

Learning Continuity and Attendance Plan (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>.

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General Information

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

The unprecedented COVID-19 pandemic has impacted our LEA the same way it has every other academic program in our county, state and nation. On March 9th, 2020, our LEA was notified that the school closures throughout the state were imminent. With few days to plan, our staff came together and made a commitment to strive to offer our students with a program that would mirror the same level of engagement as our traditional in-person program with the understanding that the method of delivery would be remote and that it would require some adjustments from all stakeholders. On March 13th, our school went into closure. After a few days of preparation, our program resumed with remote instruction on March 19th. From the start of the closure, our staff delivered a synchronous model of instruction where students received daily remote face-to-face instruction from their teachers and the same practice of taking attendance and making contact with parents for attendance was carried out. This led to the same level of average daily attendance as prior to the closure (97%). The LEA's adoption of a 1:1 laptop initiative starting in the 14-15 school year proved to be advantageous in offering the least disruption to the academic delivery during the closure. We have started our school program in the 20-21 school year the same way we ended the 19-20 school year.

Although we feel our staff was able to deliver a program to students that addressed the immediate need in the current situation, we recognize that the sudden shift in the program has had some impact on students emotional, social and educational needs. It is clear that we need to address the impact the transition to an online program has had on standards, pacing, rigor and assessment of the curriculum. Those need to be areas we continue to address in the development of the plan. In addition, we need to address the needs of the at-risk students who experienced the greatest challenge with the transition to a remote academic program. The financial implications of the pandemic in the community along with the fear of contracting the virus have also resulted in family stressors that highlight the need for continuing to focus on the social emotional well-being of our students.

One positive impact is that we have witnessed much unity from our staff and a commitment from all stakeholders, our Familia, to contribute in many ways to provide our students with the best program possible during these challenging times.

Stakeholder Engagement

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

Since the transition to remote learning, feedback has been solicited from stakeholders to make adjustments to the program. The first staff development day during the closure on March 16th, the teachers provided some input on the synchronous schedule and engaged in discussions on the methods of online delivery. On April 3rd, after two weeks of online remote instruction, the staff came together to discuss best practices, challenges, and concerns. This led to making some adjustments to the daily schedule. On May 23rd, students were asked to provide some feedback on the remote learning experience. Throughout the remote learning transition, weekly staff meetings were held on Friday's to solicit feedback, discuss progress and address issues and concerns. On July 9th, all stakeholders were surveyed (form in English and Spanish) and provided an opportunity to give input and feedback to develop a learning continuity plan for the 20-21 school year. On July 23rd 2020, the data from the learning continuity survey was shared with the Board of Directors and feedback solicited to develop the 20-21 Learning Continuity and Attendance Plan. All data since the start of the closure on March 16th has been taken into consideration for the development of this plan.

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

Considering the state mandate and final template with instructions were provided less than a month ago, the window of time for options to allow remote participation is not ideal. An opportunity for feedback has been provided remotely at the following public meetings and public hearings:

- July 23rd – Opportunity for provide feedback during the discussion on the plan to re-open for the 20-21 school year during the public board meeting.
- August 25th – Draft of Learning Continuity and Attendance Plan shared and feedback solicited from Students and Parents during public remote meeting.
- August 26th – Draft of the Learning Continuity and Attendance Plan shared and feedback solicited from Staff during remote meeting.
- August 27th – Opportunity for stakeholders to provide feedback on the draft Learning Continuity and Attendance Plan during the public board meeting
- September 24th 2020 – Final Learning Continuity and Attendance Plan will be presented to the board for final approval.

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

Students were surveyed in May of 2020 to get a status of the distance learning experience. 547 students completed the survey (95%) The following are some of key findings of the experience:

- 69.1% were doing okay with distance learning but indicated that they preferred to be at school
- 15.9% really enjoyed the online learning and preferred it versus having to come to school daily.
- 15% indicated that online learning was very difficult and preferred to be at school.

Some of the challenges that were expressed by students to distance learning program:

- 54.2% expressed that it was challenging to focus at home because there were many distractions.
- 15.7% don't have a set place to do their distance learning.
- 15.3% were left to care for their younger siblings

Access to technology:

- 100% of students had a laptop for remote learning.
- 80% of students indicated that they did not have any or minimal technical issues.
- 23.2% shared that their internet connection was not stable.
- 1.8% shared that their laptop was not working correctly.

Students were asked what could be done to improve the online distance learning program, some key points made:

- Many indicated that they thought things were good as it was operating.
- Many indicated that they did not feel comfortable having their cameras on, others felt that cameras on did help with being more engaged.
- Many indicated that too much homework was being given and made a request to reduce workload.
- Some indicated that some teachers taught live and others left videos and links.
- Request to check-in more to see each other and talk.
- Request for more time to complete projects.
- Request that all teachers use Canvas and email for announcements.

Students were asked about their current mental health status:

- 82.8% indicated they were doing okay considering how challenging times were.
- 17.2% were feeling anxious or stressed as result of COVID-19

Students were surveyed once again in July and asked for input to help develop Learning Continuity Plan, 307 students participated (53%).

Students were asked what their recommendation was on how should start for 20-21 school year:

- 61.2% indicated that they wanted to start in-person, some type of blended learning.
- 38.8% indicated that they wanted to start with distance learning.

Students were asked if they were comfortable returning to school for in-person instruction:

- 75.9% indicated that they were comfortable.
- 24.1% indicated that they were not.

When asked what would make them more comfortable to return for in-person instruction:

- All students wearing masks
- Sneeze guards on every desk.
- Physical distancing guidelines.
- Hand sanitizing stations in every classroom.
- Checking temperatures of students.

Parents were surveyed in July and asked for input to help develop Learning Continuity Plan, 285 parents participated.

Parents were asked what their recommendation was on how should start for 20-21 school year:

- 37.5% indicated that they wanted to start in-person, some type of blended learning.
- 62.5% indicated that they wanted to start with distance learning.

Parents were asked how comfortable they were in sending their children back to school for in-person instruction:

- 56.8% indicated that they were comfortable.
- 43.2% indicated that they were not.

Staff were surveyed in July and asked for input to help develop Learning Continuity Plan, 46 staff members participated.

Staff were asked what their recommendation was on how should start for 20-21 school year:

- 10.9% indicated that they wanted to start in-person, some type of blended learning.
- 89.1% indicated that they wanted to start with distance learning.

91.3% of staff indicated that they were comfortable teaching or providing services remotely via Zoom.

Some of the challenges experienced while teaching remotely last term:

- Building sense of community, Familia.
- Saw challenge with motivation, students checking out.
- Connection issues at home.
- Students not wanting to turn on their camera.
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Staff were asked how comfortable they were in returning to work for in-person instruction:

- 30.4% indicated that they were comfortable.
- 69.6% indicated that they were not.

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

The stakeholder input has influenced the development of Learning Continuity and Attendance Plan in the following ways:

- Development of clear expectations for synchronous learning
- Remote learning schedule to balance on-screen time and opportunity for TA/Staff Development
- Prioritize safety and develop plan that will place health and safety of students/staff first and develop a plan to meet the desire/need for in-person instruction in a series of phases
- Weekly schedule to meet SB98
- Plan to transition to in-person instruction
- Providing in-person services for high need students

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.]

