



Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

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

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Leroy Greene Academy is a 6th through 12th-grade school that has an enrollment of 856 students. Over the last five years, enrollment has steadily grown as we will graduate our fifth senior class in June of 2021. LGA prides itself on its diversity and we have met our stated charter goal of serving a culturally diverse student body. Approximately 6% of Leroy Greene Academy students are English learners, with 51 students speaking 6 different languages. More than half of all LGA students receive Free and Reduced Lunch. Leroy Greene serves 9 homeless families, has 96 students in special education; and 2 students who live in foster care. Leroy Greene also provides mental health services to its students with a full-time school psychologist. Leroy Greene Academy prides itself on its vision, goals, and core beliefs. Regardless of the demographic makeup of our school, we believe that all students will graduate as college and career ready, productive, and engaged global citizens. We accomplish this through our goals, and our commitment to the belief that our diversity is our strength, all students can learn and disproportionality and disparity must be eliminated. Over the last five years, we have grown our Business Entrepreneurship and Visual Arts and Technology Pathways and added 18 AP and Pre AP courses. We are also implementing the AVID program in the 2020-2021 school year with hopes of making it a school wide program over the next several years. We continue to offer middle and high school athletics, music programs, and social-emotional activities to help support student connectedness. Leroy Greene Academy is committed to ensuring that all students graduate college and career ready.

On 3/13/20 the first day of physical school closures at Leroy Greene Academy, staff immediately began identifying online resources families could access during closure. When it became clear that distance learning would be required, staff began dismantling Chromebook carts, sorting and cleaning them for distribution to be used at home. With a focus on eliminating the digital divide, Leroy Greene Academy distributed approximately 375 Chromebooks to students who stated they needed them and distributed 8 hotspots to those that did not have internet access at home. Teachers were given a 2-week pilot to test out resources and decide how they would continue teaching and learning during the closure and parents/students were able to get familiar with the tools for distance learning. Knowing distance learning would be a learning curve for everyone, staff developed online orientations for teachers, families, and students and developed websites that included resources, tutorials, technology support, and frequently asked questions. To check the social-emotional learning needs of Leroy Greene Academy students, staff created a list of “at-risk” students and made personal contact with them by phone to determine their needs. An email was sent to all 6-12th grade students letting them know of the resources available to them and staff created a social-emotional needs website so that students/families could have resources in a centralized location. Free meal service was provided for all Leroy Greene Academy families with children 18 years and younger Monday through Friday in a mobile/pick-up style to practice social distancing. On 4/6/20, Leroy Greene Academy reopened with a virtual office so that parents and community members could reach staff and business could continue.

With the new school year, instruction is moving to a live, but virtual, format. LGA will remain on a 4 x 4 block, and students will be expected to attend 5.5 hours of live instruction a day, with an extra hour reserved for live tutoring and 1-on-1 support. Social emotional support will be provided every day for 25 minutes consisting of 1-on-1 check ins each week with the student's Advisory teachers.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Educators, students, and families were sent a distance learning survey electronically. Phone calls and emails were made to explain the survey and ask for participation. We received responses from 22 teachers, 87 students, and 232 families using the electronic platform. We then created a list of non-respondents and made targeted phone calls to get the feedback from our stakeholders who were not able to respond online. We specifically targeted our families and students who speak a language other than English, our homeless families, foster families, and students who have an IEP.

[A description of the options provided for remote participation in public meetings and public hearings.]

The community was offered to send in written comments in advance of the public hearing if they were unable to attend. A zoom link was provided for community members to login to the public hearing to make comments. The draft of the LCP will be posted on the website from August 14th through September 25th for public viewing and public comment.

[A summary of the feedback provided by specific stakeholder groups.]

Survey data provided insight from parents, teachers, and students on both the strengths and struggles of our initial attempt at distance learning. Students enjoyed the flexibility of schedule, the “held harmless” aspect of schooling, the consistent zoom meetings and availability of teachers. Families spoke to their appreciation of communication and availability of teachers, consistent zoom meetings, and flexibility of schedule. Teachers enjoyed the flexibility of schedule as well. Students also stayed connected to campus through Spirit Days, Zoom Calls, the actual coursework, or did not feel a strong connection to campus. 56 students of the 87 claimed they felt engaged in cultural activities 0-1 times a week. Teachers data mirrors student connectedness with teachers claiming a bulk of students were engaging in work 0-1 times a week. A majority of teachers attempted to communicate with families and students through Google Classroom, emails, phone calls, Zoom, and Google meet.

