

Expanded Learning Opportunities Grant Plan

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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.

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.

Examples of our inclusion of stakeholder - parents, teachers and school staff - in the development of the plan include, but are not limited to:

Executive Council (EC) meetings

Sunday Messaging from site leaders

Parent Teacher Association (PTA) Meetings

District Communications

NUSD Learning Disruption Family Feedback Survey (January 2021)

18- Month Plan Parent Questionnaire District Survey (January 2021)

Students Needing Additional Support Survey District Survey (January 2021)

Family Survey on Learning Disruption District Survey (January 2021)

Multiple negotiation meetings with Natomas Teachers Association (NTA) with 4 Memorandum of Understandings (July 2020-Present)

Meeting with California State Employees Association (CSEA) for input on February 3, 2020 another meeting(s) with other meetings scheduled this spring

Early Check-in Survey District Survey (September 2020)

Learning Continuity and Attendance Plan Survey (September 2020)

Special Education CAC meetings (August 20, 2020, February 18, 2021, March 18, 2021 and April 28, 2021)

Expanded Family Options Survey (July 2020)

Family Educational Options (June 2020, October 2020 and January 2021)

Survey for TK-4th and 5th Grade Students at K-8 Schools (May 2020)

Foster/Homeless Youth: Over 2,900 phone calls were made by the SES team (April and August 2020), Housing questionnaire - 1,117 responded, 53 new McKinney Vento cases identified (May 2020)

Technology Survey (March 2020 and July 2020)

Distance Learning Survey (March through May 2020)

2020-21 Local Control and Accountability Plan (LCAP) Stakeholder Engagement Survey (February 2020)

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.

Metrics used to identify targeted students:

Overall Attendance

Period Attendance (For Classes Not Self-Contained Grades 6-12)

“Present, Not Engaged” Attendance Code

Term Grades

CoVitality Assessment (Social-Emotional Screener)

During the month of December 2020, staff established a process to identify students who are experiencing significant learning disruption based on multiple metrics that cross academic and social-emotional supports. These metrics included attendance, grades, and a social-emotional assessment (given to students across grades 4-12).

Both LGA and NUSD continues to assess academic needs of its students by analyzing in-progress and posted grades and comparing them to previous terms as well as previous years to determine which students are in need of additional support. Students were provided additional time to work with their teachers to help improve their grades with extra support and a transition back to in-person learning.

To assess needs on a regular basis, we use an internal data warehouse system to track our targeted cohort of students who have been identified using the metrics above. This system has over 300 metrics that look at academic performance, attendance, engagement, survey responses, grades, etc. These metrics are updated nightly from the Student Information System, so the data is current and can be tracked as often as daily. We are also able to view these metrics districtwide to look for early warning signs for students struggling academically.

Beginning fall 2020, we began using a social-emotional screener named Covitality across grades 6-12. Based on the information provided by Covitality on students identified as needing support, students were contacted by social-emotional support staff (psychologists, social workers, and counselors) to determine the level of support needed. The social-emotional support staff provided follow-up support services to those students in need of additional support. from. The same screener was administered again in spring 2021 to identify any additional students in need.

Multiple surveys have been sent to parents, students, and teachers over the past year to assess areas such as technology needs, social-emotional needs, physical needs, and academic needs. From the surveys, we are able to identify which areas students need the most support and when to best offer those supports so that students will be able to take advantage of them.

Students are also being identified to receive additional academic support utilizing A-G standings, Power Standard Data dives (looking at specifically chosen PowerStandards from teachers and checking for mastery), teacher recommendation, IAB, and Standardized test data dives, and through the advisory program. Students are being identified for extra mental health support by utilizing 1 on 1 teacher check ins through Advisory, counseling team check-ins, teacher recommendation, parent or peer recommendations, and attendance.

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 will receive notification of supplemental instructional and support opportunities through multiple mediums such as school-wide messaging, teacher-class communication, and 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.