Lennox Academy had every intent to start the 20-21 school year with a hybrid model to allow for a combination of remote and small group in-person instruction to adhere to physical distancing health protocols. On July 17th, Governor Newsom made the announcement of new guidelines that detailed the conditions under which schools could re-open for in-person instruction for the 20-21 school year. In order for schools to re-open for in-person instruction, schools must be off the county monitoring list for 14 consecutive days. Currently, Los Angeles County is on the monitoring list. LMSTA will continue to follow the guidelines and directives provided by the Governor's office, California Department of Education (CDE), Centers for Disease Control (CDC) and state and local health agencies as it continues to evaluate and modify the plans for in-person instruction.

Actions LMSTA will take to offer in-person instruction:

Phase 1: School is currently preparing campus to ensure that personal protective equipment is in place for the safety of students and staff. Acrylic sneeze guard shields are being placed in the office and student desks. Sanitizing stations and dispensers for masks will be placed throughout the campus.

Phase 2: After 14 days of clearance from state, all staff will return to the worksite and deliver instruction remotely from the school for a period of one week. This will allow LMSTA to monitor and evaluate health implications from the County and allow an opportunity to communicate guidelines/procedures for staff to ensure the health and safety of all employees. Protocols and procedures for student interaction will be shared with staff to make sure that they are enforced consistently. This time will also allow for teachers to prepare their classrooms for small group instruction and develop classroom guidelines/practices to make sure that social distancing requirements are in place to ensure the health and safety of all students. During this time, students who struggled with distance learning and may have experienced the greatest loss may meet with teachers for small group instruction. Students who demonstrated the greatest need for remote counseling and desire for in-person

counseling service may be called in for sessions with the counselor.

Phase 3: Hybrid learning model implemented. This will consist of a combination of small group instruction (about ½ the class) and remote learning. Staggering times and groups will provide for physical distancing and prevent large groups in one given place at any time during the day. The small group instruction also allows for smaller groups to allow for teachers and support staff to provide targeted instruction and intervention. Smaller groups of students will also lend itself to targeting students who have struggled with the remote learning. The students who participate in Ganas! will have additional time after school and have access to the Ganas! adviser. The current models that are being considered are as follows:

Option 1: AM and PM Group – Students would be split into an AM and PM group. This allows for students to attend school daily (Monday through Thursday) with class sizes at or near 50%, either in the morning or in the afternoon and attend classes remotely via Zoom one day a week. Students will see ½ their classes on each day in person and then all classes on Friday virtually.

Potential schedule for that would be:

Monday and Wednesday	Tuesday and Thursday	Friday – Virtual via Zoom
P1AM – 8am to 9:05am P2AM – 9:10am to 10:10am P3AM – 10:15am to 11:15am Lunch – 11:15am to 12:00pm P1PM – 12:05pm to 1:05pm P2PM – 1:10pm to 2:10pm P3PM – 2:15pm to 3:15pm	P4AM – 8am to 9:05am P5AM – 9:10am to 10:10am P6AM – 10:15am to 11:15am Lunch – 11:15am to 12:00pm P4PM – 12:05pm to 1:05pm P5PM – 1:10pm to 2:10pm P6PM – 2:15pm to 3:15pm	Follow “I” schedule P1 – 8:00am to 8:50am P2 – 8:55am to 9:45am P3 – 9:50am to 10:40am P4 – 10:45am to 11:35am Lunch – 11:35am to 12:20pm P5 – 12:25pm to 1:15pm P6 – 1:20pm to 2:10pm P7 – TA or Staff meeting

Option 2: Alternating Days – Students would be split into an A and B group. This allows for students to see all their teachers in a given day on alternating days with class sizes at or near 50% for a full day.

Potential schedule for that would be:

Monday & Wednesday - A Group	Tuesday & Thursday – B Group	Friday – Virtual via Zoom
Follow A Schedule P1A – 8:00am to 9:05am P2A – 9:10am to 10:10am P3A – 10:15am to 11:15am P4A – 11:20am to 12:20pm Lunch – 12:20am to 1:05am P5A – 1:10pm to 2:10pm P6A – 2:15pm to 3:15pm	Follow A Schedule P1B – 8:00am to 9:05am P2B – 9:10am to 10:10am P3B – 10:15am to 11:15am P4B – 11:20am to 12:20pm Lunch – 12:20am to 1:05am P5B – 1:10pm to 2:10pm P6B – 2:15pm to 3:15pm	Follow “I” schedule P1 – 8:00am to 8:50am P2 – 8:55am to 9:45am P3 – 9:50am to 10:40am P4 – 10:45am to 11:35am Lunch – 11:35am to 12:20pm P5 – 12:25pm to 1:15pm P6 – 1:20pm to 2:10pm P7 – TA or Staff meeting

Option 3: Alternating Weeks – This would be a combination of one of the two options above (Option 1 and Option 2) for one week and completely virtual the following week using a schedule similar to the remote learning schedule used last quarter during the closure. This allows for a balance of in-person classes one week but allows for a gain in instructional minutes the second week conducting all classes virtually.

Two Additional potential models to be considered through the stakeholder feedback:

Option 4: In-person instruction in morning with afternoon remote sessions. Teachers would remain on campus for remote instruction.

Monday	Tuesday	Wednesday	Thursday	Friday
P1A P2A P3A Lunch P4 Zoom P5 Zoom P6 Zoom	P1B P2B P3B Lunch P4 Zoom P5 Zoom P6 Zoom	Wednesday P4A P5A P6A Lunch P1 Zoom P2 Zoom P3 Zoom	Thursday P4B P5B P6B Lunch P1 Zoom P2 Zoom P3 Zoom	Friday (Remote) or make this as an all periods meet day which will add 1 more hour of instruction per week. TA Zoom Office Hours Lunch Meeting Time

Option 5: Phase in for initial in-person instruction. Develop a schedule that will have students/staff on campus 2 days a week versus 4 days. This would be for a short period of time.

Regardless of the model that is decided, LMSTA will be committed to following the health and safety guidelines established by the local and state health agencies when in-person instruction resumes. Daily safety measures will consist of the following to reduce the risk of transmission amongst students and staff while on campus:

- 1) Face coverings being worn by all staff and students
- 2) Physical distancing is practiced and enforced consistently by all staff.
- 3) Daily temperature checks will be administered every morning before staff and students enter campus. An area will be designated for any student who is sick until they are picked up.
- 4) Washing of hands and use of sanitizing stations will be promoted.
- 5) High touch areas (handles, sinks, light switches...) will be disinfected frequently throughout the day.
- 6) Signage, cones and visual cues will be placed to direct flow of traffic and designate waiting areas in common areas to ensure appropriate distancing.

Phase 4: Return to normal operation with all students when safe to do so.

LMSTA will continue to communicate with all stakeholders regarding the plan as it evolves and impacted by changes from the local and state health officials, Governor's office and California Department of Education.

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

Description	Total Funds	Contributing
Purchase of Personal Protective Equipment (PPE) for students and staff to ensure that all staff, students and individuals entering the school are minimizing the spread of infection. Items may include but not limited to face coverings, individual face shields, sanitizing stations throughout campus.	\$50,000	N
Signage/Banners/Decals to provide cues throughout school to ensure physical distancing, assist with flow of traffic and provide reminders of face covering and frequent hand washing.	\$5,000	N
Acrylic Shields throughout campus – office, teacher and student desks, common areas	\$15,000	N
Increase part-time staff to assist in taking daily morning temperature checks and keeping campus clean during hours that students are present.	\$50,000	N
Supplies/materials for disinfecting – sprays, tools, gloves...	\$75,000	N
Increase instructional tools/materials available to students to limit the amount of sharing in classrooms	\$50,000	N
Conduct analysis of HVAC system and evaluate recommendations to improve ventilation to reduce air that can potentially carry viral particles. Increase the quality and frequency of filter replacement and HVAC maintenance.	\$50,000	N

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.]

