

LGA 2021 Distance Learning Update

January 29th, 2021



Scott Fitzgerald, Principal

Vision

All NUSD students
graduate as college
and career ready,
productive,
responsible, and
engaged global
citizens

Leroy Greene Academy's
COMMITMENTS

PURPOSE

Everything we do, we do with purpose

RESULTS

We focus on results

INNOVATION

We are innovators

DETERMINATION

We are determined and persevere through challenge

EMPATHY

We practice empathy with others





Presentation Objectives

1. Discuss LGA's and NUSD's current reality as it relates to return to school
2. Discuss Distance Learning Disruption and building an 18 month plan to address student needs
3. Discuss NUSD changes to high school grading policy



Return to School Current Reality

- Sacramento County remains in the Purple Tier
- As Chris shared in his most recent communication...

“In order for Secondary schools to open Sacramento county must have 7 new daily COVID-19 cases per 100,000 or a return to Red Status. Currently, state data has Sacramento County at 57.6 new cases per 100,000. ”
- As previously reported LGA has worked to ensure safety protocols are in place for when we are given the green light to return to the classroom



18 Month Plan to Address Disruption

- Proactive plan to address learning disruption that has occurred since we have been in distance learning
- Specifically looking to address disruption in the following areas:
 - Academic
 - Social emotional
 - Physical
- Plan is broken up into 6 month phases to help us navigate the remainder of the year and begin planning appropriately for a return to in-person learning



18 Month Plan to Address Disruption

- The creation of LGA's 18 month plan has been a collaborative effort
 - Worked with staff to generate ideas
 - Surveyed students and staff around existing schoolwide structures
- The plan is designed to encourage innovative ideas to support our students and as such it is an ongoing process
- Ideas for this plan are driven by data



LGA's 18 Month Plan

LGA Learning Recovery 18 Month Action Plan Site Perspective

| Action (What?) | Objective/ Focus (Why?) | Stakeholder Input/ Approvals Needed | Staff Included and Staff Lead | Monitoring Metric(s) | Baseline Data |
|---|---|--|---|--|---|
| APEX Elective courses (include more narrative to explain) (this action is designed to address 9th- through 12th) | To remediate credit deficiencies in required courses | <p>Would need to identify staff to teach course</p> <p>Would need to work with identified students and families</p> <p>Potential approval to put teacher at 120%</p> | <p>Admin and counselor oversight</p> <p>Identified staff member to teach course</p> | <p>Grades and course progress will be monitored by admin and counseling leads</p> <p>Weekly checkins with students and counselor and/or administrator</p> | 296 D's or F's exist between 135 students for Q1. (35% of 9th graders received D's and F's, 34% of 10th graders, and 38% of 11th graders) |
| Departments create vertically aligned "Power Standard Tracking Sheet". This data is filled out like a standards based report card within the department and is filled out during PLC meetings. (remainder of 2020-2021) | This will keep track of student progress and help inform next year's teachers of a jumping off point. | No approval needed. Will work with staff. | Admin will have departmental oversight with their teachers. | PLC's review these monthly and make adjustments as necessary. Admin will continue the practice of meeting with with teachers bimonthly and will provide feedback on these tracking sheets as necessary | In a non COVID year, each course would have had 435 instructional minutes per week versus 350 minutes during distance learning. This equates to a loss of 3.5 weeks of instruction per class per year (19%) |
| At end of year PD days (20-21) departments will reviews identified power standards and their tracking sheets and will use this information to adjust next year's scope and sequence. (prior to start of 2021-2022) | Data will drive what standards are best to leverage within department scope and sequence | No approval needed. Will work with staff. | Admin will have departmental oversight with their teachers. | In the 2021-2022 school year, teachers will update the tracker sheet to monitor the success of their instructional changes. | PLC power standard tracking sheets (staff will continue to update through end of 2020-2021) This information will influence scope and sequence |



18 Month Plan First Phase

- Departments are working to create vertically aligned power standard tracking sheets.
 - This information will be used to adjust scope and sequence for the 2021-2022 school year
- Restructuring office hours to make more systematic with days slated for reteach, reassess and 1:1 time with students.
 - Allowing staff and students to extend office hours from 3-4
- Target our high need students and assign an administrative/counseling “case manager” who monitors that student. Set up weekly meetings with case managers to review progress.
 - This is in addition to the support they receive from their advisory teacher
- APEX elective courses added into master schedule to allow for credit recovery
 - This provides earlier access and extended time to recover credits



18 Month Plan Future Plans...

- LGA's block schedule and advisory time provide awesome opportunities to get creative in how we address Learning Disruption
 - Looking at creating year long Math and English courses, with extended time to slow down and address gaps
 - Looking to utilize advisory time as an additional opportunity to provide intervention and enrichment opportunities
- Advisory Parent Conferences with identified high needs students
- Work with current AVID students and staff to identify high leverage strategies that will be implemented site-wide to help address Learning Disruption.



High School Grading Changes

- NUSD and Natomas Teachers Association have come to an agreement allowing high school students extra opportunities to remediate/fix D's and F's
 - Students receiving a grade between 50% and 69% will receive an "In Progress" (IP) grade and will have the opportunity to work with their teacher to show their content understanding and bring their grades up to a C
- LGA high schoolers will have the opportunity to fix both Quarter 1 and Quarter 2 grades if they choose to opt in
- Students receiving a 49% or lower will receive "No Credit" (NC). This will be on transcripts in place of the "F"
 - Students with NC's will work with LGA staff to retake these courses via APEX elective, schedule changes or summer school



Distance Learning Update

Questions?