In terms of challenges during distance learning, all stakeholders voices concerns due to learning that was primarily asynchronous. Students discussed the amount of distractions and technology issues at home that hindered their learning, their struggle staying motivated to learn, the challenge they had in learning without a teacher present, and getting immediate feedback and communication from teachers as their major barriers. Finally, students also missed socializing with their friends and that connected feeling brought by being present on our campus. Teachers struggled with engagement with their students. They felt as if students didn’t utilize office hours and that teachers were preparing lessons with very little engagement from the student body. Families spoke to the challenge of motivating their students to engage in school, to the lack of consistent communication from teachers, the lack of a consistent home for posting assignments, struggles of allowing their students to socialize, technology struggles or lack of network bandwidth, and a lack of rigorous work for students to engage in.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

This plan was influenced by feedback provided by families, students, and teachers that said that structure and routine was necessary to keep students engaged and motivated in the classroom. Advisory will continue to be utilized for teachers to connect with students and their

families to answer any questions and provide social emotional support. Time is provided for social-emotional support during distance learning to allow students the opportunity to speak to appropriate staff about their own well-being. Office hours will be continued and extended to every day of the week during at home learning. This will allow for teachers to provide additional time for learning and to answer questions for students and families. LGA has procured more Chromebooks and more HotSpots prior to the start of school to distribute to families to help alleviate technological concerns. The live zoom will create daily opportunities for synchronous instruction and teachers will utilize Google Classroom as the vehicle for all parents to find daily assignments.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

When deemed safe by the California Department of Health, Leroy Greene Academy (LGA) will open classrooms for classroom-based instruction with all safety precautions in place. Through that lens, LGA worked with Natomas Unified School District to proactively purchase plexiglass dividers to place between student desks to help with social distancing in the classroom. All students will be provided a Chromebook, a white board, expo markers, and necessary school supplies. We purchased multiple online educational accounts for students to utilize for curriculum. To ensure safety in the classroom, we purchased disposable face masks, directional arrows, stickers for the ground, and informational posters to assist with safety and social distancing requirements.

This year, we also are launching the AVID program which is designed to help students who typically struggle, but are heading to college. This support course will help students learn study skills, organizational strategies, and provide tutoring opportunities for students who are struggling. We plan to focus on AVID strategies within our Advisory program so that all students can be provided these supports.

To address learning loss, we are offering office hours on a daily basis, where students can receive one-on-one or small group help from the teacher of any specific course. We also will hold monthly collaboration meetings designed at identifying students in each grade level that suffered learning loss or who are currently struggling. These meetings are meant to identify students, provide an avenue to speak to parent, encourage office hours for students, and brainstorm Tier 1 accommodations for struggling students in every classroom. Furthermore, we will work with counselors and teachers of grade level teams to take these identified students and provide 1-on-1 social/emotional support time during Advisory and/or Office Hours to check in with an appropriate staff member and get any help that is needed.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
<p>Leroy Greene Academy is working with the district to procure safety equipment such as Plexiglass sneeze guards, hand sanitizer, gloves, face masks, vinyl stickers for social distancing, directional arrows for one way movement, and posters to remind students to socially distance and frequently wash hands. These safeguards ensure we can safely return to campus with students when the timing is deemed safe by the California Department of Health.</p>	3,800	Yes
<p>Leroy Greene Academy purchased 400 additional new HP Chromebooks, and worked with Natomas Unified School District in acquiring hot spots for students who lacked the bandwidth necessary for distance learning. When returning to school, students will keep these Chromebooks in their possession, and will continue to be utilized in both distance and in person learning environments. This ensures students will not have to share resources, creating a safer environment for in person instruction.</p>	187,766	Yes
<p>Leroy Greene Academy purchased multiple educational and curriculum based online licenses that contribute to providing opportunities for students to utilize technology for in class learning. These licenses will provide a gateway for safer peer-to-peer and teacher-to-peer interactions and will help minimize the touch points on commonly used materials and surfaces.</p>	24,566	Yes
<p>Leroy Greene Academy purchased necessary school supplies for every enrolled student to utilize for in class learning. These supplies will provide a gateway for safer peer-to-peer and teacher-to-peer interactions and will help minimize the touch points on commonly used materials and surfaces.</p>	15,000	Yes
<p>LGA has partnered with the AVID program which is designed to help students who typically struggle. This support course will help students learn study skills, organizational strategies, and provide tutoring opportunities for students who are struggling. We will take AVID strategies and implement them within our Advisory classes to practice these organizational strategies, study skills, and study groups/tutoring services for all students.</p>	11,389	Yes