LMSTA is committed to providing students with the best academic program regardless if it is occurring in-person, remotely or a combination of both (hybrid/blended environment). The goal is to enhance the remote learning experience for students after having experienced a quarter of remote learning in the 19-20 school year.

The 20-21 school year launched with staff development for 2 days and focused on the following:

- 1) Best practices for remote learning to increase the rigor of online teaching
- 2) Introducing teachers to online tools designed to engage and facilitate learning interaction and opportunities for students. Some of the tools include Nearpod, Peardeck, Mentimeter, and Kami.
- 3) Review of the English Language Learner Program
- 4) Review/Discussion of the Special Education Passports
- 5) Technology sessions to review the use of Canvas (Learning Management System), OneNote (digital notebooks), ParentSquare (communication tool for parents/students), Hero (behavior management system) and PowerSchool (student information system)

LMSTA understands the importance of providing the tools and supports necessary for staff to conduct and engage students remotely. All staff have been provided a laptop and Zoom accounts to support continuous instruction and interaction with students. The curriculum and instructional materials that will be used are as follows:

- Newsela
- APEX Tutorials
- Canvas – allows teachers to organize content and provide students the resources required to deliver instruction. This platform provides the flexibility necessary to accommodate both remote and in-person learning.
- Supports for at-risk students: 12 Ganas! Advisers with caseloads ranging from 15 to 25 continue to shadow students throughout the day remotely, push into classrooms and support students and teachers and then hold after school sessions remotely to help students with areas of difficulty.
- Books and other educational resources were distributed to students, a schedule for pickup of materials was coordinated.
- 10th through 12th grade students kept the laptop issued to them throughout the summer. 9th grade students had an in-person orientation individually with a staff member that issued a laptop and conducted a brief overview on the use of the device and tools that would be used for the summer and to prepare in the event that the school year would start remotely.
- Other curricular resources - Math180/Read 180, English 3D, McGraw Hill, CPM, Discovery Education
- Music Program – instruments and software (PreSonus Studio One)
- Arts Fashion – Provide machines for students to conduct course remotely
- Investigate adding PowerSchool Special Programs monitoring service
- Investigate PowerSchool Performance Matters to help monitor student performance.
- Investigate and obtain Social Emotional Learning (SEL) curriculum for students
- Investigate additional PD to support teachers for remote and hybrid learning
- Investigate and invest in online tools to support delivery of instruction remotely. (EdPuzzle, Pear Deck, Nearpod, Kami...)

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.]

The 1:1 initiative allowed for a smooth transition into remote learning in March 2020. Some students experienced connectivity issues and were provided mobile hotspots. We have increased the number of mobile hotspots in anticipation that more families may lose internet connection if the economy continues to worsen and impact family's financial situation.

A tech staff is available during the hours of operation and students and staff are provided support immediately to address connectivity and other technical issues that may arise. Software to allow remote login into devices was purchased to facilitate the ability of techs to remote to computers and provide the technical assistance. Internally, a communication platform subscription has been purchased (Slack) to increase communication as we address technical issues.

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.]

Lennox Academy’s synchronous schedule ensures students are having daily live contact with their teachers for 240 minutes. Attendance is mandatory for all students during synchronous learning. Per SB98, Lennox Academy is measuring student participation through synchronous instructional minutes and teacher documentation via weekly engagement logs. Students follow a block schedule on Mondays, Tuesdays, Thursdays, and Friday alternating between periods 1-3 (Monday and Thursdays) and periods 4-6 (Tuesdays/Fridays). On Wednesdays, students attend their Team Advisory class for one hour and attend all their six classes for twenty-five minutes. Teachers are taking attendance through PowerSchool and the office staff is following with students and their families who miss a class period. Class participation and additional student supports such as office hours are being monitored through Zoom reports.

During synchronous learning, teachers are checking for understanding through formative assessments to gauge student progress and identify students who need additional re-teaching and support. Formative assessments such as admit slips, exit slips, polls, open ended questions, and practice problems will inform teachers of student progress and inform upcoming lessons. Tools such as Nearpod, Peardeck, Desmos’ Digital Whiteboards, Flipgrid, and Edpuzzle are being used by teachers to not only increase student engagement during distance learning, but to also be able to gather data on student progress. Students who are identified as needing extra support will be required to attend teachers’ mandated office hours.

Virtual Learning Schedule

Schedule B-Virtual (Mon & Thurs)	Schedule C-Virtual (Tues & Fri)	Schedule H -Virtual (Wed)
Period 1: 8:30 am – 9:50 am Period 2: 10:05 am – 11:25 am Lunch: 11:25 am – 12:10pm Period 3: 12:10 pm – 1:30 pm Office Hours: 1:30 pm – 3:30pm	Period 4: 8:30 am – 9:50 am Period 5: 10:05 am – 11:25 am Lunch: 11:25 am – 12:10 pm Period 6: 12:10 pm – 1:30 pm Office Hours: 1:30 pm – 3:30pm	Team Advisory: 8:30 am – 10:00 am Period 1: 10:15 am – 10:40 am Period 2: 10:45 am – 11:10 am Period 3: 11:15 – 11:40 am Lunch: 11:40 am – 12:25 pm Period 4: 12:25 – 12:50 pm Period 5: 12:55 – 1:20 pm Period 6: 1:25 – 1:50 pm Staff Meetings: 2:00 pm – 3:30 pm

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.]

On Monday, March 16th, 2020, after school closures were announced, the teaching staff at Lennox Academy met to discuss next steps. The team agreed on a synchronous schedule to ensure daily interaction with students. Additionally, a math teacher who had piloted the videoconferencing platform Zoom right before the official announcement of school closures, trained the rest of the staff. Distance learning commenced on Thursday, March 19th, 2020 as the staff had three days for Zoom training and time to plan for distance learning. During the remainder of the spring semester, teachers met on a weekly basis via Zoom to discuss best practices, provide feedback to improve the distance learning experience for all, and continue to build and maintain positive relationships. Right before the spring recess, teachers met to discuss best practices for online learning by reviewing recorded lessons of their peers. Key ideas included: providing students clear expectations for the day, strategies for student engagement, and flexibility with assignment due dates.

Lennox Academy staff participated in two Professional Learning days on August 10th and August 11th before the start of the 2020-21 academic school. Teacher professional development is crucial to ensure that all teachers have the skills, resources, and tools to provide a rigorous and well-rounded instructional program whether if it is in-person teaching or remote teaching. On August 10th, teachers and Students Success Advisors participated in “Distance Learning: From Crisis Teaching to Rigorous Teaching” interactive presentation that covered the following topics: Taking Care of Yourself (staff self-care), Outlining/Planning the First Days of Distance Learning, Building Students Relationships During Distance Learning, and Planning for Distance Learning. Additionally, the restructuring of the English Language Learner Program (which includes the addition of two new courses: Advanced ELD and English Lab Year 2) was discussed along with the importance of providing Integrated and Designated ELD to all students, including during distance learning. During the “Distance Learning: From Crisis Teaching to Rigorous Teaching” and the “English Language Learner Program” three interactive presentation tools were modeled and introduced to staff: Mentimeter, Nearpod, and Peardeck. These tools can aid our staff in creating engaging lessons along with being able to check for understanding by using features such as polls, quizzes, fill in the blank, and open ended questions that provide instant feedback and reports. Student supports and expectations during distance learning were outlined and the importance of student check-ins and communication amongst all staff were highlighted as well as they can inform further supports and interventions.

