

Expanded Learning Opportunities Grant Plan

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

To ensure transparency and concurrence from the appropriate stakeholders, the school collaborated with the Hesperia Unified School District administrators, our authorizing agency, to identify shared goals and student learning alternatives. We conducted online surveys and we spearheaded numerous academic discussions with staff during the weekly Leadership Planning Committee (LPC) meetings. Lastly, we engaged the School Site Council to share our collective classroom experiences, and to seek their input.

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

To identify and to focus on the targeted student population, the school will first identify those students with an extensive absentee record. The school counselor will conduct an inquiry into the Aeries Student information System (SIS) database to target students failing two or more courses required in the A-G categories, and students behind in school credits. Additionally, we will review

schoolwide iReady data to offer assistance to those students previously identified as scoring two or more grade levels below their actual grade.

Students with a prescribed IEP, 504, or students who are homeless, English Learners, and Foster youth will also be screened and prioritized for extended learning.

Opportunities for enhanced learning will be supported by providing additional tutors throughout the campus, by implementing increased course offerings to peak student interest, by providing increased access to wireless hot spot technology and curriculum, and by deploying our newly purchased student chromebooks.

While we recognize the importance of increased access to on campus learning, we also acknowledge our responsibilities for increased diligence for Covid safety. Therefore, additional resources will be allocated to ensure facility cleanliness and sanitation.

\$4k must be spent on homeless (hotspots, wifi access), \$22,4402 must be spent on paraprofessionals (tutors)

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

To ensure parents and guardians are informed about opportunities for increased learning, the school will draft a descriptive narrative explaining the various student options. This narrative will be communicated to our families in a variety of ways which include our automated Robo-call telephone system, our school's social media account, our school website, our Google Classroom platform, our campus wide bulletin boards, and we will also attach information leaflet to the class schedules.

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

To ensure access to multiple learning opportunities and a complete system of student support, the school will extend the school calendar year by five additional days. For remedial training in math and English, students will be encouraged to collaborate with peers and educators during staff office hours, or to collaborate at the student engagement center located on the jr. high campus. Here, student will be afforded the benefits of a conducive learning environment, high speed wireless technology, healthy snacks, and immediate access to highly qualified paraeducators. For the selected group of students identified as the independent learners, the school will offer self-paced learning through our Edgenuity educational platform. Through Edgenuity, advanced students will be provided opportunities to excel by learning at their own pace, and for those students still struggling, we will encourage students to seek opportunities for credit recovery.

Both certificated and classified staff will complete additional ongoing professional development in a variety of topics to include data analysis, evidence-based decision making, technology based curriculum development, attendance tracking, parental engagement strategies, PBIS strategies and more.

Credit Recovery, Math Support, Tutors during regular school hours and/or before and after school.

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	\$18,124	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$60,000	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	\$43,780	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$32,022	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$181,012	[Actual expenditures will be provided when available]
Additional academic services for students	[\$ 0.00]	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	[\$ 0.00]	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$334,938	[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.

To ensure maximum efficiency and positive student learning outcomes, the school has allocated the requisite amount of federal funds from a variety of educational resources. These coordinated funds will ensure student success by ushering improvements in school-wide safety, professional development, curriculum enhancements, implementation of technology, increased student services, increased

access to custodial supplies, and distribution of personal protective equipment. Lastly, because the school is physically positioned in the elements of the high desert, the school will install water bottle filling stations to aid students in safe hydration.

As outlined throughout this document, the school is committed to providing an “on campus/in-person” learning environment conducive for academic success in a post pandemic setting. The school will pay particular attention to those students most severely impacted by the emotional, social, and negative economic externalities and provide needed support services. Like many school districts across the nation, the school will dedicate administrative resources to monitor the local health conditions of the surrounding communities, to evaluate the recommendations of the CDC, and then pay particular attention to the implications to our student population.

Most importantly, the school will commit to a process of continual assessment and reevaluation of all datapoints or intelligence and swiftly respond with a corrective action plan vetted by all essential stakeholders.