Description	Total Funds	Contributing
LGA will offer students teacher-led office hours. This time will be dedicated to providing students additional time for reteach and/or reassessments from any point throughout the semester.	0	Yes
LGA is working with its teachers each month during one of its professional development days in order to identify students who are struggling due to learning loss utilizing multiple measures. Through this identification, Advisory teachers will effectively communicate to families encouraging students to take advantage of site based resources including office hours.	0	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

At Leroy Greene Academy, we shifted our schedule to meet the needs of distance learning. We are continuing to utilize our 4x4 block, but shortening class time to 70 minute per class. This provides 280 instructional minutes per day, but also provides 60 minutes of office hours built into the regular school day. Instruction will happen synchronously via Zoom, and assignments will be posted via Google Classroom. When we return, in order to ensure instructional continuity for pupils, we will continue to utilize Google Classroom and Infinite Campus during both in-person instruction and distance learning as the main platform for distributing assignments, notes, and work submission.

This year, our teachers are collaborating in departments to select power standards from Achieve the Core "Instructional Priority" document which is an open-source resource that aids in Common Core implementation. These standards will be the focus of our instruction for the year, and teachers will make common formative assessments designed to measure the student understanding of these standards. Teachers will work with their department teams to address vertical articulation and addressing all content standards throughout the year.

To accommodate distance learning, we purchased a variety of online platforms to aid with instruction. When LGA first went into lockdown, Screencastify was purchased to allow staff the ability to

record videos and distribute those videos to students. We also purchased a variety of online licenses so that students could work at home during virtual learning.

When utilizing Zoom, students will often have pre-created breakout rooms purposefully chosen to emphasize heterogeneous groupings. This will allow students to work in small groups on various projects.

All students will have access to a Chromebook so that they can engage in the online work. Furthermore, if a student needs access to a WiFi connection, they will be provided one. Our Advisory program will continue as normal, where teachers continuously make connections with their Advisory students, team build, offer tutoring, and network with families to ensure student success both social emotionally and academically. Finally, teachers are offering online office hours on a daily basis to help students with any individual concerns or needs. Office hours will be offered daily for an hour, allowing students to engage in extra tutoring, preteach, reteach, reassessment, or review to reconcile learning loss.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

Leroy Greene Academy distributed approximately 375 Chromebooks and distributed 8 hotspots to students in the spring and allowed students to keep them at home to continue learning over the summer. A technology request form was sent to all families to request a Chromebook and/or hotspot to start the 2020-2021 school year. Technology distribution will occur on multiple dates at Leroy Greene Academy to ensure all students have access to a Chromebook and hotspot if they need one. Distribution will continue throughout the year for any student who needs a Chromebook or hotspot. LGA staff will connect with any families of students who staff has identified as disengaged and will ensure they have access to the appropriate technology.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Leroy Greene Academy will assess students through multiple measures throughout the 2020-2021 school year. Through usage of Zoom, reports exist that show student time logged into each course. Every week, teachers will review their gradebooks and summative assessments. Students who are not making adequate progress will be flagged. Teachers will be asked to review data points such as Zoom minutes and Office Hours attendance to determine individual student needs. LGA staff will communicate to the families of these students to encourage students to utilize existing on-site resources.