During the second day of the Professional Learning, August 11th, teachers and Student Success Advisors participated in IEP/504 Passport roundtable discussions where the previous grade level case carrier and teachers shared best practices with the new case carrier and grade level teachers. Staff also reflected on what worked during the spring 2020 school closures with students with exceptional needs. Technology sessions were also provided for teachers who needed additional support in the following platforms: Canvas, PowerSchool, Hero, ParentSquare, OneNote, and interactive platforms such as Nearpod and Peardeck. Ongoing technological support will be provided as needed to teachers and staff. Teachers also had time to meet in departments to discuss content and curricula and share best practices. Grade level team advisory, TA, groups also met to outline goals for the year and discuss activities for the first month of the school. Student Success Advisors also met as a department to share best practices and review documentation logs for the year.

Further professional development will focus on assessments, student engagement, pacing, educational technology pedagogy, and best practices for hybrid teaching. Teachers will meet with their departments monthly to identify content specific areas of support, continue to share best practices, and work on vertical alignment and common language. Grade level teams will meet biweekly to discuss student concerns and identifying students who need additional support (particularly students with unique needs and/or who have demonstrated a considerable learning loss), celebrate student milestones and share best practices. Furthermore, professional development will be provided to help implement SEL (Socio Emotional Learning) in the classrooms and how to best address staff and student mental health needs as discussed under the “Mental Health and Social and Emotional Well-Being” section of the plan. The management team will continue to provide individual support to all staff as needed and requested.

Staff Roles and Responsibilities

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

Lennox Academy’s Technology Department consists of two members; therefore, there has been a need for extra support to address and meet the technological needs of students and staff members. The maintenance staff, teacher aides, parent coordinator, and the Student Program Assistants had their roles modified to address the new demands of distance learning. They were trained by the Technology department to assist in the installation of software required for distance learning such as Zoom, help students reset passwords for the various platforms the school utilizes, and provide support in connectivity, software and hardware issues. Additionally, the maintenance staff helped configured laptops over the summer for the incoming 9th graders.

Our Parent Coordinator is now assisting the office staff with attendance monitoring, which includes calling home to inquire about a student’s absence and helping answer and transfer phone calls as the majority are for tech support.

The College and Career Counselor and Mental Health Therapist continue to meet and provide services to students through videoconferencing. Student Success Advisors (SSAs) have not stopped shadowing their students’ classes and providing after school services to students (i.e. small group instruction and one-to-one support).

Teachers are conducting daily synchronous learning sessions and having daily office hours except on Wednesdays (staff meetings are scheduled for Wednesday afternoons). Two days of the week will be for drop-in office hours so students can reach out to their teacher(s) for additional support. The other two days are for mandated office hours which requires teachers to set up appointments with students they identified through formative assessments, assignment completion and weekly engagement records that need additional support.

The management team is also assisting in monitoring student engagement, supporting teachers with distance learning, and reaching out to students and families of students with absenteeism and/or needing additional 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.]

English Learners

English language development instruction with designated and integrated English Language Development courses and supports will be provided to all English Learners at Lennox Academy. English Learners and students with exceptional needs may need more chunking, scaffolding and support during peer interactions during the distance learning model to access the assigned curriculum. For example, teachers will provide students with academic sentence frames when facilitating video conferencing, so students may more readily participate. Teachers will provide additional resources for these students and/or provide support during office hours. Digital English Language Development (ELD) lessons and instructional resources, such as Writable, an online companion to English 3D, have been made available. A parent letter, in both

English and Spanish, was sent via ParentSquare on Tuesday, August 11th, 2020, explaining the designated ELD course their child is enrolled and the Reclassification criteria along with an update on the optional fall Summative ELPAC were also shared. English learners will continue to be monitored to identify areas for improvement and supports needed to further develop student language acquisition skills. Additionally, proper placement of English learners, including reclassification criteria, will be monitored and discussed.

Students with Special Needs

Lennox Academy will ensure that all students with special needs across the full continuum of placements are fully integrated into Lennox Academy’s distance learning program and are receiving a Free Appropriate Public Education (FAPE) under IDEA. The SpEd team will work with each family to determine what FAPE looks like for each student during the pandemic, taking every student’s individual health, social-emotional, and unique needs into consideration. While supports may look a little different through an online service delivery model, Lennox Academy will ensure that students with special needs remain in the least restrictive environment and maintain regular opportunities for peer interactions.

Per SB 98, all IEPs will be updated with an emergency conditions statement at their next regularly scheduled IEP, that delineates how the student’s IEP will be executed under such conditions. During the COVID-19 pandemic, specialized academic instruction (SAI) and related services (speech, counseling…) will be delivered through an online platform. Lennox Academy plans to conduct in-person academic, speech, and psychoeducational assessments for students who are due for a Triennial IEP during the 2020-2021 academic year. Current students whose triennials were due in the spring, and had only a records-review completed, will also be assessed. Lennox Academy will take proper measures to help ensure the safety of students and staff while on campus.

Through constant progress monitoring of both IEP goals and the general education curriculum, individualized supports will be implemented to address any concerns with access and mitigation of learning loss. All students with special needs have a Student Success Advisor (SSA) assigned to them, in addition to their Case Carrier, who together will help monitor their progress, provide services, and serve as student advocates. Aside from built-in push-in support throughout the day, teachers will strategically work with students at minimum two times a week after-school and in 1:1 or small group interventions once a week. Our SpEd Team will maintain regular communication with our families (and with all members of the IEP Team) to ensure students’ needs are continuously being met in this distance learning environment.

Students experiencing homelessness

Lennox Academy will regularly check-in with students/families to identify any student whose living conditions may have changed because of the pandemic, and/or who are in need of additional supports and will be referred accordingly. Students identified as homeless will be entitled to all rights and protections under the McKinney-Vento Homeless Assistance Act.

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

Description	Total Funds	Contributing
Writable’s English 3D: Online platform is built to support English learners not only in the traditional classroom, but in blended and virtual learning environments. In addition to English 3D assignments from Course C, Writable offers a suite of features and content specifically designed to support and scaffold digital literacy instruction for English learners. Therefore, Writable will improve the experience for students during distance learning as it has digitalized the formal writing assignments at the end of each issue and allows teachers to provide three tiers of scaffolds based on each student’s individual needs.	\$1360	Y

Description	Total Funds	Contributing
National Geographic Core Edge Level B: Edge is a leveled core language arts program designed for striving readers and ELD students in grades 9-12. Edge is designed to help prepare all students for college and career success with dynamic National Geographic content and authentic and multicultural literature. Edge was built around relevant and motivating content all while incorporating and covering the Common Core State Standards. This curriculum was purchased for the new Advanced ELD course that aims to improve the services English learners who are at the upper expanding-lower bridging performance level. Due to distance learning, all curriculum resources are digital.	\$3987.50	Y
Read 180U: READ 180U is a blended learning intervention program building reading comprehension, academic vocabulary, and writing skills for students reading below grade level, including English learners and students with exceptional needs. This year, the Academy upgraded to the latest edition of the Read 180 program to better meet the needs of students and provide them with the most up to date program with enhanced activities and updated reading selections that are more culturally relevant and engaging.	\$10,381.60	Y
150 Laptops for 10 th graders. Each year, one cohort, receives a new device as four-year-old devices are cycled out to ensure students have optimal, up to date devices.	\$300,000	Y
Sewing machines for all students enrolled in Fashion Art & Design Year 1 and Year 2 to ensure all students have access to the necessary tools and equipment needed to be successful in these courses.	\$25,000	Y
Musical Instruments for students enrolled in our Music Program courses. Need to purchase more instruments to minimize sharing amongst students and ensure all students have access to an instrument during distance learning.	\$25,000	Y
Sonus Music App to enable music students to create music remotely	\$2,750	Y

