



Leroy Greene Academy

Celebrations

CAASPP Testing

AP Exams

Athletics

Senior Pickup Day

Senior Graduation and Commitment to Graduate Ceremony

Expanded Learning Opportunities Grant Plan

Covid 19 Relief and School Reopening Grants

The California Legislature provided \$6.6 billion in the Assembly Bill 86.

Expanded Learning Opportunities (ELO) funds July 2021 through August 31, 2022.

LGA Expanded Learning Opportunities Grant: \$523,838.00

ELO Grant Plan Requirements

EC Section 43522(e) requires that the Expanded Learning Opportunities Grant Plan be adopted at a public meeting of the governing board or governing body of the LEA on or before June 1, 2021.

Students who are included in one or more of the following group:

- low-income,
- English learners,
- foster youth,
- homeless students
- students with disabilities,
- students at risk of abuse and or neglect
- disengaged students
- students who are below grade level, including, but not limited to, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

Plan Descriptions

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

Administration began by looking at specific data points from Distance Learning this year in December, and developed an “18 month plan,” that focuses initiatives and systems to help assist students who are struggling due to the pandemic and to alleviate learning disruption locally. This plan was meant to combat both academic and mental health struggles, as well as, provide physical activity for students. An 18 month plan was developed and refined through the work of staff. Additionally, various stakeholder groups (including students and families) provided their feedback, with additions and changes to the 18 month plan.

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

Leroy Greene Academy, with the support of Natomas Unified School District (NUSD), worked to apply “universal” metrics to students districtwide that allows us to identify needs in the areas of attendance, engagement, academic performance, and mental health (screener for grades 6-12) to all students at LGA. Staff continues to monitor the outcomes of these metrics as the year progresses to assess and meet the needs of students. Students were identified in the winter, and a second round of identification in the spring.

Plan Descriptions

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

Parents and guardians of students receive notification of supplemental instructional and support opportunities through multiple mediums, such as school-wide messaging, teacher-class communication, one-on-one communication. For example, prior to a student being placed in a summer bridge program or yearlong Math program, parents will be notified about the program and the benefits of it. Prior to a student having scheduled check-ins with a counselor or psychologist, parents will know these meetings will be taking place recurrently. Finally, our 18 Month Plan is being distributed to all parents via mass email, phone call distribution, and posted on the website for our community to review.

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

LGA developed an 18 month plan to combat learning loss and to assist with social-emotional concerns. This plan addresses academic and social-emotional concerns of students, and goes through the practice of creating systems of support for tier 1, 2, and 3 students. The plan provides academic and social emotional support.

Expenditure Plan

Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports

- Extra tutoring with a credentialed teacher - Extended Office Hours for students to get tutoring with their teacher.
- AVID training and implementation - Staff will be trained on AVID strategies and tools to assist students in the classroom such as tutorials, groupings, etc.
- Licenses for NGSS curriculum and assessment program - Purchasing a new curriculum that has a variety of assessments for students to demonstrate concept mastery.
- Paraprofessional tutoring for 1 on 1 support - 1 on 1 time after school with a paraprofessional for extra tutoring

Expenditure Plan

Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports, Continued

- Yearlong courses/support courses built into the school day - Modifying the master schedule to build in yearlong courses for students whose data points demonstrate they are struggling
- Teachers Observing Teachers/Instructional Rounds - Providing the opportunity for staff to view best practice in action and build professional development based on observational data from staff to positively impact instruction and student results

Planned Expenditures: \$211,938.00

Expenditure Plan

Integrated student supports to address other barriers to learning

- Campus culture training and implementation for WEB and Activities programs - Training staff to welcome students new to the school and create a family feel on campus.
- Community speakers and events to bring connectedness to campus - work with social emotional motivation speakers to increase sense of belonging to campus, increase positive school wide culture

Planned Expenditures: \$80,000.00

Expenditure Plan

Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports

- Guest Speakers to support students with academic workshops: Professionals within the pathway industries that would be guest teachers, complete workshops with students and provide real world experience to a variety of content and grade levels.
- Urban Hive and community memberships: Director of Pathway membership to The Urban Hive, which is a co-networking space in the Sacramento area which works with local entrepreneurs and is a venue to create relationships to increase mentors and coaches for students within the two pathways. These community members also provide feedback to students within their courses to relate capstone projects to real world careers and college choices.

Planned Expenditures: \$20,000.00

Expenditure Plan

Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility

- APEX courses built into schedule - Providing the opportunity for students to retake courses during the school day to ensure they can get on track for graduation
- Summer School Credit Recovery Program - Expand summer opportunities by additional 2 weeks (for both 2021 and 2022) beyond the traditional 4 week summer program for high school students to earn credits

Planned Expenditures: \$150,000.00

Expenditure Plan

Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs

- Restorative Justice training for staff - Staff is being trained in Restorative Practices as a way of supporting students with mental health through the process of community circles and learning to help students with Restorative conversations when issues arise.
- Trauma Informed Training - Staff will be trained in Trauma Informed Training to support students who have experienced trauma through COVID or before.
- UC Davis Equity Summit - An opportunity for staff to engage with speakers who will share their experiences, providing staff talking points, key social issues, and anecdotal stories to share with students in our Advisory program

Planned Expenditures: \$61,900.00

Extended Learning Opportunities Grant Plan

Supplemental Instruction and Support Strategies	Planned Expenditures
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$211,938
Integrated student supports to address other barriers to learning	\$80,000
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$20,000
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$150,000
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$61,9000
LGA total ELO funds to implement the strategies	\$523,838.00

Recommendation

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b).

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable.

Leroy Greene Academy Executive Council is asked to adopt LGA's Extended Learning Opportunities Grant proposal for a total of \$523,838.00