Once a month, LGA staff members will come together to review multiple measures and multiple data points for at-risk students. Advisory teachers will communicate to the families of these students to encourage students to utilize existing on-site resources and provide accommodations as needed.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

At LGA, we host five professional development days before the start of school. Our professional development plans for these five days have shifted to ensure teachers are prepared to engage their classes with Distance Learning, knowing that teaching virtually is extremely different than in-person instruction. Teachers will have trainings and practice surrounding the implementation of Zoom Strategies, Google Suite, Google Classroom, NearPod, Ed Puzzle, Screencastify, and Edulastic. Every teacher will have a MacBook laptop and iPad. Staff can attain a WiFi Hotspot through our partnership with the District if needed. A large portion of our professional development will cover how to teach from Distance Learning effectively, focusing specifically on engagement strategies. Time will be provided for teaching staff to choose Power Standards within each Department, and time will also be provided to each grade level team to norm protocols for tracking and communicating with their at risk students. Teachers will be provided contact information of staff who can assist in the implementation of technology as needed.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

When LGA first went into distance learning in the spring, we immediately set up a virtual front office with specific office times. Our front office staff including counselors and administrative support staff were issued cell phones to assist in communication with families. Administrative support staff have been able to maintain their roles and responsibilities remotely with the occasional need to work from the office. Campus monitors roles and responsibilities have shifted and will continue to change throughout the 20-21 school year. We have utilized this staff to assist with textbook, technology, and supply organization and distribution. When classes start on August 27th, campus monitors will be used in the virtual classrooms as additional monitoring and support. Instructional aids will continue to provide push-in support virtually for our special needs students. IA's will also push into office hours as needed and as identified from case managers and families. Nutrition services staff have done a phenomenal job supporting our community. Staff served breakfast and lunch during March and April. In May and June, breakfast, lunch, supper, and snacks were provided seven days a week. Every Friday, staff provided meals for the entire weekend for eligible families. Through July and August, Leroy Greene Academy continued to offer breakfast and lunch. When students return for in-person learning, Leroy Greene Academy will offer both curbside pickup for families who have chosen to distance learn or pursue independent studies and will also provide meals for students who are learning in-person. Teachers will start the year in distance learning and will continue to work on a 4 x 4 block with 70 minute classes. These classes will be taught synchronously and teachers will be logged in live for the entire period. Teachers will offer an hour of office hours daily and will also provide 25 minutes of advisory for social emotional support.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Leroy Greene Academy, in conjunction with NUSD, has developed a comprehensive Special Education Distance Learning Plan in order to support special education students during distance learning. Special education students at Leroy Greene Academy will be provided services through a tiered level of support based upon student need. These supports include items such as: push in support, scheduled tutoring during office hours, targeted small group support, and consultations during office hours. All related services will be provided per the Pre-Covid IEP to the best extent feasible.

At the end of the 2019-2020 school year, LGA staff made contact with all Leroy Greene Academy families to ensure they had access to necessary technology. Over the summer, an additional survey was sent out to families to identify additional technology needs. Multiple distribution days will be set up at the start of the 2020-2021 school year to provide access to identified technology needs. We have also purchased a variety of school supplies that will be distributed to all Leroy Greene Academy students. Families who cannot attend the distribution days can work with the school site to arrange pickup or drop off of needed school materials.

Social-emotional support will be provided through LGA's Advisory program utilizing restorative justice practices and community circles strategies. Advisory students will remain with the same advisory teacher as the previous year, continuing an already established relationship.

Leroy Greene Academy will continue its relationship with the homeless and foster liaison of Natomas Unified School District, and will work with them on a case by case basis to support all student needs.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Leroy Greene Academy purchased 400 additional new HP Chromebooks, and worked with Natomas Unified School District in acquiring hot spots for students who lacked the bandwidth necessary for distance learning. When returning to school, students will keep these Chromebooks in their possession, and will continue to be utilized in both distance and in person learning environments. This ensures students will not have to share resources, creating a safer environment for in person instruction.	187,766	Yes
Leroy Greene Academy purchased necessary school supplies for every enrolled student to utilize during distance learning. These supplies also help teachers to check for understanding virtually.	15,000	Yes

Description	Total Funds	Contributing
LGA will offer students teacher-led office hours. This time will be dedicated to providing students additional time for reteach and/or reassessments from any point throughout the semester.	0	Yes
LGA is working with its teachers each month during one of its professional development days in order to identify students who are struggling due to learning loss utilizing multiple measures. Through this identification, Advisory teachers will effectively communicate to families encouraging students to take advantage of site based resources including office hours.	0	Yes

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

After the 2019-2020 school year, LGA provided summer school options both for students to accelerate and remediate any challenges they had during the 2019-2020 school year.