Description	Total Funds	Contributing
LogMeIn USA, Inc. Remote Assist program to allow tech support team to remotely assist students and staff with tech and software issues and installations.	\$1,750	Y
Purchased Zoom school license to provide staff with more features and ability to have uninterrupted meetings	\$5,000	Y
Slack license for non-teaching staff to communicate via channel-based messaging.	\$1,000	Y
Grasshopper App is virtual phone system that sends calls to personal phones while maintaining staff's personal phone numbers private.	\$1,200	Y
PowerSchool Performance Matters brings together student data in one integrated platform, giving the school a holistic view of student growth.	\$5,000	Y
PowerSchool Special Program provides staff with one place to exchange information and access resources for students needing special services	\$2,500	Y
Upgrade interactive tools to teacher and/or school licenses to ensure teachers and SSAs continue to have access to features that aid in student engagement and participation. Some of these platforms are: EdPuzzle, Kami, and Nearpod. Upgrading some of these platforms will also enable Canvas integration.	\$5,000	Y
Goalbook Toolkit and Pathways – Resources for special education IEP goal development, benchmark assessment, goal work, progress monitoring...	\$9,625	Y
APEX Tutorials for SpEd/EL students – Standards based, pre and post assessments, individualized targeted intervention supports...	\$5,000	Y
Special Education Testing Materials	\$2,500	Y
Cross Country Education (Speech services, assessments...)	\$50,000	Y
STAR of California (Special Education services...)	\$25,000	Y
Special Education Student Success Advisors	\$200,000	Y

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.]

Lennox Academy's systems for addressing learning loss and measuring learning status are the same regardless of the instructional model (In-Person or Distance Learning). In alignment with the goal of continuing to offer the same programs and services remotely to the extent possible, Lennox Academy supports to address the skill deficiencies that existed before and after the school's closure due to COVID-19 were implemented in the spring 2019-2020 and will continue to be in place for the 2020-2021 school year.

Students that experienced learning loss during the 2019-2020 school year as measured by end of term grades were provided the opportunity to participate in a virtual summer school using Apex Learning. During the summer of 2020, two hundred fourteen students were able to complete two hundred forty-eight classes and recovered 1198.5 credits. In addition to summer school, there are four terms scheduled throughout the 2020-2021 school year (two per semester) available for students to enroll in Apex courses. Twelfth grade students at risk of not graduating are enrolled in a credit recovery lab.

Lennox Academy's process for identifying students' learning status in the areas of English Language Arts, English Language Development, and mathematics begins with testing all newly enrolled (incoming 9th grade and transfer) students using the Scholastic Math and Reading Inventories. These initial diagnostic exams provide students' Lexile and Quantile Levels that are used to identify students that will need additional academic support and are scheduled into both lab classes and the GANAS! Program. Incoming students take the math and reading inventories again within the first month of school to confirm placement in support classes. Quantile and Lexile Levels are assessed each semester for all students to measure students' annual growth from their initial assessment. The Edge Placement Exam is used for EL Students to identify proper placement for designated ELD. Students in designated ELD classes are assessed multiple times per year to monitor progress for English Language development.

Content teachers also will assess and monitor students' learning status with student work samples organized in student portfolios. Lennox Academy uses the College Preparatory Mathematics math program, which spirals previously taught material into its exams to measure content retention. In general, the first chapter is a review of the previous year's course. Other content classes (English, Language Arts, Science, History, and Spanish) will include writing samples into student portfolios to identify student's mastery of skills in each content area.

California summative testing was suspended due to COVID-19 on March 18, 2020. EL students that were eligible to take the Summative English Language Proficiency Assessments of California (ELPAC) as of May 31, 2020 and have met reclassification criteria, will take the optional Summative ELPAC in the fall of 2020. As of this moment California's System of Assessments (Smarter Balanced Assessments for English Language Arts, Smarter Balanced Assessments for Mathematics, California Science Test, and Summative ELPAC) are all scheduled to take place in the spring of 2021. Lennox Academy will integrate the Smarter Balanced Interim Assessment Blocks in English Language Arts and mathematics as well as the California Science Test practice and training tests into their battery of formative assessments to identify students' learning status and inform instruction as well as interventions.

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.]

Senate Bill 98 was signed by Governor Newsom on June 29, 2020. This budget bill included requirements regarding distance learning and in-person requirements for the 2020-2021 school year. Fortunately, the early decisions and infrastructure set in place in the spring of 2020 (synchronous schedule with daily interaction between students and teachers, daily attendance taken and monitored, 1:1 technology and access to mobile hot-spots, etc.) include many components of SB 98. The minimum daily requirement for instructional minutes under SB 98 for high school is 240 minutes, which is 120 minutes less than the minimum minute requirements of in person instruction that were required prior to school closures. Besides the social emotional impact on students of coping with the COVID-19 pandemic, the biggest contributor to learning loss is the reduction of instructional time in both virtual and hybrid instructional models. To mitigate the impact of less instructional time, Lennox Academy will continue to implement and develop these tiered strategies:

<i>Tier 1 Universal Instruction</i>	• Lennox Academy teachers provide students rigorous and engaging standards-based curricula that includes continuous formative assessment to gauge student learning and inform instruction. • All teachers are available for Drop-In Office Hours to provide assistance to any student that needs support with clarifying concepts, completing assignments, or reviewing for summative assessments. • Teacher flexibility with assignments, including extended deadlines. • Lennox Academy teachers provide integrated ELD in their courses and are working on developing language objectives in addition to content objectives. • Lennox Academy teachers meet bi-weekly in grade-level teams to share best practices to implement with the current cohort.
<i>Tier 2 Targeted, Group Interventions</i>	• Under the current virtual learning schedule and possible hybrid schedule, teachers will engage in small group instruction with students that have suffered learning loss and/or need further skill development to access core content curriculum. • Small groups of students identified by content teachers as needing additional support will be assigned Mandated Office Hours. • GANAS! Program: Student Success Advisors (SSAs) shadow students strategically in content classes in which they need academic support. SSAs use their classroom observations and collaboration time with teachers to guide their after school small group tutoring sessions. • Math 180: According to the 2015 National Assessment of Education Progress (NAEP), 67% of eighth graders are not proficient in mathematics. Math 180 is an intervention program for students that are two or more years behind that develops essential deficient skills needed for students to access algebra and advanced mathematics. ◦ Course 1 targets multiplication, division, fractions and decimals. Students make connections that will enable them to think algebraically.

