes of importance by asking participants to share their thoughts about what is going well and where we can improve services for LCAP goals. Priorities were identified by asking survey participants to rate their level of agreement with thoughts of those in the stakeholder group.

Responses stressed the need for increased attention and academic support for students who are struggling including supports such as before and after school support, tutoring, office hours, instructional assistants, reduced class sizes, and school counselors. Respondents also initiated the strong need for social emotion wellness support including social emotional learning and mental health services. Student groups provided additional support based on the overall stakeholder feedback results.

A task force representative from all stakeholder groups including parents, classified staff, certificated staff, and site leaders was created to analyze feedback and assessment results. The information gleaned from these processes were utilized to drive content and expenditures of the ALA ESSER LEA plan.

This input has influenced the development of this plan which includes funding for our In Person Safety Plan, Academic Support Plan, and our Wellness Coordinated Care Plan.

To ensure that this plan continues to meet the needs of our stakeholders, our Coordination of Services Team (COST) team will review student progress and identify students in need of additional support provided with ESSER III funding. COST will evaluate student data, student work samples, and requests for assistance from teachers, students, and family members, to identify students in need of additional support and/or interventions within the context of a Multi-Tiered System of Support (MTSS). The COST will use universal screenings to identify students who are most impacted by the interrupted learning caused by the COVID-19 pandemic (e.g. DIBELS in 3rd Grade, ELPAC, MAP Growth Measures in Reading and Math, Panorama data for Social Emotional Wellness). Assessments such as MAP Growth and the Basic Phonics Skills Test (BPST) will be used to monitor student progress and identify areas where intervention or acceleration will be needed. SAUSD's Research and Evaluation department will provide ALA with monthly reports on academics, attendance, and behavioral data to support data-based decision making. The information provided has the capability of being disaggregated by grade, special population, and student need. COST members include site administrators, school counselors, school psychologists, general education teachers, special education teachers, classified staff members, and community members. The COST team is trained to analyze student data and identify student needs, including the needs of English learners, students with disabilities, students in foster care, and students experiencing socio-economic hardships, including McKinney-Vento and Migrant Education eligible students.

Regular meetings are held to address the following questions: What support is needed? Which students will receive the support? Which students will exit or continue support? What is the overall effectiveness of each support?

The team will assign interventions based on student need/data. The team will monitor student participation and response to interventions along with intervention success rates. Delivery of intervention would acknowledge appropriate models. Agendas will be used to support both system conversations (process data, evaluation of overall effectiveness) and problem-solving conversations (matching students to interventions, monitoring student progress and adjusting based on student need). The team will review data to recommend future action (e.g. fade, maintain, or intensify).

The COST team will reach out to Migrant Education Specialists, Foster Youth Liaisons, and/or McKinney-Vento Liaisons when students in these groups are referred for services or support. Due to the vulnerability of these student populations, referrals and support will be fast-tracked. Staff from the respective departments will provide training and information regarding new legislation, and resources for targeting the needs of these two subgroups. In conjunction with ELPAC scores and MAP Growth assessment results for English learner instruction protocols (e.g. SIOP model) to determine the quality of instruction for English learners in the core subjects. Students with IEP will benefit from inclusive practices and Universal Design for Learning instructional models.

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

52,600

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures

ELO & LCAP 5.08001 3.04006	Wellness Coordinated Care Support Plan	ESSER III funds will be used to extend the services planned in the LCAP. There will be increased health services with the inclusion of a Health Monitoring Room Tech. Increased professional development and training of staff on prevention and mitigation strategies aligned to CDC guidance	$29,960
LCAP 5.05001	School Improvement	ESSER III funds will be used to extend services and update facilities to utilize additional classroom space for the prevention and mitigation of COVID and is aligned to CDC guidance	$22, 640

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

$736,390

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP 1.01014 LCAP 1.01015 LCAP 1.02009 LCAP 1.14003	Academic Support	ESSER III funds will be used to increase planned LCAP goals by increasing the number of itinerant support teachers, academic support teachers, EL support teachers, and bilingual instructional assistants	$338,741
LCAP 4.16001 LCAP 4.016002	Professional Learning and Instructional Capacity Building	Professional learning is aligned to the LCAP goals and will continue to focus on the deepening of staff knowledge and skill to meet the instructional demands required to address and maximize student learning	$154,641
LCAP 1.01016	Extended Instructional Learning Time	ESSER III will be used to increase services for Quarantine learning, summer programs, credit recovery, on-time graduation supports, on-going additional tutoring	$125,186

		and additional academic supports for students based on needs identified in the ELO plan.	
LCAP 3.04006	Wellness Coordinated Care Support Plan	ESSER III funds will be to increase staffing of school counselors and increase training of staff on strategies to engage students in addressing students' social-emotional health and academic needs that are aligned with the LCAP.	$117,822

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

$87, 665

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO & LCAP 3.04006	Wellness Coordinated Care Support Plan	The Wellness Coordinated Care plan is aligned with the LCAP, however ESSER III funds will be used to supplement the original LCAP plan will increase the number of staff, along with professional development to support families with addressing students' overall wellness, including social emotional health and academic needs	$31,559
LCAP 1.02010	Academic Support	ESSER III funds will be used to increase services for students by hiring additional Instructional Coaches to support teachers and staff with best practices for maximizing student learning.	$56,106

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.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Wellness Coordinated Care Support Plan	The CORE/Panoramic Pulse Survey will be administered to students to assess Social Emotional Learning Competencies and overall Well-being and Wellness	Administered three times each year, fall, winter and spring
School Improvement- Facilities Enhancement to create additional classroom space and reduce transmission of the virus	Class size reduction will be monitored using data gathered from the AERIES SIS.	Data will be reviewed each semester to monitor class sizes in accordance with CDC guidelines
Professional Learning and Instructional Capacity Building	Staff Participation in Professional Development will be monitored through the GO PD system and SPARK learning data. The Instructional coaching data will be monitored through the use of coaching logs and Bullseye platform. The effects of instructional capacity learning will be monitored using the academic support data (MAP/BPST).	Professional Development participation, learning data, and coaching logs will be monitored on a monthly basis. The effects of instructional capacity building on academics will be progress monitored through the MAP/BPST assessments given 3 times each year.
Extended Instructional Learning Time	Participation and Attendance data will be gathered from the AERIES SIS. The number of expanded course offerings will also be tracked using AERIES SIS data. The number of students participating in Quarantine Learning will be monitored using the AERIES SIS data.	Attendance data will be monitored daily. Course offerings will be tracked monthly, and by semester/trimester. Students participating in Quarantine Learning will be monitored daily.
Academic Support	MAP Diagnostic and MAP Growth will be administered in Math and Reading to identify students for targeted intervention.	Administered three times each year, at the beginning of the trimester

	The Basic Phonic Skills Test (BPST) will be used to identify students in grades K-2.	