Also, at the end of the 2019-2020 school year, Counselors, Administrators and teachers from Leroy Greene Academy identified students who were not actively engaged during Distance Learning and students who were struggling during Distance Learning. During our start of the year Professional Development, staff will review the identified students. Advisory teachers will reach out to the families proactively to open the year and build a communicative relationship. Every month, Advisory teachers will focus on these identified students to ensure their success and any other student who is struggling with distance learning, identifying accommodations, communicating to families, counselors, and administrators.

All LGA teachers will provide office hours every day for one hour to ensure any students who are struggling, missing content, or needing remediation have an extra resource for help and to catch up from any missed content. Advisory will continuously offer study groups for students to work together to overcome any struggles. Furthermore, the Advisory teachers will routinely communicate with parents to ensure parents are aware of their children's progress.

To measure learning progress, our teachers will administer IAB's to students in the areas of ELA and Mathematics. Furthermore, teachers will utilize common formative assessments centered on Power Standards to ensure all students master the most crucial content for the year that were identified from the Achieve the Core. We will continue ELPAC testing this fall, and will administer the ELPAC in the spring of 2021 as well.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

At LGA's initial Professional Development, our teachers will select ten power standards that are identified as enduring and leveraging standards - focused on skill based instruction from Achieve the Core.

Teachers also will create separate videos utilizing Screencastify, a screen recording and editing tool, that will be utilized to teach the identified Power Standards. These videos will be posted to Google Classroom, and will allow students to review material, re-watching them for additional learning or acceleration. To increase engagement, professional development will be offered to teachers surrounding multimedia presentations, lesson chunking, and zoom engagement strategies including the utilization of break out rooms with purposeful heterogenous groupings.

To help students accelerate, LGA is offering students an AP Support Elective to help students taking more rigorous AP classes master the content with additional time and instruction. LGA is also implementing AVID this year, which is slated to help students accelerate learning, and will provide another layer of support for the students enrolled. Finally, our Advisory program provides additional time for study groups, personalized communication, and additional layer of support for all students. Our ELD program will utilize digital components and an online curriculum to allow students to access work.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Every month, LGA staff will meet in grade level teams to update a spreadsheet on each individual student's progress and track any changes of the standing for students who struggle. This will create a direct communication to the parent. That communication will change for someone on the list once to someone who has been on the list consecutively to display urgency and offer appropriate supports for students who are continuing to struggle.

Our counselors will track out students progress each quarter and place students on a list for us to monitor. These students will be placed on a Pre-SST process so that administration and counselors can host a meeting with the parent and look at how to help the student get back onto the right path.

Every month, our teachers will meet as an AP team to discuss the progress of AP students, discuss student scores, and the utilization of AP Classroom.

Common Formative Assessments will be monitored during department PLC's where data will be compared, and re-teach will be determined for the students who need it.

Also, IAB's will be utilized to Benchmark student progress in certain domains.

Grade level tracking tool (academic probation), AP meetings, CFA's of Power Standards, Benchmarking, Grade Level Meetings, PLC's.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
During the summer of 2020, LGA offered summer school to any student who needed remediation or any student hoping to accelerate in their coursework utilizing online platforms.	55,000	Yes
LGA will offer students the opportunity to attend teacher-led office hours. This time will be dedicated to providing students additional time for reteach and/or reassessments from any point throughout the semester.	0	Yes
LGA is working with its teachers each month during one of its professional development days in order to identify students who are struggling due to learning loss utilizing multiple measures. Through this identification, Advisory teachers will effectively communicate to families encouraging students to take advantage of site based resources including office hours.	0	Yes
Teachers will create and administer Common Formatives & IAB's for each of their content areas. Then, during their Department PLC time, teachers will review that data and will set reteach expectations to ensure the success of all students.	0	Yes

Description	Total Funds	Contributing
LGA is offering four sections of an AP Support Elective to provide students extra time and support in the area of their AP courses. This time could be utilized to work on AP Classroom, review lessons, watch pre-recorded lectures, or work with guidance on AP coursework.	0	Yes
Leroy Greene Academy purchased multiple educational and curriculum based online licenses that contribute to providing opportunities for students to utilize technology for in class learning.	24,566	Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Leroy Greene Academy is working in conjunction with Natomas Unified School District and is investing in a SES universal survey/screening tool called CoVitality. The CoVitality survey will be administered to all students in the fall and spring semesters. This survey will provide LGA with school wide trends that will help staff appropriately direct Social Emotional Support resources. The survey also provides student specific data and recommendations for interventions, which will allow Leroy Greene to better identify students at-risk for mental health concerns.