	○ Course 2 targets pre-algebra with an emphasis on building proportional reasoning with rates, ratios, linear relationships, and functions. • Designated English Language Development Courses offered at Lennox Academy: ○ Read 180: This course is an intensive reading intervention program that uses technology, print, and professional development to meet the needs of students whose reading achievement is below proficient level. This course will incorporate the READ 180 ReaL book component. The ReaL Book ensures all READ 180 students, especially ELLs at different language proficiency levels, can access the academic language, word learning strategies, and grammar required to participate in accelerated instruction toward ELA grade-level standards. ○ Beginning ELD: This course is designed for beginning English learners who have been in the US for less than two years. Students will develop and acquire listening, speaking, reading, and writing skills. The emphasis is on the development of communication and survival skills using communicative-based instruction. Grammar is taught in context throughout each unit. ○ Intermediate ELD: This course is designed for high emerging and expanding students who need to further develop and strengthen their listening, speaking, reading, and writing skills. The emphasis is on the development of communication and skill using communicative-based instruction. Grammar is taught in context throughout each unit. ○ Advanced ELD: This course is designed for English learners who are working toward perfecting listening, speaking, reading, and writing skills. Literature and writing are at the core of the curriculum. Writing exercises focus on process and are developed through core literary and expository works and their connection to student life. Speaking and listening activities include individual and group student presentations, role-playing, paired interviews, group discussions, debates, lecture, etc. Grammar will be taught in context throughout the year. ○ English Lab: This course designated for Long Term English Learners, LTELs, focuses on academic reading and writing skills using the HMH English 3D curriculum. The class is intended for students who are reading and writing far below grade-level and is designed to ensure proficiency in academic vocabulary, speaking, listening, and writing skills essential to succeed in high school, college, and careers. Students will engage in fiction and nonfiction texts that present real world issues relevant to teens' lives and will develop their skills of summary, justification, argument, and research. Students may take this course over a two-year span based on their language needs and progress.
Tier 3 Intensive, Individualized Interventions	• 1:1 instruction with content teachers during Mandated Office Hours • 1:1 individual GANAS! tutoring sessions • APEX Learning Tutorials with adaptive remediation • APEX Credit Recovery Courses

Given that more than 90% of Lennox Academy students make up the school's unduplicated count which includes English learners, low-income students, foster youth, pupils with exceptional needs, and pupils experiencing homelessness, all strategies to address learning loss and

accelerate learning progress are in place schoolwide. Specific strategies to address learning loss of English Learners, low income, foster youth, homeless and students with exceptional needs:

English Language Learners:

- Access to Spanish materials (e.g. College Preparatory Math EBOOK) when available and applicable
- 1:1 Language support in content classes provided by SSA
- Leveled readings by Lexile Levels to access core content material
- Designated ELD
- Individualized remediation software
- 1:1 Language support from ELD teacher

Low-Income Students (90% of students):

- Provide necessary class materials to all students in need (Intro do Design Supply Pack, AP Physics lab kits, 1:1 sewing machines and instruments)
- Increase inventory of hotspots to make more units available to students in need

Foster Youth and Homeless Students:

- Actively reach out to students/families with changing needs (monitor attendance and engagement)
- Provide support for both academic (internet access, materials) and non-academic needs (counseling, wellness programs, community resources)

Students with Exceptional Needs:

- Designated SSA to work with students with IEPs and 504 Plans
- In class support by Resource Teacher “Push-In” to strategic courses
- Individualized Remediation Software-Leveled readings by Lexile Levels to access core content material

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.]

Lennox Academy will continue to follow its regular meeting cycle that includes Professional Learning to build staff’s capacity to address student needs; Collaborative Planning to facilitate collaboration among content teachers, Resource Teachers and SSAs; Grade Level Meetings to evaluate student progress and horizontally align best practices; and Department meetings to analyze data and inform vertical alignment. To enable staff meetings to be data driven, Lennox Academy will add the Powerschool Performance Matters Analytics to its Student Information System and reduce the challenge of accessing data from different systems and platforms. A centralized data management platform with access to math/reading inventories, interim assessment blocks, teacher created formative assessment, attendance, demographics, etc. that provides teachers and SSAs with access to their students will facilitate the evaluation of services and supports provided to Lennox Academy students to address learning needs.

Measures used to monitor student academic growth:

- Student Work Portfolios (argumentative essays, historical thinking skills, lab reports (claims, evidence, reasoning)
- California Assessment of Student Performance and Progress (CAASPP) results in English Language Arts and mathematics
- CAST Practice Tests
- Smarter Balanced Interim Assessments (English Language Arts and Mathematics)
- Math and Reading Inventories
- Apex Tutorial Pre and Post Tests
- AP Exam Passage Rates
- Students' GPAs (Percentages above and below 2.0)
- Credit Completion
- Graduation Rate
- EDGE Pre and Post Tests
- IEP Goal Growth

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

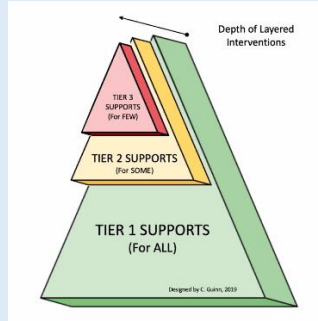
Description	Total Funds	Contributing
Staffing to expand student support services that will provide EL, recent RFEPS, and all At Promise students the necessary support to enable them to graduate and fulfill UC/CSU A-G requirements.	\$960,000	Y
Assess for Lexile growth, provide reading intervention lab classes including supplemental books and licenses for remediation software.	\$15,000	Y
Assess for Quantile growth, provide math intervention lab classes including supplemental books and licenses for remediation software.	\$8,000	Y
Purchase/renew licensing of software to support academic achievement (Common Core, NGSS, Content Standards, AP Exams, SAT/ACT, EAP, credit recovery, etc.) of all students. Software includes: -Powerschool Performance Analytics -Apex California Tutorials -Albert IO -Newsela	\$30,000	Y

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.]

There is no doubt that our entire school community has been affected by the COVID-19 pandemic in some way. While some may have been more directly impacted than others, the constant worry about one's physical health and that of our loved ones, has in and of itself led to high

levels of stress for many. For others, this fear together with other personal and/or family challenges (economic stressors, home stability, safety, access to care/resources, mental illness...) pose a threat to their emotional well-being. As we welcome our families to the 2020-2021 academic year, Lennox Academy reaffirms our commitment to monitor and support the mental health and social-emotional well-being of our students and staff. A multi-tiered layer system of support has been drafted below to include an overview of some of the supports (but not limited to) in place to address mental health, trauma, and other impacts of COVID-19 on our school community.



Tier 1 – Universal Supports

Whole School Safety and Prevention Planning

- Universal screener to identify social-emotional needs
- Self, peer, family, and staff-initiated counseling referral system
- Courses focused on mental health and healthy relationships
- Positive messaging around mental health/digmatize
- Access to resources & referrals (including National Suicide Prevention Lifeline, Crises Text Line, and a local Suicide Prevention hotline)
- Kognito Friend2Friend
- Youth Suicide Prevention Policy

- Suicide Prevention Week
- Start with Hello Week
- Student initiated mental health clubs
- Team Advisory Check-Ins
- Monthly Check-Ins/Self-Referrals
- Mindfulness Mondays & Wellness Wednesdays
- Counseling drop-in hours
- Positive school climate contributors
- Engagement strategies to maintain school-connectedness

Community and Family Engagement and Support

- Partnership through Richstone Family Center
- Counseling Intern Program through Antioch University
- Community agency partnerships with Masada Homes/PACS
- Kaiser Permanente Partnership to support mental wellness

- Parent Educational Workshops (*Cafecitos*)
- Resource page on school website that includes links to mental health, wellness, and other family/basic needs

Staff Wellness

- Resilience in School Environments (RISE) Initiative
- Support for Teachers Affected by Trauma (STAT)
- Professional learning opportunities centered on Employee Wellness; Caring for the Education Community During COVID-19; Trauma Informed Practices for K12 Schools

- Dedicated check-in meetings
- Routine Communication to encourage self-care
- Promote staff support groups to enhance staff cohesion and coping

Classroom Strategies

- Teaching through a trauma-informed lens
- Prioritize connection & building supportive relationships with students
- Offer opportunities to share experiences and process emotions