Additionally, through the District's Parent University, parents/ guardians have an opportunity to sign up for workshops that will help them better understand the supplemental instruction and support provided to students.

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 supports such as:

extra teacher tutoring hours for any student who needs the added support

-peer tutors

-PowerStandard tracking sheets to help teachers in targeted planning for the 2021-2022 school year

-Advisory led parent conferences for all students to bolster communication between the school and its families

-AVID elective expansion for students as an added layer of support with their study habits, summer credit recovery program for students who struggled in high school courses

-intervention opportunities through systematic changes in Advisory

-online APEX credit recovery courses for students who fell behind with graduation and/or A-G requirements

-AP Support courses for students who are struggling to catch up, and yearlong courses in math and English for 6th, 7th, 8th, and 9th

-graders who struggled with the course material in 2020-2021

For support with social emotional concerns, LGA will provide:

- orientation for 6th and 7th graders next year
- on-going training staff and implementing Restorative Justice
- implementation of PBIS strategies school wide: concentrating in the advisory classes and focusing on grade level connections
- continue weekly opportunities for students to engage community circles
- additional socializing events/clubs with students
- with peer mentors for students who struggle
- reservation system for check in meetings with counselors and school psychologist
- cooperative/competitive activities for students to engage in via Advisory

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	Actual Expenditures
Extending instructional learning time	[\$0.00]	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports <ul style="list-style-type: none">• 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.	[\$211,938.00]	[Actual expenditures will be provided when available]

<ul style="list-style-type: none"> • Paraprofessional tutoring for 1 on 1 support - 1 on 1 time after school with a paraprofessional for extra tutoring • 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 		
<p>Integrated student supports to address other barriers to learning</p> <ul style="list-style-type: none"> • 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 	[\$ 80,000.00]	[Actual expenditures will be provided when available]
<p>Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports</p> <ul style="list-style-type: none"> • 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. 	[\$ 20,000.00]	[Actual expenditures will be provided when available]
<p>Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility</p>	[\$ 150,000.00]	[Actual expenditures will be provided when available]

<ul style="list-style-type: none"> • 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 in courses in which they had previously failed. 		
<p>Additional academic services for students</p> <ul style="list-style-type: none"> • IAB - Students will take Interim Assessment Benchmarks (IABs) from the state of California to gauge their understanding of targeted information. This is one of our sources of diagnostic information. • StudySync - StudySync contains diagnostic assessments to demonstrate student understanding in ELA. • GoMath! - Go Math contains diagnostic tests to demonstrate student understanding in Math 	[\$ 0.00]	[Actual expenditures will be provided when available]
<p>Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs</p> <ul style="list-style-type: none"> • 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 	[\$ 61,900.00]	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	[\$ 523,838.00]	[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.

The federal Secondary School Emergency Relief will be used to fund the 18-month plan from August 2021 to June 2023. Through this funding, LGA will be able to provide the following:

- additional student tutoring opportunities through an after school program with student volunteer time and alongside teachers who will supervise and provide small groups and one-on-one instruction to students who need additional support.
- summer program extension - increasing the summer program for an additional two weeks to allow students more time to earn credits that were not met during the academic school year. This will allow students to stay on track to graduate at Leroy Greene Academy and allow professional development for staff with the priorities of providing and supporting staff and students both academically and socially-emotionally. It will also ensure that all staff are equipped with the tools necessary to lead discussions that are rooted in common practices on increasing support for our campus.

The other federal relief funds will also support the mental health supports and technology needs of our students, including:

- ongoing programs and training throughout the next two school years
- Restorative Justice Training
- increasing intervention support for students while decreasing suspension rates
- Trauma informed practices for both students and staff
- implementation of culturally relevant/sustaining pedagogical practices while also increasing opportunities for students and staff to feel connected to campus

We will be integrating multicultural community resources that will provide additional social and engagement opportunities for students, that will empower student voice and connect learning to real world applications.