In addition to the new survey, Leroy Greene identifies students in need of social-emotional support in a variety of other ways including: an online social-emotional supports referral system for teachers and parents to report concerns, GoGuardian, an online monitoring tool that sends alerts to the principal, school psychologists and counselors, and New Dawn monitoring, which tracks Leroy Greene Academy related public social media accounts for posts related to “Harm to Self” and “Harm to Others.”

Leroy Greene Academy has a dedicated full time school psychologist and two counselors who will be available throughout the day to provide social emotional supports to students as needed. Leroy Greene Academy will also have access to two, NUSD, newly-hired social workers as the need arises. Advisory will continue to be a daily part of students schedules. It will consist of 25 minutes where teachers and students can engage in team-building and school connectedness activities as well as community circles. Teachers will set up weekly check-ins with each Advisory student, and these will be done virtually to start the year. These meetings will include social emotional check-ins.

Leroy Greene Academy staff have five days of professional development to start the school year. We will be working with our staff in training the implementation of Advisory check-ins, community circles, and proper communication protocols for students who are struggling with their social-emotional mindset.

Our staff will have regular check-ins with administration to ensure the well-being and proper mindset of our staff. On top of that, Leroy Greene Academy have access to various supports including:

Employee Assistance Program (EAP)
Staff Wellness Website
Consultation services with our SES Staff

Pupil Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Leroy Greene Academy will develop a site attendance team and will designate members to review weekly attendance data. The LGA attendance team with the help of teacher grade level teams will analyze attendance data and determine root causes of attendance problems at their site.

Staff will verify contact information for each enrolled student and will make contact with students with identified attendance concerns to ensure they have access to a computer and internet connectivity. Both will be provided if necessary. Language Link will be utilized for families who speak a language other than English.

Leroy Greene Academy advisory teachers will contact parents to communicate concerns and offer academic or social emotional support if necessary. Office hours attendance will also be encouraged during these communications.

Normal attendance protocols will continue as normal. For each whole day absence, LGA staff will send a daily notification through Infinite Campus alerts and a personal phone call will be made to parents/guardians of absences. The purpose of the phone call is to inform the parent of the whole day absence, identify the reason for the absence, and then offer appropriate support to the family. If a student is out due to COVID-19 diagnosis, symptoms of COVID-19, or exposure to COVID-19, the school will refer to the Health Guidelines to identify next steps. The school will send truancy letters to each family after: 3 days of absences, 6 days of absences, 9 days of absences. Staff will document letters home, phone calls, and supports in Infinite Campus.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Free meal services have been provided since March 13th, 2020, to all Leroy Greene Academy families with children 18 years and younger every weekday in a mobile pick-up style to practice social distancing.

Staff served the packaged meals in personal protective equipment and offered breakfast and lunch during March and April. In May and June, breakfast, lunch, supper, and snacks were provided seven days a week. Every Friday, staff provided meals for the entire weekend for eligible families. Weekend meals were still being offered due to the extension of USDA waivers. Through July and August, Leroy Greene Academy continued to offer breakfast and lunch.

When school starts on August 27th, our program will shift from the Summer Feeding model where all students are fed for free to the National School Lunch Program model where students are charged based on eligibility. Families will be able to pick up meals at Leroy Greene Academy in a mobile/pick-up style to practice social distancing. Families who qualify for free-and-reduced meals and families who choose to pay will have access to nutritional services.

When student return for in-person learning, Leroy Greene Academy will offer both curbside pickup for families who have chosen to distance learn or pursue independent studies and will also provide meals for students who are learning in-person. For those students eating meals on campus, social distancing will be practiced.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
11.47%	820,802

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

LGA will be working with the district in securing safety equipment such as Plexiglass sneeze guards, hand sanitizer, gloves, face masks, vinyl stickers for social distancing, directional arrows for one way movement, and posters to remind students to socially distance and frequently wash hands. These safeguards ensure we can safely return to campus with students when the timing is deemed safe by the California Department of Health. Families who will have a harder time acquiring child care will be more likely to need to send their children back to campus. The above actions will ensure all students are safe when in-class learning resumes.