- SEL Curriculum
- Create safe spaces to allow students to feel safe, valued, accepted, and cared for

Tier 2

Early Intervention

- Individual and/or group counseling services
- Check & Connect Sessions
- SEL focused groups

- Community Agency Referrals
- Frequent Check-ins (Staff)
- STS monitoring (Staff)

Tier 3

Targeted Intervention

- Community Based Services
- Wraparound Services (Case Management/Treatment)

- Psychiatric Mobile Response Team
- Educationally Related Mental Health Services

PUPILS

Universal Screener

Lennox Academy has consistently made students' emotional well-being a top priority and will continue to monitor and support their mental health and social-emotional well-being during the pandemic. In addition to referring students to appropriate counseling/mental health services when the need arises, Lennox Academy will proactively screen students to identify students' emotional strengths and weaknesses. This universal screener will measure both internalizing and externalizing behaviors, and will be used as a preventative measure, not for diagnosis. The BASC-3 Behavioral and Emotional Screening System (BESS) will allow us to identify students' level of risk for factors that could contribute to a negative emotional/behavioral outcome (e.g., emotional distress and/or the onset of a diagnosable mental health disorder), and to provide necessary supports to prevent elevated levels of risk.

Students identified as having an "elevated" and/or "highly elevated" level of risk, will be further screened and referred for services depending on the students' individualized needs. Such supports may include, but not limited to individual counseling, group counseling, check & connect sessions, and/or outside referrals.

Counseling Referral Process & Services

Lennox Academy will continue to process referrals from students, staff, and parents. The referral form is sent to students, staff, and parents at various points throughout the year, but can also be accessed directly through Lennox Academy's website. Referrals will be monitored and prioritized based on need and serviced by the School-based Mental Health Therapist, the MFT Trainee/Counseling Interns, the Director of Student Services, or referred appropriately to a community-based mental health agency. Counseling sessions will continue to be conducted through a virtual telehealth platform.

Social Emotional Learning

Although academic achievement is important, our students may need us more than ever to first address their social-emotional learning needs. A student experiencing trauma will be hard to engage in the learning environment, if not equipped with the proper skills to help them thrive in the presence of adversity. CASEL defines social-emotional learning as "the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions." In efforts to continue to build resiliency among our students, Lennox Academy will adopt a Social-Emotional Learning Curriculum that addresses CASEL's core competencies: Self-Awareness, Self-Management, Responsible Decision Making, Relationship Skills, and Social Awareness. Research shows that infusing an SEL curriculum leads to greater academic gains, improves behavior and overall lifetime outcomes. Lennox Academy will continue to research best practices, review SEL curriculums, and develop a multi-year action plan to embed the adopted SEL curriculum as a universal support through the core curriculum and/or TA, and will offer tier 2 SEL groups led by the school-based mental health therapist. An SEL needs assessment will be conducted to identify areas of greater need and priority for this first year of implementation.

This multi-year action plan will serve as the building blocks to Lennox Academy's multi-tiered, multi-domain systems of support within the Counseling Program to ensure that we meet the academic, postsecondary, and social-emotional development of all students.

Connections with Trusted Adults

Adhering to physical distancing requirements, does not equate to social distancing and isolation. Maintaining positive connections can make a difference in the lives of many. Team Advisory will continue to play a pivotal role in maintaining students' connectedness to school, both with their peer and to a trusted adult. Through weekly check-ins, Team Advisory Teachers can informally assess a students' need for added support and refer accordingly.

In addition to weekly check-ins during TA, all students will complete a monthly check-in form, where they can self-identify their needs and refer themselves for added support. Additionally, students screened to be "elevated" and/or "highly elevated" risk of developing negative emotional outcomes will be paired with a "check & connect" support staff member on campus, who will serve as liaisons in connecting and referring them to appropriate supports.

STAFF

We are better able to serve our youth and support their well-being, if one takes the time to nourish our own physical, social, and emotional health. Or as the old saying goes, "*Happy teachers, happy students.*" Lennox Academy recognizes the importance of addressing staff mental health needs and will continue to explore ways to best support the mental wellness of all staff members.

Resilience in School Environments (RISE)

Lennox Academy will explore a possible partnership with Kaiser Permanente's Resilience in School Environments (RISE) Initiative. RISE works with schools to develop strategies and practices that promote a more positive school environment, and seeks to: increase staff job satisfaction; improve safety, connectedness, and relationships among students and staff; increase skills related to social and emotional learning for staff and students; and increase mental health supports. All staff members will complete an online needs assessment that will help us prioritize items to work on throughout the year in the areas of staff well-being, school systems, universal prevention strategies, targeted interventions, and collaboration.

Support for Educators Affected by Trauma

As caring adults, it is often difficult for staff personnel not to let their students' problems become their own. Lennox Academy will engage staff in a 5-module course on secondary traumatic stress (STS) that will help us gain a basic understanding, gain insights about our own experiences, and learn ways to address symptoms associated with STS. Staff will have the opportunity to assess their STS risk level and create a personalized self-care plan that focuses on strategies that are most important to them and that will increase resilience to address symptoms of secondary traumatic stress.

Staff identified to have higher levels of STS will be further supported through frequent check-ins, encouraged to frequently assess their STS levels to prevent mental and emotional exhaustion, and provided with appropriate resources and/or referrals.

Staying Connected

In addition to professional learning opportunities in the areas of secondary trauma, compassion fatigue, and self-care, Lennox Academy will provide dedicated meeting times for staff check-ins to address any challenges, and will encourage "safe space" sessions, staff "socials" and virtual "luncheons" via zoom to allow staff members to connect with others in the school community, process feelings, and celebrate successes.

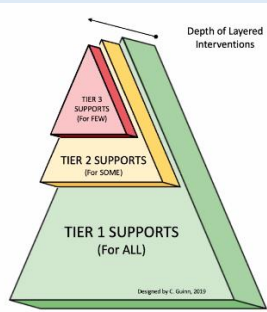
Pupil and Family Engagement and Outreach

[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.]

Lennox Academy has updated its attendance policy to include distance learning procedures during the COVID-19 pandemic. Attendance strategies and outreach efforts by school personnel will focus on student engagement and on addressing any barriers to school attendance (including but not limited to student mental health, and access to technology and connectivity devices). Outreach efforts may be conducted through e-mail, posts and/or direct messages through ParentSquare, and/or through live and automated phone calls. On occasion, if the family is unreachable through any of the means above, communication may be sent through correspondence. Regardless of the method of communication, outreach efforts will be conducted in parent/guardian's native language and/or preference. Due to local health orders, in-person home visits will only be conducted under extenuating circumstances, with proper social distancing and safety procedures in place, and after all other methods of contact have been exhausted (including but not limited to reaching out to emergency contacts, known circle of friends...). Virtual "home visits" however, will be encouraged as a means of video conferencing with the family and addressing barriers to student's success.

Lennox Academy believes in the importance of supporting all student absences, and in promoting the role attendance plays in student achievement, while creating a welcoming school climate that builds a sense of belonging and works with students/families to address barriers that prevent them from "coming" to school through this distance learning environment. While most attendance calls will be triaged by the front office staff and/or administration, teachers are encouraged to reach out to families when a student does not connect to class and to express concern for their well-being. Letting students know they were missed in class, and that we care, will help build trusting relationships with adults on campus. Students on an IEP, a section 504 Plan, and/or in GANAS! have another advocate assigned to them, who are also encouraged to reach out to the student and/or family when the student is absent and/or not engaging with the school curriculum.