Leroy Greene Academy purchased 400 additional new HP Chromebooks, and worked with Natomas Unified School District in acquiring hot spots for students who lacked the bandwidth necessary for distance learning. When returning to school, students will keep these Chromebooks in their possession, and will continue to be utilized in both distance and in person learning environments. This ensures students will not have to share resources, creating a safer environment for in person instruction. Socioeconomically disadvantaged families will have access to technology that they might not otherwise have, and can engage in school, even from a distance. This ensures equity for all students.

Leroy Greene Academy purchased multiple educational and curriculum based online licenses that contribute to providing opportunities for students to utilize technology for in class learning. These licenses will provide a gateway for safer peer-to-peer and teacher-to-peer interactions and will help minimize the touch points on commonly used materials and surfaces. Several of the licenses were selected to support families who are identified as Foster youth, EL's, and low-income students. For example, English 3D is geared specifically to meeting the needs of English Language Learners. Another example, Screencastify, allows opportunities to review lectures or models as teachers can record their screen, and then post videos to Google Classroom for students with different learning modalities.

Leroy Greene Academy purchased necessary school supplies for every enrolled student to utilize for in class learning. These supplies will provide a gateway for safer peer-to-peer and teacher-to-peer interactions and will help minimize the touch points on commonly used materials and surfaces. For students who struggle financially, especially with the current economic crisis, we wanted to ensure they had proper access to essential school materials.

LGA has partnered with the AVID program which is designed to help students who typically struggle. This support course will help students learn study skills, organizational strategies, and provide tutoring opportunities for students who are struggling. We will take AVID strategies and implement them within our Advisory class to practice these organizational strategies, study skills, and study groups/tutoring services for all students. The AVID program was designed for first generation college students, students who are disadvantaged, and often times, EL and/or homeless students.

LGA will offer students teacher-led office hours. This time will be dedicated to providing students additional time for reteach and/or reassessments from any point throughout the semester. Any student who might need more help with one on one or during small group instruction, who might struggle with language development, or who needs a little more one on one time with the teacher has an extra layer of support. Students will also have a place through Office Hours where necessary staff can schedule time with students to offer social emotional outlets or academic support.

LGA is working with its teachers each month during one of its professional development days in order to identify students who are struggling due to learning loss utilizing multiple measures. Through this identification, Advisory teachers will effectively communicate to families encouraging students to take advantage of site based resources including office hours. Advisory teachers will be proactive in communicating with families of at-risk students. Furthermore, Advisory teachers will conduct weekly 1-on-1 checkins with each students for social-emotional supports.

During the summer of 2020, LGA offered summer school to any student who needed remediation or any student hoping to accelerate in their coursework utilizing online platforms. Through the program, over 1200 units were earned. Students were able to continue engaging in school, remediating some of the learning loss they might have suffered in March, April, and May.

Teachers will utilize Common Formative Assessments & state provided Interim Benchmark Assessments for each of their content areas. During their Department PLC time, teachers will review data and will set reteach expectations to ensure the success of all students. This will ensure we are scaffolding learning for any students who might struggle, including EL or economically disadvantaged students.

LGA is offering four sections of an AP Support Elective to provide students extra time and support in the area of their AP courses. This time could be utilized to work on AP Classroom, review lessons, watch pre-recorded lectures, or work with guidance on AP coursework. This will provide an added layer of support for students who are trying to accelerate, and extra supports for students who want to challenge themselves.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

With the current pandemic, it is extremely important for every student to have access to technology in order to create equity in educational environments. Ordering Chromebooks for every student and HotSpots for families in need is paramount to alleviating the social economic gap. Furthermore, providing supplies for all students allows every student to have more equity when it comes to tools needed to engage in learning at home. Office hours are continuing this year; however, we are doubling the amount of office hours offered. We are increasing from two hours a week per teacher to four hours per week per teacher so that students have more opportunity to receive the help and support they need. Our Advisory program is increasing from four days per week to five days per week, and its focus is shifting to individualized social emotional supports and academic support for students who are struggling.