Below are multi-tiered re-engagement strategies and procedures in place at Lennox Academy to help ensure the following: that all students maintain connection to the school environment through opportunities for daily live interaction with their teachers and peers, participate in the school curriculum, and that any barriers to school attendance are addressed during distance learning.



Tier 1 – Universal Supports, Strategies & Outreach Efforts

Attendance Strategies / Outreach		Student/Family Engagement	
Period by Period Absences When a student is not present for a class (i.e., not signed in through Zoom), the student will be marked absent on PowerSchool for that period, and the following steps will take place: - Office staff will call home to inquire about the absence - If contact is made with the family, office staff will triage reason for absence and document/refer accordingly. Tech/Internet issue → Student is connected with Tech Support; absence is documented and recorded as “C” (Connectivity); classified as “excused” Excused or Unexcused Absences will be classified as per Ed Code 48205; logged on PowerSchool; recorded accordingly as either “X” or “U” SEL related absences/concerns → Referred to Director of Student Services for follow up and further assessment of need - If contact is not made with the family the day of the absence, office staff will continue to call home until contact is made to verify the reason for the absence. Additional attempts to contact family include verification of family’s contact information and calls to emergency contacts. Full Day Absences In addition to following regular attendance procedures to clear the absence, office staff will notify the director of student services of full day absences during distance learning. The director of student services will reach out to the student and/or parents to address any barriers to learning. First full day absence in the week → email/zoom communication with student; 2nd full day absence in the week → email/zoom/phone conference with student/parent GANAS! Absences Student Success Advisor to communicate concerns with parent. Communication to include live phone calls when parent is not responsive via e-mail and/or ParentSquare.		Students - Positive (strong) relationships with caring adults on campus - Positive messaging regarding attendance - Classroom relationship-building strategies via Zoom - Peer connections among students in virtual classrooms to keep students engaged with each other - Weekly engagement with teacher at minimum 3x/week - Referral process to address barriers in attendance - Maintaining and promoting a positive, safe school climate - Attendance awareness month - Recognitions/Incentives (in compliance with CDC’s recommendations) Family - Procedures to verify/update family contact information - Daily notification regarding absences - Daily outreach efforts in their native language - Positive and caring messaging regarding absence - Office outreach efforts to assess student needs/reason for absence - Grasshopper app to maintain communication between home and school staff - Invitation to schedule voluntary virtual “home visits” to focus on relationship building and engaging parents in their student’s education through distance learning	

Tier 2

- Early Intervention**
- Individualized Tier 2 supports for students at greater risk for chronic absenteeism and lack of engagement
 - 3 full days absent in a week (60% of instructional week) → Student/Parent Virtual Conference to address barriers to success
 - 3 absences for the same period within the week (100% of instructional time for that period) and/or lack of engagement → Teachers to communicate with student and/or family to express and explore concerns
 - Increased communication with family to address barriers to attendance and/or student engagement/participation
 - Referral to the Student Success Team (SST) and/or Counseling
 - Check & Connect Referral, Mandated Office Hours, GANAS! Referral, Strategic Supports for students with special needs

Intensive Support

- Individualized Tier 3 supports for students who are need more intensive help (may include but not limited to collaboration with local community-based agencies, child welfare, wraparound services, community based mental health, case management...)
- Referrals to Student Attendance Review Team (SART)
- Partnership with Communities in Schools (interagency collaboration)

Lennox Academy's attendance policy and multi-tiered system of supports will continue to evolve as the needs of our students evolve during the pandemic.

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.]

Lennox Academy is committed to ensuring that all students continue to receive nutritionally adequate meals during the pandemic, both in-person and during the distance learning environment. All meals will continue to be prepared and provided by the Lennox School District, ensuring all proper safety and hygiene protocols are in place. Students and/or parents of Lennox Academy students are encouraged to go pick up free breakfast, lunch and an after-school supper meal at any of the other school sites in the Lennox School District between the hours of 11:15 am – 12:30 pm every day. The student need not be present.

When school resumes in-person and/or transitions to a hybrid model, Lennox Academy administration will work closely with LSD personnel to ensure proper procedures are in place with respect to hygiene, cleaning and sanitization, meal preparation and dissemination, and communication with students and families.

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

Section	Description	Total Funds	Contributing
Mental Health and Social-Emotional Well-being	BASC-3 Behavioral and Emotional Screening System	\$1,500	Y
Mental Health and Social-Emotional Well-being	2020 SEL Exchange Virtual Summit: Catalyzing our Commitment to Youth	\$125/ person	Y
Mental Health and Social-Emotional Well-being	CASC Virtual Conference & Expo	\$179/ person	Y

Mental Health and Social-Emotional Well-being	ACT Tessera SEL Curriculum	\$5,000	Y
Mental Health and Social-Emotional Well-being	Richstone School-Based Mental Health Therapist	\$66,000	Y
Mental Health and Social-Emotional Well-being	Kognito: • Trauma-Informed Practices for K12 Schools • At-risk Educator Training • Friend2Friend	\$5,000	Y
Mental Health and Social-Emotional Well-being	Staff Virtual Luncheons	\$3,000	Y

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
34.32%	\$1,855,351.00

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.]

The needs of English learners and students with exceptional needs continue to be a priority at Lennox Academy to due to the achievement gap as highlighted by assessments (e.g. CAASPP, the Reading Inventory, and the Math Inventory), cumulative grade point averages (GPAs) and credit deficiency. The CA Dashboard also highlights the achievement gaps within English learners in both Math, Science and English Language Arts. Lennox Academy offers student support services that provide English learners, students with exceptional needs, and all at promise students the necessary support to enable them to graduate, reclassify (if applicable), and fulfill UC/CSU A-G requirements. Resource and Intervention staff will track student progress and provide Tier II and Tier III interventions to all at promise students with an emphasis on students with IEPs and English Learners. The Director of Curriculum and Instruction will continue to collaborate with department chairs to facilitate professional development opportunities on strategies to improve the academic achievement of English Learners and low-income students. Student Success Advisors shadow students during the school day, tutor, track, communicate with parents, and support credit deficient/academic probation students with summer school and after school classes. Instructional materials and staff trainings keep in mind all

students; yet, the needs to English learners, low-income students, students with exceptional needs, and students' mental health needs are and will continue to be prioritized to mitigate learning loss.

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

Services to foster youth, English learners, and low-income students are being increased and improved by the increased allocation by:

- purchasing all the instructional materials needed to ensure curriculum access and a rigorous designated ELD program
- ensuring students have print copies of student workbooks along with digital access
- replacing 150 student laptops
- purchasing additional hotspots
- maintaining the Ganas! Program and adding an additional Student Success Advisor to service additional 9th grade students
- providing ongoing training for staff to meet the needs of all students focusing on English learners and low-income students to address their learning loss and avoid increasing the achievement gap
- addressing students' social emotional needs during these uncertain times by implementing a Social Emotional Learning curriculum (SEL), inviting motivational speakers and maintaining a Mental Health Therapist (along with Mental Health interns)
- maintaining a positive school culture by addressing staff's social emotional needs and encouraging virtual camaraderie and collaboration
- implementing interactive tools to increase student engagement, gather student data, and provide multiple mediums for English learners to communicate and express themselves in the academic setting
- staffing of English and Math support teachers to provide Designated ELD, Read 180, English 3D, and Math 180
- purchasing a database to centralize all student data to help with monitoring and tracking focusing on English learners, low-income students, and students with exceptional needs
- implementing APEX tutorials to measure English learner and students with exceptional needs learning loss and monitor their growth during the school year to help identify the adequate services and supports